



RETHINK TEACHING

Smart, Skilled, and Striving: Transforming and Elevating the Teaching Profession

*Center for American Progress,
November 2015*

The report's three authors argue that school districts have not reacted well to the enormous shifts in modern education, making it more difficult for teachers to succeed and subsequently eroding the public's trust in the profession. Because of this, "[s]ystemic change is critical for the future of the U.S. teacher workforce and the nation's students." The paper calls for a modernization of the entire teacher career continuum, from recruitment and training to support and professional development to compensation and advancement. Among its recommendations: Require districts to fund professional development that is aligned to high-quality evaluation systems and that improves student outcomes.

www.americanprogress.org/issues/education/report/2015/11/03/123747/smart-skilled-and-striving

TEACHER RESOURCE

Educator Competencies for Personalized, Learner-Centered Teaching

*Jobs for the Future & Council of Chief
State School Officers, August 2015*

This guide describes ways in

which educators can best assess and address individual student needs and help them reach rigorous proficiency standards. The competencies are broken down into four areas: cognitive (need to know), intrapersonal (need to process), interpersonal (need to relate), and instructional (need to do). This framework is designed to translate current standards to the context of personalized, student-centered learning models. In this way, the competencies help teachers visualize a natural evolution from their legacy systems to ones that better meet the changing needs of learners.

www.ccsso.org/Resources/Publications/Educator_Competencies_for_Personalized_Learner-Centered_Teaching.html

POLICY SNAPSHOT

Summary Analysis of the Every Student Succeeds Act

EducationCounsel, December 2015

EducationCounsel summarizes the 1,061-page Every Student Succeeds Act (ESSA), which replaces the No Child Left Behind Act in establishing federal guidelines for public education evaluation and achievement. Although the bipartisan bill's impact will take months and years to play out, EducationCounsel notes several key themes, primary among them that although the "basic architecture" of standards-based reforms remains,



ESSA shifts responsibility to design and implement these systems from the federal level to states and districts. EducationCounsel notes that the bill's fundamental underlying change — from a focus on fidelity to law to a belief that reporting transparency will "inform evidence-based actions" by states and districts — creates both opportunities and risks.

<http://educationcounsel.com/?publication=summary-analysis-every-student-succeeds-act>

ACCOUNTABILITY CHECK

Called to Account: New Directions in School Accountability

Education Week, January 7, 2016

The 2016 edition of Education Week's "Quality Counts" report examines how new state and federal strategies are transforming the assessment of school performance and reshaping the consequences for poor results. Pressure is mounting for accountability systems to go beyond test scores and incorporate other academic and nonacademic factors in meaningful ways. Education Week's journalists investigate these and other pivotal issues, delivering in-depth insights and lessons learned from the work of states and local school systems already on the cutting edge of these trends. The report also issues "State of the States" grades and provides analysis of national achievement trends.

www.edweek.org/ew/toc/2016/01/07

LEARNING OUTLOOK

The Future of Learning: Education in the Era of Partners in Code

KnowledgeWorks, December 2015

This report examines how the digital revolution — particularly

our interaction with personal digital devices — is disrupting society, business, and education. Focusing on how we are becoming “inextricably linked with our digital companions,” the report imagines what education will look like as we become “partners in code”: humans and their tools evolving together. The 10-year forecast looks at what the drivers of change might be; how people, structure, and society will be affected; and ultimately what all this could mean for educators. It calls upon educators to imagine what role they will play in this large-scale societal shift, as well as create strategies and structures to navigate the turbulent decade ahead.

www.knowledgeworks.org/future-forecast-4



IMPROVING PRINCIPALS

Six Superintendents' Experiences Building Principal Pipelines

The Wallace Foundation, July 2015

This series of eight videos looks at six superintendents in large urban districts who have participated in The Wallace Foundation's Principal Pipeline Initiative, a six-year effort to train, hire, and support talented principals. In these videos, the superintendents detail their efforts, lessons they have learned, and advice they can offer to other districts. Covering subjects that range from developing clear leadership standards to instituting training and support

programs for novice principals, these videos and the full report from which they sprang, *Districts Taking Charge of the Principal Pipeline* (January 2015), provide a path by which other districts can strengthen their leadership.

www.wallacefoundation.org/view-latest-news/events-and-presentations/Pages/Six-Superintendents-Experiences-Building-Principal-Pipelines.aspx

REPORT ON EQUITY

Destination: Equity

Strategies, September 2015

This special issue of *Strategies* highlights best practices and theories for engaging poor and minority students in rigorous work. It also asks, “Why are these best practices not being systematically and systemically integrated into our classrooms, schools, and districts?” The issue uses an in-depth case study to examine a Minneapolis-area school district trying to improve itself after a history of neglect in providing equity to all students. It also dives into evidence-based approaches that strive to do away with the link between race, poverty, and educational outcomes “that now constrain not only our systems of education but our potential as a nation.”

www.panasonicfoundation.net/sites/default/files/strategies/STRATEGIES%20SEPT%2015%20FINAL.pdf



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