



GREAT PRINCIPALS

Playmakers: How Great Principals Build and Lead Great Teams of Teachers

New Leaders, November 2012

This research study identifies the actions that great principals take to ensure and amplify great teaching: Develop teachers, manage talent, and create a great place to work. The report includes local, state, and federal policy recommendations to invest more time, attention, and resources into improving principal effectiveness. The findings are based on an in-depth analysis of the leadership practices in more than 200 district and charter schools that saw substantial gains in student achievement in seven urban areas.

www.newleaders.org/newsreports/publications/playmakers



BEATING THE ODDS

Failure Is Not an Option: How Principals, Teachers, Students and Parents From Ohio's High-Achieving, High-Poverty Schools Explain Their Success

Public Agenda, 2012

Public Agenda's report suggests that effective school leadership is one of the major drivers of success at high-poverty schools. The report also illuminates concrete practices and qualities of effective leaders. *Failure Is Not an Option* tells the story of nine high-poverty, high-achieving schools in Ohio. Each has confronted tough issues and beat the odds. While each school has its own story, they all share a common set of attributes and best practices that could be emulated by other public schools. In addition to strong leadership from principals, these schools demonstrate a culture of collaboration and engagement, data-driven instruction, high expectations, and nontraditional incentives.

<http://publicagenda.org/pages/failure-is-not-an-option>



RETAINING TEACHERS

Promoting Quality Teaching: New Approaches to Compensation and Career Pathways

Accomplished California Teachers, 2012

With one-third of all new teachers in the United States leaving the profession within five years, California can stem this loss and improve teacher quality by extending time to train new teachers and providing more opportunities for career growth, a report released by Accomplished California Teachers concludes. The ACT report also emphasizes the need to attract high-quality teachers to low-performing schools by not only offering higher pay, but also released time and additional stipends earmarked for ongoing professional development relevant to the needs of the students they teach.

<http://edpolicy.stanford.edu/publications/pubs/679>

ACTION FOR COMMON CORE

Implementing the Common Core State Standards

Achieve, 2012

Achieve, in partnership with College Summit, the National Association of Secondary School Principals, and the National Association of Elementary School Principals, has published a series of action briefs on the role of school counselors, secondary school leaders, and elementary school leaders in the implementation of the Common Core State Standards. The action briefs provide no-cost take-aways, talking points, and action steps that school leaders and counselors can begin to put into practice in their schools today.

www.achieve.org/publications

LINKING LEADERSHIP TO ACHIEVEMENT**The School Principal as Leader: Guiding Schools to Better Teaching and Learning***The Wallace Foundation, 2013*

This expanded edition of the *Wallace Perspective* summarizes a decade of foundation research and work in school leadership to identify what it is that effective school principals do. It concludes that they carry out five key actions particularly well: Shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instruction, and managing people, data, and processes to foster school improvement. New to the report is a section on teachers and teacher leadership. An interview with Linda Darling-Hammond focuses on the principal-teacher connection, and a teacher reflects on how principal leadership impacts her work.

<http://bit.ly/zcvOCB>**TRANSFORMING TEACHING****Dennis Sparks on Leading and Learning***Dennis Sparks, 2013*

In his blog, Dennis Sparks offers his views on transforming teaching, learning, and relationships in schools. Sparks, former executive director of National Staff Development Council (now Learning Forward), serves as a “thinking partner” to school system administrators, principals, teacher leaders, and leadership teams to assist them in developing their knowledge and skill to continuously improve teaching and learning in all classrooms. In a recent post titled “The ultimate test of leadership development,” Sparks writes that

teaching and learning that benefits students will occur through leadership development that is intellectually robust, acknowledges the power of leaders’ beliefs and conceptual frames to influence their practice, develops skills, and is sustained over many months.

<http://dennisparks.wordpress.com>**DIGITAL LEARNING****Expanding Evidence Approaches for Learning in a Digital World***U.S. Department of Education, 2013*

This report from the Office of Educational Technology explains why the transition to digital learning warrants rethinking educational evidence and describes in detail six new approaches to gathering evidence. It then presents how the new approaches can be applied to help address a number of familiar current education challenges. The report features a decision-making model that provides guidance on the amounts and types of evidence needed for different kinds of learning technology decisions. An evidence strategies framework illustrates how the new approaches to gathering evidence can be used to support the proposed decision-making model, followed by recommended actions for funders, policymakers, practitioners, developers, and researchers.

www.ed.gov/edblogs/technology/evidence-framework**JSD STAFF**

Editor: Tracy Crow

Managing editor: Sue Chevalier

Designer: Kitty Black

HOW TO GET IN TOUCH

JSD is published six times a year to promote improvement in the quality of professional learning as a means to improve student learning in K-12 schools. Contributions from members and nonmembers of Learning Forward are welcome.

Manuscripts: Manuscripts and editorial mail should be sent to Christy Colclasure (christy.colclasure@learningforward.org). Learning Forward prefers to receive manuscripts by email. Notes to assist authors in preparing a manuscript are provided at www.learningforward.org/publications/jsd/writers-guidelines. Themes for upcoming issues of *JSD* are available at www.learningforward.org/publications/jsd/upcoming-themes.

Advertisements: Advertisements are accepted in *JSD*. The *JSD* ad rate card is available at www.learningforward.org/publications.

Correspondence: Business correspondence, including orders for back copies, memberships, subscriptions, and remittances for advertisements, should be sent to: Learning Forward, 504 S. Locust St., Oxford, OH 45056.

Telephone: 800-727-7288.

Permissions: Learning Forward’s permission policy is available at www.learningforward.org/publications/permissions-policy.

JOURNAL OF STAFF DEVELOPMENT
ISSN 0276-928X

JSD is a benefit of membership in Learning Forward. \$89 of annual membership covers a year’s subscription to *JSD*. *JSD* is published bimonthly. Periodicals postage paid at Wheelersburg, OH 45694 and additional offices. Postmaster: Send address changes to *JSD*, 504 S. Locust St., Oxford, OH 45056.

© Copyright, Learning Forward, 2013. All rights reserved.

The views expressed in *JSD* do not necessarily reflect the official positions of Learning Forward, nor are products and services being advertised endorsed by Learning Forward.