STANDARDS IN AUSTRALIA
National Professional Standards for Teachers
Australian Institute for Teaching and School Leadership, February 2011

Representing an analysis of effective practice by teachers throughout Australia, these standards are intended to guide teacher professional learning, practice, and engagement. The document outlines what teachers are expected to know and be able to do at four career stages. The standards can inform teachers’ professional learning goals and provide a framework to help teachers evaluate their learning and progress. Seven standards are organized within three broad domains: professional knowledge, professional practice, and professional engagement. www.aitsl.edu.au

ONE DISTRICT’S WORK IN DEPTH
Professional Learning Teams: 2009-10 School-Based Policy Implementation Study
Wake County Public School System, November 2010

District policy in the Wake County (N.C.) schools called for districtwide implementation of professional learning teams. This research report covers the initiative, with information about impact on student achievement and collaborative culture. The report also offers many details about how the district carried out the implementation and includes case studies of specific learning teams and the voices of several participating practitioners. www.wcps.net/evaluation-research

BRING OUT THE BEST
The Elusive Talent Strategy: An Excellent Teacher for Every Student
Carnegie Corporation of New York, Winter 2011

A call to rethink how teachers are recruited, developed, and rewarded, this report discusses the challenge of the strategic management of human capital and how to meet that challenge to ensure that students have effective teachers. The authors offer specific strategies and highlight promising models in improving teacher preparation, professional learning, and retooled data systems to inform human capital decisions. http://carnegie.org/talentstrategy

ONE-STOP RESEARCH CENTER
Knowledge Management and Dissemination
Math and Science Partnership

A project of EDC and Horizon Research funded by the National Science Foundation, this web site offers research briefs, case studies, presentations, and research instruments from a range of Math and Science Partnership projects. The research briefs, covering content knowledge, teacher leaders, and the role of faculty in professional development, are summaries of what researchers learned in their projects. Geared toward practitioners with practical advice as well as extensive background information, each brief includes insights from educators in the field. www.mspkmd.net
BUILDING SCOTLAND’S TEACHERS
Teaching Scotland’s Future: Report of a Review of Teacher Education in Scotland
The Scottish Government, February 2011

Commissioned by the Scottish government, this report is the result of literature reviews, interviews, and educator surveys on the state of teacher learning in Scotland, including teacher preparation and professional development. The author writes that Scotland’s teaching force is strong and that government policies have created a strong foundation upon which to build for the future. The report offers 50 recommendations to build teacher capacity for further improvement. Recommendations cover the needs of educators as 21st-century teachers, the context of teaching in Scotland, learning at different career stages, and leadership development. Specific recommendations for professional development include a need for a shift to more local, team-based approaches centered on collaboration and self-evaluation, and a need for more planning and evaluation tied to student progress.

www.ltscotland.org.uk/resources/t/genericresource_tcm4654352.asp

5 STEPS TOWARD TURNAROUND
Turning Around the Nation’s Lowest-Performing Schools
Center for American Progress, January 2011

For more than a decade, Education Resource Strategies (ERS) has worked with urban districts to transform the use of people, time, money, and technology so that all students receive the support they need to succeed. Based on this work, ERS believes that successful school turnaround also requires district turnaround — fundamental changes in the way districts think about and provide support for schools. ERS has identified five steps that districts can take in designing and implementing school improvement programs that will increase the probability that their efforts will achieve lasting improvement. This report outlines the five steps in detail.

www.americanprogress.org/issues/2011/02/five_steps.html

EVALUATING COSTS
High-Quality Professional Development: Effectively Allocating Resources
National Comprehensive Center for Teaching Quality, February 2011

This research and policy brief outlines recent research, discusses factors in resource allocation, offers district-level examples, and includes self-assessment tools. Created to help system- and state-level education leaders consider the effective use of scarce resources to support high-quality professional learning, the brief includes a framework for considering all associated costs for professional development and information about evaluating professional learning.

www.tqsource.org

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