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USING STUDENT DATA
If You Build It Will They Come? Teachers' Online Use of Student Performance Data
Education Finance and Policy, Spring 2013

How much and in what ways do teachers use computer-based student test data? To find out, author John H. Tyler analyzed online activities of teachers in one midsize urban district between 2008 and 2010. Using weblogs and focus groups with teachers, Tyler examined the extent and nature of teachers' data usage, finding low teacher interaction with web-based pages that contain student test information that could potentially inform practice. Blogger Matthew Di Carlo, writing about the findings in Tyler's report, says, "This reveals the complicated web of factors that must be in place if teachers are to get anything out of data systems like this one."
http://bit.ly/18HOD2J
http://shankerblog.org/?p=8614

IMPROVING TEACHER PRACTICE
High-Quality Professional Development for Teachers: Supporting Teacher Training to Improve Student Learning
Center for American Progress, July 2013

The Center for American Progress looks at professional learning — what states and districts are doing that is working and what policies are in place to support effective teacher training. The report explores features of professional learning linked to improvement, effective teacher evaluation, and implementing the Common Core State Standards. Recommendations include strengthening evaluation, developing resources on standards and assessments, and reshaping the school day to make time for collaboration.
http://bit.ly/166HEfZ

ATTRACTING TALENT
The Invisible Lever: A Profile of Leadership and Management Talent in Education
Education Pioneers, June 2013

The education field is a rewarding place for America's top talent, including young people and professionals of color, according to this report. Managers — many with backgrounds and professional degrees outside of education, such as business, finance, law, and technology — who have worked in education view it as a worthwhile, fulfilling place to apply their knowledge and skills. A survey of 1,300 professionals in a broad range of education leadership roles finds that many education organizations, including school districts and charter management, are willing to offer significant management opportunities to young leaders that are on par with, and often exceed, those in the private sector.
www.educationpioneers.org/invisiblelever

INNOVATIVE STATE MODELS
Promoting Data in the Classroom: Innovative State Models and Missed Opportunities
New America Foundation, June 2013

This report explores the use of student achievement data to improve classroom instruction, highlighting examples from two states, Oregon and Delaware, of federally funded, state-driven efforts to equip teachers with the tools they need to use student data. It also provides a glimpse of the two states' challenges and successes throughout implementation of their projects and explores the federal policy implications of each project. The Oregon and Delaware data projects provide models of successful projects and show how those or other programs could be expanded to promote data use in more classrooms around the country.
http://bit.ly/13JcryS

INTERACTIVE LEARNING
InTASC Model Core Teaching Standards
Council of Chief State School Officers, 2013

CCSSO has created a free interactive guide for educators to learn about the InTASC standards, the history behind them, and their application. Using a cloud-based e-reading platform called the LumiBook, the guide includes video links and resources designed to help teachers use the InTASC standards and progressions in their professional learning. Teachers can observe video clips of teacher performance aligned to the InTASC standards, use a tool to assess where current practice lands on the skills spectrum and to define steps for continuous improvement, and upload and share strategies for addressing problems of practice tied to each standard.
www.lumi-book.com/intasc.php

COMMON CORE
**Year 3 of Implementing the Common Core State Standards:
State Education Agencies' Views on the Federal Role**
Center on Education Policy, July 2013

Based on a 2013 survey of 40 Common Core State Standards-adopting states, the Center on Education Policy examines state education agency officials' views on the federal role in implementing the standards. The survey shows that, although a direct federal role in implementing the Common Core State Standards has been controversial, a majority of states in the survey support legislative and/or regulatory changes to the federal Elementary and Secondary Education Act to help them with implementation. The report also addresses the issue of within-state opposition to standards and finds that the majority of survey states do not anticipate their state's decision to adopt the standards will be reversed, limited, or changed in 2013-14.
www.cep-dc.org

NEW ZEALAND SURVEYS
Research Report: Professional Learning and Development
New Zealand Post Primary Teachers' Association, 2013

Two surveys conducted by the New Zealand Post Primary Teachers' Association in May 2013 show that teachers and school leaders agree current professional learning is inadequate, piecemeal, and incoherent. Teachers want more professional learning, preferably with colleagues from other schools, led by an expert facilitator with valuable and trusted external expertise. Teachers also want a variety of professional learning and, while they value in-depth professional learning community-based work, they also value workshops that enhance their knowledge in particular areas. Teachers and school leaders agree on the need for more locally trusted, officially sanctioned, effective professional learning.
http://bit.ly/1aobuo7