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SCHOOL LEADERSHIP
The Changing Role of the Principal: How High-Achieving Districts Are Recalibrating School Leadership
Center for American Progress, 2014

This report examines the changing landscape of school leadership. Although teacher evaluation reform is not its primary focus, the report discusses the components of certain appraisal systems and the demands they place on school leaders in terms of expertise and time — demands that have prompted some school districts to consider more proactive ways to support principals and successful implementation of teacher evaluation reform at the building level. The report uses case studies to illustrate ways in which districts train and support school leaders, such as coaching and instructional feedback, custom professional learning, streamlining the principal's duties, and partnerships with universities and nonprofits to support the next generation of principals.
www.americanprogress. org/issues/education/ report/2014/07/01/93015/the-changing-role-of-the-principal

TEACHERS ON COMMON CORE
From Adoption to Practice: Teacher Perspectives on the Common Core
Education Week Research Center, 2014

To better understand teachers' views on the Common Core State Standards, the Education Week Research Center invited users of edweek.org to participate in an online survey. A majority of respondents said they have received some professional development on the Common Core, but nearly eight in 10 report wanting more. The most useful forms of professional learning cited involve collaborative planning time, professional learning communities, structured learning opportunities, and job-embedded coaching. Educators report feeling moderately prepared to teach the Common Core. However, their confidence drops for certain student groups, particularly English language learners and students with disabilities.
www.edweek.org/media/ewrcteacherscommoncore2014.pdf

AMERICANS ON SCHOOLS
The PDK/Gallup Poll of the Public's Attitudes Toward the Public Schools
Phi Delta Kappa International, 2014

This year's poll confirms last year's results: A majority of Americans don't support public education initiatives that they believe were created or promoted by federal policymakers. Among the findings:
- 56% say local school boards should have the greatest influence in deciding what is taught;
- 60% oppose the Common Core State Standards; and
- 54% don't believe standardized tests help teachers.

Americans continue to assign higher grades to their local schools but far lower grades to the nation's schools in general.
http://pdkpoll.pdkintl.org/

COACHING AND PLANNING TOOLS
Instructional Practice Guide
Achieve the Core, 2014

The Instructional Practice Guide includes coaching and lesson planning tools to help teachers and those who support teachers to make the shifts in instructional practice required by the Common Core State Standards. In order for coaching conversations between teachers, colleagues, and instructional leaders to be

meaningful and productive, there must be shared expectations about the criteria for planning and observing lessons. These tools are framed around the shifts required by the Common Core and can be used to facilitate conversations between teachers and coaches. The tools help establish clear connections between lesson planning and classroom instruction.
http://achievethecore.org/page/969/ instructional-practice-guide-list-pg

REDUCING TURNOVER
**On the Path to Equity: Improving
the Effectiveness of Beginning Teachers**
Alliance for Excellent Education, July 2014

Roughly half a million U.S. teachers either move or leave the profession each year. To curb turnover, especially among new teachers, the report recommends a comprehensive induction program comprised of multiple types of support, including high-quality mentoring, common planning times, and ongoing support from school leaders. Teachers who receive such support have higher levels of job satisfaction, rate higher in their classroom teaching practices, and are associated with higher levels of student achievement. The report highlights the work of the New Teacher Center, which has established an evidence-based induction model for beginning teachers that increases teacher retention, improves classroom effectiveness, and advances student learning.
http://all4ed.org/reports-factsheets/path-to-equity

EDUCATOR ENGAGEMENT
**Engaging Educators:
A Reform Support Network Guide for States and Districts**
Reform Support Network, 2012

The case for engaging educators is simple and compelling. If students are to meet the expectations of college-and-career-ready standards and we are to close achievement gaps, it will be because committed educators — teachers, principals, district and state leaders — empower themselves to work together to this end. Educator engagement is necessary for successful implementation of reform, but its purpose is greater: Ultimately, educator engagement is the basis for advancing the profession in education and improving student performance. This guide outlines a framework for educator engagement that includes a variety of strategies states, school districts, and unions can use to lay the groundwork. The framework can also be applied to other groups of educators, including building- and district-level administrators.
www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/engaging-educators.pdf

STUDENT-CENTERED PRACTICES
Enriching Student-Centered Practices in Your School: An Interactive Tool for Teachers and School Leaders
Stanford Center for Opportunity Policy in Education, 2014

The Stanford Center for Opportunity Policy in Education has created an online tool kit to help schools learn ways to implement student-centered practices in their own schools and classrooms. The tool includes features of student-centered schools, video examples of student-centered practices, and reflection questions for educators to use when integrating practices in their classrooms and schoolwide. The tool kit is designed for use by small groups of educators in a collaborative setting and includes step-by-step instructions for using the tool.
https://edpolicy.stanford.edu/node/1215

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