



INSPIRATIONAL INSIGHTS

Five Things I've Learned

Pearson Foundation

This new project from Pearson Foundation is a collection of personal reflections from education leaders committed to learning that improves outcomes for students. Learning Forward Executive Director Stephanie Hirsh joins more than 50 education innovators, including Kati Haycock, president of The Education Trust; Anne Bryant, executive director of the National School Boards Association; and Tom Carroll, president of the National Commission on Teaching and America's Future. Read their comments on topics such as communication and teamwork, data and accountability, experience and practice, and learning and student achievement.

www.thefivethings.org

OBSERVATION PROTOCOLS

Implementing Observation Protocols: Lessons for K-12 Education From the Field of Early Childhood

Robert C. Pianta, May 2012

This paper from the Center for American Progress examines lessons from early childhood education that may be helpful as states and districts begin implementing more rigorous observation protocols for K-12 teachers. Although these lessons apply to all grades, they may be particularly relevant for K-3, where assessing student performance using standardized achievement tests is most challenging. Lessons focus on the importance of standardization, trained observers, methods for ensuring the validity and reliability of the instruments, and the use of observational measures to produce effective teaching.

www.americanprogress.org/issues/2012/05/observation_protocols.html

STAGES OF TEACHING

Creating a Comprehensive System for Evaluating and Supporting Effective Teaching

By Linda Darling-Hammond, 2012

Criteria and methods for evaluating teachers vary substantially across districts and at key career milestones. A comprehensive system of teacher evaluation should provide support for supervision and professional learning, identify teachers who need additional assistance or a career change, and recognize expert teachers who can contribute to the learning of their peers. This report from the Stanford Center for Opportunity Policy in Education outlines an integrated approach and a professional development system that supports effectiveness for teachers at every stage of their careers.

<http://edpolicy.stanford.edu/publications/pubs/591>



Darling-Hammond



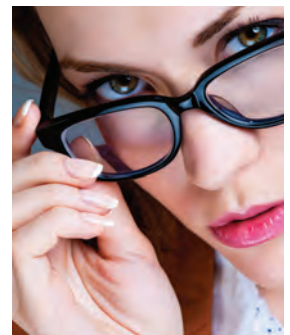
PRINCIPAL PREPARATION

The Making of the Principal: Five Lessons in Leadership Training

The Wallace Foundation, June 2012

Too often, training for principals fails to prepare them for the difficult task of guiding schools to better teaching and learning. This Wallace *Perspective* plumbs foundation research and work in school leadership to identify five lessons for better training, including: more selective admission to training programs, preservice training that focuses on instructional leadership, a call to districts to raise the quality of principal training, how state policies can influence leadership training, and mentoring for new principals.

www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Pages/The-Making-of-the-Principal-Five-Lessons-in-Leadership-Training.aspx



ALIGNMENT RESOURCES**Aligning Teacher Evaluation With Professional Learning**
National Comprehensive Center for Teacher Quality, May 2012

The National Comprehensive Center for Teacher Quality has published a series of reports to help states and school districts build meaningful professional learning into designing and implementing teacher evaluation systems. One report highlights three elements to support continuous improvements in teaching and learning; a second report discusses coordinated human capital reforms that focus on professional learning; and a third report explains six required components of an aligned teacher evaluation and professional learning system.

www.tqsource.org/alignEvalProfLearning.php

**ONLINE COMMUNITIES****Connected Educators***U.S. Department of Education*

The Connected Online Communities of Practice project's goal is to increase the quality, accessibility, and connectedness of online communities of practice by launching and leading communities, conducting design experiments, undertaking case studies, and developing ideas about new designs and infrastructure to support educators in making productive connections. The

website offers multiple ways to get involved: Join an online community or add an existing community to the network, propose a guest blog, read and comment on ideas presented, brainstorm with other online community managers, or tell stories about challenges or inspirations.

<http://connectededucators.org>

IMPROVING HIGH-POVERTY SCHOOLS**Building and Sustaining Talent: Creating Conditions in High-Poverty Schools That Support Effective Teaching and Learning***The Education Trust, June 2012*

Improving public education depends on attracting, nurturing, and retaining talented teachers in schools with the greatest academic need. This report describes the urgency of making high-poverty, low-performing schools satisfying, attractive places to work, and highlights five districts that recognize the importance of teaching and learning conditions. While each district's approach is different, some consistent themes emerge: a focus on strong leadership, a commitment to improving instruction by analyzing student data and reflecting on practice, and a collaborative environment that values and rewards individual contribution.

www.edtrust.org/dc/publication/building-and-sustaining-talent-creating-conditions-in-high-poverty-schools-that-suppo

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HOW TO GET IN TOUCH

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