



## LESSONS FROM SCHOOLS ALL OVER

### “IT’S BEING DONE”: ACADEMIC SUCCESS IN UNEXPECTED SCHOOLS

*Harvard Education Press, 2007*

Karin Chenoweth examines several schools that are achieving at high levels in this book and two follow-up volumes, *How It’s Being Done: Urgent Lessons From Unexpected Schools* (2009) and *Getting It Done: Leading Academic Success in Unexpected Schools* (2011). All three books profile schools with high-poverty, high-minority student populations that find success. The books help readers to understand the practices that make the difference in these schools, with the most recent book detailing school leadership practices in particular.

### THE EDUCATION TRUST

[www.edtrust.org](http://www.edtrust.org)

With a focus on closing achievement gaps in education, The Education Trust is a comprehensive source of data and reports about schools and systems and the policies and practices relevant to achieving equity. The *Dispelling the Myth* project highlights schools that achieve at high levels (and many are profiled in the most recent book in Chenoweth’s series, above). Recent reports examine conditions that support effective teaching in high-poverty schools and teacher and principal preparation programs.

### THE SMARTEST KIDS IN THE WORLD AND HOW THEY GOT THAT WAY

*Simon & Schuster, 2013*

Amanda Ripley tells the stories of three American high school students who attended schools in other nations — Finland, Poland, and South Korea — to explore what is happening in education in these countries to contribute to their relatively higher-achieving results.

### NAEP: THE NATION’S REPORT CARD

<http://nces.ed.gov/nationsreportcard>

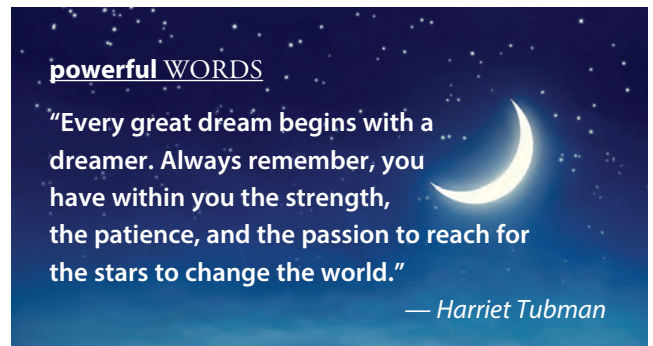
Continually updated with new results and reports, the National Center for Education Statistics at the U.S. Department of Education offers this portal to education data tied to the National Assessment of Education Progress.

### KEY FINDINGS FROM THE 2012 PROGRAMME FOR INTERNATIONAL ASSESSMENT (PISA)

[www.oecd.org/pisa/keyfindings/pisa-2012-results.htm](http://www.oecd.org/pisa/keyfindings/pisa-2012-results.htm)

The recent release of PISA results offers an opportunity to examine the policies and practices of education systems across the world. The Organization for Economic Cooperation and Development (OECD) has published several volumes of findings from the assessment of students in 65 nations, including a report specifically for the United States on lessons from strong performers, and volumes that highlight student engagement and beliefs and specific policies and practices.

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## How do the Standards for Professional Learning contribute to high performance?



Throughout this issue, the context or components of professional learning outlined in Learning Forward’s Standards for Professional Learning play an explicit or implicit role in higher results for students. Use this table to note specific examples of how the standards contribute to improvement and consider implications for your practices as a team, leader, or advocate for effective professional learning.

STANDARD	Evidence of alignment with standard (Cite quotes or page numbers.)	What can I take away from this?
<b>Learning Communities</b> <ul style="list-style-type: none"> <li>• Engage in continuous improvement.</li> <li>• Develop collective responsibility.</li> <li>• Create alignment and accountability.</li> </ul>		
<b>Leadership</b> <ul style="list-style-type: none"> <li>• Develop capacity for learning and leading.</li> <li>• Advocate for professional learning.</li> <li>• Create support systems and structures.</li> </ul>		
<b>Resources</b> <ul style="list-style-type: none"> <li>• Prioritize human, fiscal, material, technology, and time resources.</li> <li>• Monitor resources.</li> <li>• Coordinate resources.</li> </ul>		
<b>Data</b> <ul style="list-style-type: none"> <li>• Analyze student, educator, and system data.</li> <li>• Assess progress.</li> <li>• Evaluate professional learning.</li> </ul>		
<b>Learning Designs</b> <ul style="list-style-type: none"> <li>• Apply learning theories, research, and models.</li> <li>• Select learning designs.</li> <li>• Promote active engagement.</li> </ul>		
<b>Implementation</b> <ul style="list-style-type: none"> <li>• Apply change research.</li> <li>• Sustain implementation.</li> <li>• Provide constructive feedback.</li> </ul>		
<b>Outcomes</b> <ul style="list-style-type: none"> <li>• Meet performance standards.</li> <li>• Address learning outcomes.</li> <li>• Build coherence.</li> </ul>		