



PKD POLL

The 48th Annual PDK Poll of the Public's Attitudes Toward the Public Schools

PDK International, September 2016

The 2016 Phi Delta Kappa national survey shows Americans overwhelmingly (84% to 14%) prefer trying to improve failing public schools than closing them. If a failing school is closed, there's sharp disagreement about what to do next: Americans split (48% to 47%) between sending affected students to other schools or opening a new school in its place. When asked about recent changes in educational standards, parents were split between those who believe the new standards have been for the better (45%) and those who believe standards have made things worse (51%).

<http://pdkpoll2015.pdkintl.org>

PLC GUIDE

Measuring Instruments for Assessing the Performance of Professional Learning Communities

Institute of Education Sciences, August 2016

This guide from Regional Educational Laboratory Mid-Atlantic guide can help researchers and practitioners who are planning, implementing, and evaluating professional learning communities (PLCs). The guide features an annotated bibliography that identifies

and describes the teacher/principal, team and student indicators that can be used to assess the different dimensions of teacher PLCs. To help users choose and apply an appropriate measurement instrument, the guide also includes a logic model to determine which indicators may be most valuable to measure; a decision aid to help select a relevant instrument; and a profile sheet for each instrument with information about the instrument and how it may be accessed and used.

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=444>

EVIDENCE-BASED PRACTICES

Better Evidence, Better Choices, Better Schools

Center for American Progress & Knowledge Alliance, August 2016

As part of a series on implementation of the Every Student Succeeds Act (ESSA), this report clarifies the definition of evidence-based school improvement practices as defined in ESSA, distinguishing it from the "scientifically based research" provisions of No Child Left Behind and providing a framework for how state education agencies can maximize collaborative efforts to implement evidence-based school improvement practices. Included are recommendations to encourage state education agencies to work with national and local governmental and community agencies to act as a single, cohesive system that promotes clarity and coordination to achieve the promise of evidence-based school improvement.

www.americanprogress.org/issues/education/report/2016/08/31/143223/better-evidence-better-choices-better-schools

SUMMER LEARNING

Learning From Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth

The Wallace Foundation, September 2016

Since 2011, five urban school districts and their partners, the RAND Corporation and The Wallace Foundation, have been working together to find out whether and how voluntary-attendance summer learning programs combining academics and enrichment can help students succeed in school. The study analyzed outcomes for 3,192 students. Researchers found that those who attended a five- to six-week summer program for 20 or more days in 2013 did better on state math tests than similar students in the control group. The results are even more striking for high attenders in 2014: They outperformed control group students in both math and English language arts on tests in the fall and spring. This report is the third in a series that will result from the study.

www.wallacefoundation.org/knowledge-center/Pages/Learning-from-Summer-Effects-of-Voluntary-Summer-Learning-Programs-on-Low-Income-Urban-Youth.aspx





10-YEAR TRENDS

2016 Education Next Poll: 10-Year Trends in Public Opinion *Education Next, 2016*

Education Next's annual survey presents 2016 opinions on education policy together with trends in opinion among the general public and among teachers. Among the findings: Public support for the Common Core State Standards and school vouchers continues to fall. Support for charter schools remains steady, as does backing for the federal requirement that students be tested annually. Support for teacher tenure slides, but the percentage of the public thinking teachers deserve a salary increase reaches its highest level since 2008. This year's results include two interactive graphics providing both 2016 findings and as much as decade-long trends.

<http://educationnext.org/ten-year-trends-in-public-opinion-from-ednext-poll-2016-survey>

PAY-FOR-PERFORMANCE

Impact Evaluation of the Teacher Incentive Fund: Implementation and Impacts of Pay-for-Performance After Three Years

Institute of Education Sciences, August 2016

This study measures the impact of pay-for-performance bonuses as part of a comprehensive compensation system within a large, multisite random assignment study design. The report provides implementation and impact information after three years.

Among the findings:

- Pay-for-performance had small, positive impacts on students' reading and math achievement.
- Few evaluation districts structured pay-for-performance bonuses to align well with Teacher Incentive Fund grant guidance.
- Teachers' understanding of performance measures continued to improve between the second and third year of implementation, but many teachers still did not understand that they were eligible for a bonus or underestimated how much they could earn.

<https://ies.ed.gov/ncee/pubs/20164004/index.asp>

SCHOOL REIMAGINED

What Matters Now: A New Compact for Teaching and Learning

National Commission on Teaching & America's Future, 2016

The report calls for a new system of teaching and learning in the United States that represents a dramatic transition from how schools are currently organized. Among the recommendations made to achieve this vision:

- Teacher preparation should be more relevant and clinically based.
- States should support all new teachers with multiyear induction and high-quality mentoring.
- Education leaders should evaluate all professional learning for responsiveness and effectiveness.

To support implementation, the commission also developed a companion guide with data, examples, and recommended reading and resources.

<http://nctaf.org/research/what-matters-now>

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