



STATE POLICIES

2013 State Teacher Policy Yearbook

National Council on Teacher Quality, January 2014

The National Council on Teacher Quality offers its annual analysis of every state policy that affects teaching. In 2013, states averaged C- for their teacher policies. Florida, with a B+, earned the highest overall teacher policy grade; Montana, with an F, was lowest. Among the report's key findings: Teacher effectiveness is increasingly being factored into personnel decisions; there has been much less action on policies aimed at recruiting and retaining the best teachers; and states need to do a better job of providing flexible pathways into teaching.

<http://bit.ly/1byNz1v>

PERFORMANCE EVALUATION

Using Teacher Evaluation Data to Inform Professional Learning

Center on Great Teachers & Leaders, January 2014

This professional learning module is designed as a workshop to help leaders and staff members from regional and state education agencies understand the link between teacher evaluation and professional learning and to ensure that school and district structures support a teacher evaluation system focused on professional growth. The module can be modified for use with district leadership teams, principals, or teacher leaders. Materials include a facilitator's guide, handouts, sample agenda, and slide presentation, all available free for download from the website.

<http://bit.ly/1h6REgY>



BLUEPRINT FOR ASSESSMENT

Creating Systems of Assessment for Deeper Learning

Stanford Center for Opportunity Policy in Education, 2013

Authors David Conley and Linda Darling-Hammond describe how state policymakers and education leaders can design assessment and accountability systems in ways that support learning for students, educators, and systems. They offer a blueprint that supports the development of deeper learning skills, generates instructionally useful diagnostic information, and provides insights about a wider range of student capacities. They recommend combining traditional tests with classroom-based assessments that allow students to demonstrate their abilities to design and conduct investigations, solve complex problems, and communicate in a variety of ways.

<http://stanford.io/1c2RgwJ>



REFORMS IN ACTION

Progress: Teachers, Leaders, and Students Transforming Education

U.S. Department of Education

PROGRESS, a U.S. Department of Education resource, highlights state and local innovative ideas, promising practices, lessons learned, and resources informed by the implementation of K-12 education reforms. These lessons from the field showcase reforms in action spurred by programs such as Race to the Top, Investing in Innovation, School Improvement Grants, Promise Neighborhoods, and ESEA Flexibility and are intended to provide insight into the transformations taking place in classrooms, schools, and systems across the country through the leadership of teachers, school, district, and state leaders and their partners.

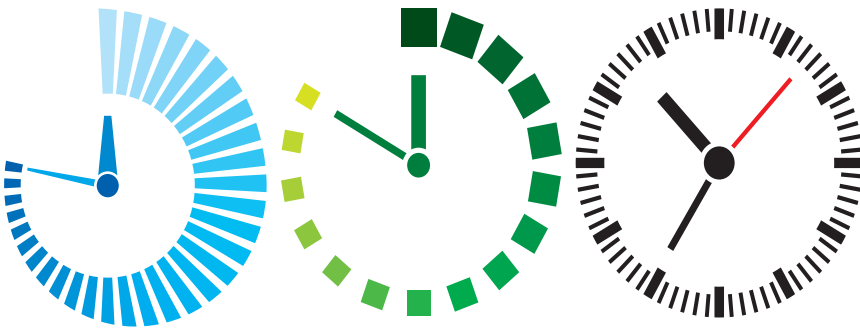
www.ed.gov/edblogs/progress

TIME FOR LEARNING**Redesigning and Expanding School Time to Support Common Core Implementation***Center for American Progress, January 2014*

The Center for American Progress and the National Center on Time & Learning believe that expanded learning time is critical to meet the demands of the Common Core State Standards. Among their recommendations:

- States and districts should pass legislation and enact policies that are school-redesign friendly.
- Districts and schools should increase the amount of time teachers have for collaboration and professional learning during the school day and year.
- States, districts, and schools should use existing federal and state resources to fund high-quality expanded learning time school models.

<http://bit.ly/Mn8heJ>

**GUIDES TO LEARNING****Essential Guide to Professional Learning series***Australian Institute for Teaching and School Leadership*

The Australian Charter for the Professional Learning of Teachers and School Leaders describes the characteristics of high-quality professional learning culture and of professional learning. The Essential Guide to Professional Learning series unpacks the research behind key themes of the professional learning charter. School leaders and teachers can use this series to reflect on and inform professional learning in their school. Series topics include evaluation, leading culture, and innovation.

<http://bit.ly/1d1xCBy>

DESIGN SOLUTIONS**Design Thinking for Educators***IDEO*

IDEO, a global design firm, created this Design Thinking Toolkit for Educators specifically for the context of K-12 education. The tool kit outlines the process and methods for designing collaborative solutions for classroom, school, and community. The design process involves five stages: discovery, interpretation, ideation, experimentation, and evolution, and each is spelled out step by step with examples of and worksheets for each step.

<http://designthinkingforeducators.com>

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