



STRONGER TEACHING
**A Human Capital Framework
for a Stronger Teacher Workforce**
*Carnegie Foundation for the
Advancement of Teaching, 2013*

Human capital is the largest single investment K-12 districts make. The Carnegie Foundation offers a four-part framework to take stock of current efforts to enhance the teacher workforce as well as underlying theories of how the teacher workforce improves over time. The four parts include: Get the right teachers in the right positions on time; support professional growth in school-based learning communities; nurture, reward, and challenge high-performing teachers; and inform evidence-based personnel decisions. The white paper also notes evaluation's role in building a stronger teacher workforce.

<http://bit.ly/1fLFCP9>



EVALUATION

Connect the Dots: Using Evaluations of Teacher Effectiveness to Inform Policy and Practice
National Council on Teacher Quality, October 2013

The National Council on Teacher Quality's annual "State of the State" report provides a detailed and up-to-date lay of the land on teacher evaluation policies across the 50 states and District of Columbia. It also offers a more in-depth look at the states with the most ambitious teacher evaluation systems, including their efforts to connect teacher evaluation to other policy areas. In addition, it includes some advice and lessons learned from states' early experiences on the road to improving teacher evaluation systems. An *Education Week* blog post details highlights from the report.

<http://bit.ly/J1wxl5>

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

PERFORMANCE ASSESSMENT

**Teacher Learning Through Assessment:
How Student-Performance Assessments
Can Support Teacher Learning**
Center for American Progress, September 2013

The authors discuss how teachers' engagement with performance assessments influences their understanding of the standards and their students' abilities. They encourage states, districts, and schools to:

- Ensure that performance assessment is integral to the learning system;
- Include performance tasks as part of assessments;
- Ensure that rubrics for scoring assessments are clear and explicit;
- Involve teachers in collaborative scoring of assessments;
- Expand opportunities for teachers to engage in assessment;
- Provide teachers with coaching and professional development around assessment; and
- Build communities of practice to inform performance-assessment work.

<http://bit.ly/1dr4swy>



TRANSITION TO COMMON CORE

**Implementation of the Common Core State Standards:
A Transition Guide for School-Level Leaders**

*The Aspen Institute, Education First, Insight Education Group,
Student Achievement Partners, and Targeted Leadership Consulting, 2013*

This guide offers specific steps and tools for successful transition to Common Core at the school level. Built around seven indicators of high-quality transition, the guide includes high-impact actions that the leadership team and other stakeholders should take, examples of ways to collect and analyze data, and links to supporting materials. Also included are three vignettes to illustrate how those indicators might appear in day-to-day practice with discussion questions for leadership teams and other school communities to explore.

<http://bit.ly/1cWfrA6>



TEACHER SUPPORT**Building the Missing Link between the Common Core and Improved Learning***The Bridgespan Group, September 2013*

The authors describe how to help the Common Core succeed. The answer, according to the report, is to support teachers in improving their practice. Three exemplars — Kentucky, Hillsborough County Public Schools, and the Center for Inspired Teaching — are featured to extrapolate lessons for others to consider. Lessons include: Communicate the potential of the Common Core, empower teachers to lead change, and provide them with the structures, time, and resources to support the work.

<http://bit.ly/1bUTiB1>

**A COHERENT APPROACH****Creating Coherence: Common Core State Standards, Teacher Evaluation, and Professional Learning***Center on Great Teachers & Leaders, September 2013*

The brief identifies an approach for creating meaningful coherence across these interdependent reforms. The approach is designed to help states develop an understanding of the pedagogical skills and practices needed to teach to the Common Core, verify that state and district frameworks support these practices, and create opportunities for teachers to enhance their instruction in ways that will help students meet the more rigorous expectations of the Common Core. This is one of a series of tools from the Center on Great Teachers & Leaders at the American Institutes of Research.

www.gtlcenter.org/sites/default/files/CreatingCoherence.pdf

EDUCATION TECHNOLOGY**EdSurge**

EdSurge is a website for educators and entrepreneurs interested in the use of education technology. The site features new products and services, models of technology use, reports from education technology conferences, and analyses of how education technology is impacting education. Sign up for a free weekly newsletter on the site's home page.

www.edsurge.com

**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, 2014. 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.