



## FACEBOOK SUPPORT

### Teacher Peer Support in Social Network Sites

*Teaching and Teacher Education, May 2016*

What kind of support can teachers find on Facebook? This paper describes six ways in which teachers support one another in online groups. As noted by co-author Nick Kelly, "In a review of existing online communities, it appears that certain conditions are needed for teachers to be willing to engage in the most important of these roles: modeling practice, supporting reflection, and providing feedback. Such a connection appears to have preconditions of a trusted environment with stable relationships and a sense of privacy." The authors present evidence from a study of a large, open group of teachers online over a 12-week period, repeated with multiple groups a year later over a one-week period. The findings suggest that large open groups on social network sites can be a useful source of pragmatic advice for teachers but that these groups are rarely a place for reflection on or feedback about teaching practice.

[www.sciencedirect.com/science/article/pii/S0742051X16300336](http://www.sciencedirect.com/science/article/pii/S0742051X16300336)

## TEACHER PROFESSIONALISM

### Supporting Teacher

### Professionalism:

### Insights from TALIS 2013

*OECD, 2016*

This report examines the nature and extent of support for teacher professionalism using the Teaching and Learning International Survey (TALIS) 2013, a survey of teachers and principals in 34 countries and economies around the world. Teacher professionalism is defined as the knowledge, skills, and practices that teachers must have to be effective educators. The report focuses on lower secondary teachers in different education systems and looks at cross-cultural differences in teacher professionalism. It explores how teacher professionalism is linked to outcomes such as perceived status, satisfaction with profession and school environment, or perceived self-efficacy.

The publication also tackles equity concerns by examining professionalism support gaps between high- and low-poverty schools. The report includes policy recommendations to enhance teacher professionalism and equity in access to high-quality teaching in OECD member countries.

[www.keepeek.com/Digital-Asset-Management/oecd/education/supporting-teacher-professionalism\\_9789264248601-en#page1](http://www.keepeek.com/Digital-Asset-Management/oecd/education/supporting-teacher-professionalism_9789264248601-en#page1)

## POLICY CHECK-UP

### Support From the Start:

### A 50-State Review on New Educator Induction and Mentoring

*New Teacher Center, March 2016*

New Teacher Center has monitored state policies around support for new teachers and school principals since 2011. Its latest

report — updated for the 2015-16 school year — takes stock of policy changes over the past five years and summarizes what actions states have taken to strengthen on-the-job support for beginning educators. The paper finds that states have made only limited progress in that time. Among its findings: Only three states (Connecticut, Delaware, and Iowa) meet New Teacher Center's most important criteria for a high-quality system of new teacher support; of the 29 states that now require some type of support for new teachers, barely half (15 states) require support in teachers' first and second years; and only 16 states provide some dedicated funding for teacher induction — one fewer than in 2012. The report says some states are taking baby steps toward better policies. A handful of states, for example, have taken clear steps forward in improving multiple areas of state policy that can lead to greater support for new teachers and principals. Several states have also made progress in specific areas of new educator induction.

<https://newteachercenter.org/wp-content/uploads/2016ExecSummaryStatePolicies.pdf>



**LEADING THE WAY****Great to Influential: Teacher Leaders' Roles in Supporting Instruction**  
*National Network of State Teachers of the Year, March 2016*

Following up on its first study, the National Network of State Teachers of the Year talked to State Teachers of the Year to better understand why teacher leaders and teacher leadership opportunities play such an important role in developing teachers' effectiveness. The organization wanted to know: What role did teacher leadership play in improving these teachers' effectiveness across the career continuum? And what do these teachers perceive as the major supports and barriers to teacher leadership? In exploring the specific ways in which teacher leaders can contribute to instructional improvement, the National Network of State Teachers of the Year adds to the growing body of research that suggests teacher leaders may play a critical role in creating high-functioning schools that can create sustainable improvements in teaching and learning.

[www.nnstoy.org/wp-content/uploads/2016/03/15-4132-GTL-NNSTOY-GreatToInfluential-03288-004-04-1k-FNL4-002-FINAL.pdf](http://www.nnstoy.org/wp-content/uploads/2016/03/15-4132-GTL-NNSTOY-GreatToInfluential-03288-004-04-1k-FNL4-002-FINAL.pdf)

**MAPPING KNOWLEDGE****The Digital Promise Research Map**  
*Digital Promise, 2016*

Digital Promise, a nonprofit organization authorized by Congress to spur innovation in education, has created an online resource designed to connect education leaders and product developers with research from thousands of articles in education and the learning sciences. The Digital Promise Research Map is designed to help make research more accessible for everyday work

in education. The map organizes thousands of education articles in a way that makes it easier for users to uncover research findings that can strengthen their work — and, its authors suggest, “ultimately improve student learning.” The hope is that when designing a program or product, education leaders and education technology developers can use the Digital Promise Research Map to find the best knowledge available on how students learn.

<http://researchmap.digitalpromise.org>

**ONLINE LEARNING****Sanford Inspire Program**

The Sanford Inspire Program leverages the resources of Mary Lou Fulton Teachers College (Arizona State University) to create on-demand online modules that are research-based professional development for teachers. These self-guided, free online courses target content in five domains: learning environment, planning and delivery, motivation, student growth and achievement, and professional practices. Each course can be completed in 60 minutes or less and includes a tool that teachers can implement in the classroom immediately. Upon successful completion, teachers earn a certificate documenting professional development hours earned.

<http://sanfordinspireprogram.org/teachers>

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**HOW TO GET IN TOUCH**

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