



PUBLIC ATTITUDES

**The PDK/Gallup Poll
of the Public's Attitudes
Toward the Public Schools**
PDK International & Gallup, 2013

At a time when 45 states and the District of Columbia are phasing in new Common Core State Standards and the student tests that go with them, the American public increasingly does not believe that extensive standardized testing is improving public schools, the PDK/Gallup poll shows. Only 41% of those surveyed said they thought the standards would make American schools more competitive globally. At the same time, 95% of respondents want schools to teach critical thinking skills. The public says that increased testing is hurting American education more than helping. Most of those surveyed give the nation's public schools a C for quality even though they give their local schools an A or B. They express great trust and confidence in public school teachers and principals.
<http://pdkintl.org/programs-resources/poll>

SUMMER PROGRAMS

**Getting to Work on Summer Learning:
Recommended Practices for Success**
The Wallace Foundation, 2013

This report offers guidance to school district leaders interested in launching or improving summer learning programs. The recommendations — start planning in January and stick to a firm enrollment deadline, among others — are based on evaluations of summer programs in six urban districts. The report also recommends: Familiarize teachers with the summer curriculum and how to teach it; help teachers tailor the curriculum for students with different aptitudes; provide ongoing support to implement the curriculum; include all instructional support staff in academic sessions; and give teachers time to set up their classrooms and prepare.

<http://bit.ly/15zQO4i>



COMMON CORE

**Year 3 of Implementing the Common Core State Standards:
Professional Development for Teachers and Principals**
Center on Education Policy, 2013

Based on a spring 2013 survey of state education agency officials in Common Core-adopting states, this report provides information on state efforts to prepare teachers and principals. The report examines which entities are providing Common Core-related professional development services within the states, the estimated proportion of teachers and principals that have participated in such services, and the challenges that states face in preparing educators to teach a Common Core-aligned curricula.

www.cep-dc.org/displayDocument.cfm?DocumentID=422

EVALUATION REFORM

Teacher Evaluation Playbook
Hope Street Group

The website is a tool to provide strategy suggestions for effective educator evaluation reform to state policymakers while giving administrators, union leaders, and teachers suggestions on how they can get involved. The site, a service of national nonprofit Hope Street Group, describes the process, key players, and resources used to engage teachers around reinventing teacher evaluation. Though heavily focused on the work in Tennessee and Delaware, Hope Street Group plans to include best practices and lessons learned from other districts and states.

<http://playbook.hopestreetgroup.org>



CHANGING TEACHER PRACTICE

Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability *Center for Public Education, 2013*

This report explores how districts can structure professional development so that teachers change their teaching practices and increase student learning. Among the findings: Professional development needs to emphasize practices that will turn students into critical thinkers; most professional development today neither changes teacher practice nor improves student learning; many districts don't track professional development spending; the most significant cost for districts will be purchasing time for teachers to spend in professional learning communities and with coaches; and support must address teachers' dual roles as technicians in researched-based practices and intellectuals developing teaching innovations.

www.centerforpubliceducation.org/teachingtheteachers



FEEDBACK CONVERSATIONS

Strategies for Enhancing the Impact of Post-Observation Feedback for Teachers *Carnegie Foundation for the Advancement of Teaching, 2013*

This brief examines the struggle to use post-observation conversations effectively to support and develop teachers. Combining a professional learning activity (feedback conversations) with an accountability-focused activity (performance evaluations) makes classroom observations a source of worry for teachers. The report recommends strategies for post-observation feedback conversations, including: Use listening strategies to ensure both participants feel heard and understood, make sure the teacher knows

exactly what is going to happen, start the conversation with a positive statement, encourage reflection, and ask teachers to share their concerns first.

<http://bit.ly/1cg90WZ>

EVALUATION FRAMEWORK

The Teacher and Leader Evaluation Roadmap *EducationCounsel, 2013*

Drawing on research and the experience of early adopter states, this report outlines a framework through which states can consider a limited number of emerging options for the numerous key questions, issues, and actions required for educator evaluation. A working draft, the report was written with awareness that evaluation systems are still developing and promising practices are still being tested. The report addresses four major elements: Establish foundations for action, design the instrument, establish systems for use, and ensure effective implementation and continuous improvement.

<http://bit.ly/180qAwK>

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.