INSPRIATIONAL INSIGHTS
Five Things I’ve Learned
Pearson Foundation

This new project from Pearson Foundation is a collection of personal reflections from education leaders committed to learning that improves outcomes for students. Learning Forward Executive Director Stephanie Hirsh joins more than 50 education innovators, including Kati Haycock, president of The Education Trust; Anne Bryant, executive director of the National School Boards Association; and Tom Carroll, president of the National Commission on Teaching and America’s Future. Read their comments on topics such as communication and teamwork, data and accountability, experience and practice, and learning and student achievement.

www.thefivethings.org

STAGES OF TEACHING
Creating a Comprehensive System for Evaluating and Supporting Effective Teaching
By Linda Darling-Hammond, 2012

Criteria and methods for evaluating teachers vary substantially across districts and at key career milestones. A comprehensive system of teacher evaluation should provide support for supervision and professional learning, identify teachers who need additional assistance or a career change, and recognize expert teachers who can contribute to the learning of their peers. This report from the Stanford Center for Opportunity Policy in Education outlines an integrated approach and a professional development system that supports effectiveness for teachers at every stage of their careers.

http://edpolicy.stanford.edu/publications/pubs/591

IMPLEMENTATION PROTOCOLS
Implementing Observation Protocols: Lessons for K-12 Education From the Field of Early Childhood
Robert C. Pianta, May 2012

This paper from the Center for American Progress examines lessons from early childhood education that may be helpful as states and districts begin implementing more rigorous observation protocols for K-12 teachers. Although these lessons apply to all grades, they may be particularly relevant for K-3, where assessing student performance using standardized achievement tests is most challenging. Lessons focus on the importance of standardization, trained observers, methods for ensuring the validity and reliability of the instruments, and the use of observational measures to produce effective teaching.

www.americanprogress.org/issues/2012/05/observation_protocols.html
ALIGNMENT RESOURCES

Aligning Teacher Evaluation With Professional Learning
National Comprehensive Center for Teacher Quality, May 2012

The National Comprehensive Center for Teacher Quality has published a series of reports to help states and school districts build meaningful professional learning into designing and implementing teacher evaluation systems. One report highlights three elements to support continuous improvements in teaching and learning; a second report discusses coordinated human capital reforms that focus on professional learning; and a third report explains six required components of an aligned teacher evaluation and professional learning system.

www.tqsource.org/alignEvalProfLearning.php

ONLINE COMMUNITIES

Connected Educators
U.S. Department of Education

The Connected Online Communities of Practice project’s goal is to increase the quality, accessibility, and connectedness of online communities of practice by launching and leading communities, conducting design experiments, undertaking case studies, and developing ideas about new designs and infrastructure to support educators in making productive connections. The website offers multiple ways to get involved: Join an online community or add an existing community to the network, propose a guest blog, read and comment on ideas presented, brainstorm with other online community managers, or tell stories about challenges or inspirations.

http://connectededucators.org

IMPROVING HIGH-POVERTY SCHOOLS

Building and Sustaining Talent: Creating Conditions in High-Poverty Schools That Support Effective Teaching and Learning
The Education Trust, June 2012

Improving public education depends on attracting, nurturing, and retaining talented teachers in schools with the greatest academic need. This report describes the urgency of making high-poverty, low-performing schools satisfying, attractive places to work, and highlights five districts that recognize the importance of teaching and learning conditions. While each district’s approach is different, some consistent themes emerge: a focus on strong leadership, a commitment to improving instruction by analyzing student data and reflecting on practice, and a collaborative environment that values and rewards individual contribution.


JSD STAFF

Editor: Tracy Crow
Managing editor: Sue Chevalier
Designer: Kitty Black

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