



DIGITAL LEARNING

Blended Learning Implementation Guide

Digital Learning Now!, February 2013

This is the fifth in a series of interactive papers offering guidance on the adoption of Common Core State Standards and the shift to digital learning. The authors assert that by the end of the decade, most U.S. schools will fully incorporate instructional technology — extending the learning day, expanding the reach of effective teachers, and increasing personalized learning. The paper presents a series of decisions to guide implementation. The authors intend to capture and update best practices as schools make the shift. Education leaders and practitioners are encouraged to submit comments and engage with the authors through their websites, blogs, and social media.

www.digitalllearningnow.com/dln-smart-series

TEACHER LEADERS

Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands

The Aspen Institute, February 2013

School systems that provide their highest-performing teachers with leadership roles can elevate the profession and increase the impact of top talent. Developing teacher leadership means rethinking evaluation, compensation, distributed leadership, and even what we see as the role of teachers and the way we organize instruction. Author Rachel Curtis outlines a process for establishing shared purpose for teacher leadership and career pathways, designing and implementing systems and structures that support this work, and learning from teacher leadership efforts. The paper also includes profiles of school systems leading the effort to create teacher leadership and career pathways.



<http://bit.ly/Z8m0sd>

MICHIGAN REPORT CARD

The Public's Agenda for Public Education: How Michigan Citizens Want to Improve Student Learning

The Center for Michigan, January 2013

Michigan residents want expanded early childhood programs, better teacher preparation, and strong support for and greater accountability from educators. These are the priorities gleaned from statewide community conversations with 7,500 residents. The Center for Michigan, a nonprofit, nonpartisan organization, reports that Michigan citizens view the state's public school system as mediocre at best, with the majority giving the system a grade of C or lower. The report highlights seven ways citizens can work for change, including joining a policy task force, writing to legislators, and volunteering locally with education-focused organizations.

<http://bit.ly/14dDRQK>



SCHOOL LEADER CHALLENGES

The MetLife Survey of the American Teacher: Challenges for School Leadership

MetLife, February 2013

This 29th report in the MetLife series examines the views of teachers and principals on the responsibilities and challenges facing school leaders, including the changing roles of principals and teachers, budget and resources, professional satisfaction, and implementation of Common Core State Standards for college and career readiness. Among the key findings:

- The job of principal is becoming more complex and stressful.
- The biggest challenges leaders face are beyond the capacity of schools alone to address.
- Principals and teachers have similar views on academic challenges, but diverge somewhat on their priorities for leadership.
- Teacher satisfaction continues to decline.
- Educators are confident about implementing the Common Core, less so about its potential for increasing student success.

www.metlife.com/teachersurvey





URBAN PRINCIPALS

Districts Matter: Cultivating the Principals Urban Schools Need

The Wallace Foundation, February 2013

This report distills insights from school leadership projects and major studies supported by the foundation to highlight key district actions to boost school leadership, including creating meaningful job descriptions and mentoring novice principals. Two chief areas of responsibility for districts are to build a large corps of well-qualified candidates for the principalship

and support school leaders on the job. Included are interviews and information about large school districts that already have put into place efforts to develop principals, such as New York City, Charlotte-Mecklenburg, N.C., and Hillsborough County, Fla.

<http://bit.ly/XY5b9j>

TEACHER EVALUATION

Using Teacher Evaluation Reform and Professional Development to Support Common Core Assessments

Center for American Progress, February 2013

Drawing on the notion of “standard of care” from the field of medicine, this report notes that advances in our understanding of subject matter, pedagogy, how students learn, and technology call for teachers to continually acquire new knowledge and to refine their instructional practices by participating in comprehensive professional development on a regular basis. Several new approaches to evaluating teachers hold promise for promoting this type of ongoing teacher learning and changes in instruction, including classroom observation protocols, student surveys, value-added models, and teacher performance assessments. The report details these approaches, explaining their potential to strongly support the enactment of Common Core standards and assessments as well as the challenges connected with implementing them.

<http://bit.ly/10mSG4f>



IMPROVING FEEDBACK

Feedback for Better Teaching:

Nine Principles for Using Measures of Effective Teaching

Bill & Melinda Gates Foundation, January 2013

Based on three years of work by the Measures of Effective Teaching project, this brief outlines guiding principles for the design and implementation of high-quality teacher support and evaluation systems. The nine principles fall into three categories:

- **Measure effective teaching:** Set expectations, use multiple measures, and balance the weights of those measures.
- **Ensure high-quality data:** Monitor validity, ensure reliability, and assure accuracy.
- **Invest in improvement:** Make meaningful distinctions, prioritize support and feedback, and use data for decisions at all levels.

<http://bit.ly/13jYDxG>

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.