



BETTER SOLUTIONS

What Works Best in Education: The Politics of Collaborative Expertise

Pearson, June 2015

How can we ensure that every student achieves at least one year's progress for one year of schooling? Governments and schools have spent billions of dollars trying to fix education, but evidence shows that many popular solutions have little impact on student learning. In two reports, education researcher John Hattie explores common

policy "fixes" that distract from other, potentially better, solutions. The reports are part of Pearson's Open Ideas series, which shares independent insights on unanswered questions in education.

www.pearson.com/hattie/solutions.html

5-YEAR OUTLOOK

NMS Horizon Report: 2015 K-12 Edition

The New Media Consortium, 2015

A team of experts looks at what's on the five-year horizon for K-12 schools and trends and technologies that will drive change. The experts agreed on two long-term trends: rethinking how schools work in order to bolster student engagement and drive innovation, as well as shifting to deeper learning approaches, such as project- and challenge-based learning. The three key sections of this report constitute a reference and technology planning guide for educators, school leaders, administrators, policymakers, and technologists.

www.nmc.org/publication/nmc-horizon-report-2015-k-12-edition

FLEXIBLE LEARNING

Personalized Learning and the Teacher Experience

Rodel Foundation of Delaware, 2015

For teachers to be successful, they must be empowered to concentrate their time, energy, and expertise on individual students' needs. Not only must their roles be more flexible, the means through which they experience relevant professional learning throughout their careers must also be relevant and flexible. This report articulates the need for personalized and relevant professional learning for teachers and offers policy recommendations for decision makers in the department of education, district administrators, and teachers.

www.rodelfoundationde.org/blueprint/the-teacher-experience



THE FUTURE OF CREDENTIALS

Certifying Skills and Knowledge: Four Scenarios on the Future of Credentials

KnowledgeWorks, 2015

The four scenarios presented in this paper represent future images of credentials — defined as "a specific qualification issued by an authoritative third party to signify that a person has achieved a particular

transferrable skill set or accomplishment" — based on current trends. Each scenario reflects different drivers of change and a different set of fundamental assumptions about how changes affecting credentials might play out across the K-12, post-secondary, and employment sectors.

<http://bit.ly/1KEDxC4>

DEEPER LEARNING Developing a System of Micro-credentials: Supporting Deeper Learning in the Classroom

Digital Promise, 2015

Digital Promise explores deeper learning and identifies specific skills students must master to succeed in college and careers. The report outlines the six key categories of skills for deeper learning: Master academic content;

think critically and solve complex problems; work collaboratively; communicate effectively; learn how to learn; and develop academic mindsets. Additionally, the report showcases 40 educator microcredentials Digital Promise designed to recognize educators who have developed the competencies necessary to support deeper learning in their classrooms.

<http://bit.ly/1yqvj4E>



THE BIG PICTURE

The Chief Academic Officer's Evolving Role: Powering Big-Picture Learning Goals

Education Week, 2015

This report includes multiple articles addressing the challenges chief academic officers face and how they are working to improve academics in the age of common standards and digital teaching and learning. It features findings from a survey of district leaders. Current and former chief academic officers talk about their evolving role and the strategies they use to improve teaching and learning. Chief academic officers from three different districts discuss a range of issues from classroom resources to academic expectations.

www.edweek.org/ew/collections/chief-academic-officers-2015

TEACHER VOICES

Teacher Leadership: The Pathway to Common Core Success

Center for American Progress, 2015

This report describes districts throughout the country that have taken collaborative approaches between management and unions to ensure that teachers have

significant voice and leadership in implementation of the Common Core. In many cases, these collaborative approaches are not new. Districts and unions across the country — many of them profiled in this report — have been working together to involve teachers in meaningful ways for decades, but these systems have taken on new importance with the rollout of the Common Core.

<http://ampr.gs/1SQUV5L>

WHAT IS EFFECTIVE?

Developing Great Teaching: Lessons From the International Reviews Into Effective Professional Development

Teacher Development Trust, 2015

The Teacher Development Trust commissioned a review of international research into what constitutes effective teacher professional learning. The review's key finding is that professional learning that is carefully designed and has a strong focus on pupil outcomes has a significant impact on student achievement. The findings also give detail around the role of external facilitators and some insight into the importance of leadership around professional development.

<http://tdtrust.org/about/dgt>



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