

## TEACHER DISSATISFACTION

**The MetLife Survey of the American Teacher: Teachers, Parents and the Economy**

*MetLife, March 2012*

MetLife's 28th annual survey reports that teacher satisfaction has dropped significantly and is at its lowest point in more than 20 years. More than 1,000 each of teachers



and parents participated in the survey, and about that same number of public school students in grades 3-12. The survey also reports that the

effects of the economic downturn are widely felt in education and that, while parent engagement has increased in the past 25 years, it still remains a challenge for many schools. Those teachers who report lower job satisfaction are more likely to report a decrease in the number of professional development opportunities they have and their opportunities to collaborate with other teachers.

[www.metlife.com/teachersurvey](http://www.metlife.com/teachersurvey)

## LESSONS FROM BUSINESS

*Chief Learning Officer Magazine  
MediaTec Publishing*

The magazine and its associated website feature articles on workforce learning and development. While its target audience is in the business sector, its focus on thought leadership and strategies for learning and development make the magazine a resource for educators as well. Articles in the March 2012 issue cover topics such as how to lead in virtual environments, transformative learning, and how workplace and societal learning are evolving in China.

<http://clomedia.com>

## PRINCIPAL LEADERSHIP

**The School Principal as Leader: Guiding Schools to Better Teaching and Learning**

*The Wallace Foundation, January 2012*

The Wallace Foundation draws on its research and field experiences to pinpoint five practices central to effective school leadership: shaping a vision, creating a hospitable climate, cultivating leadership, improving instruction, and managing people, data, and processes. After breaking down the five key functions into practitioner-friendly language, the report includes real-world examples for each.

[www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Pages/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.aspx](http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Pages/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.aspx)



## REACHING CONSENSUS

**Is Consensus the Answer?**

*Stephanie Hirsh, Feb. 22, 2012*

Learning Forward has partnered with Fierce Inc. to publish exclusive posts on Fierce's blog. In her first post, Learning Forward Executive Director Stephanie Hirsh advocates for consensus decision making in situations that have no absolute solutions. Bloggers' posts cover topics such as leadership development and training, social interactions, conversations, and other aspects of workplace communication.

[www.fierceinc.com/blog/fierce-in-the-schools/is-consensus-the-answer](http://www.fierceinc.com/blog/fierce-in-the-schools/is-consensus-the-answer)



## FUTURE TEACHERS

**Transforming Learning**

*Education Week*

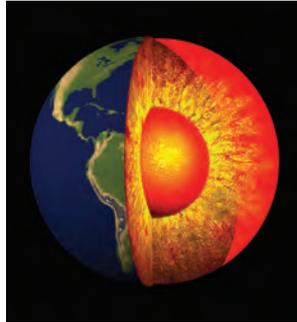
In this group blog from Learning First Alliance, national education leaders explore how to transform public education to support student achievement and lifelong success in the global community. In her March 6 post, Jeanne Storm, director of the Future Educators Association and associate executive director of PDK International, discusses future teachers. "Teachers have the unique ability to select and cultivate their future colleagues from the middle and high school students they teach," she writes. "Given that good education depends so much on the quality of the educators, we owe it to ourselves and future generations to encourage students with the right skills to consider the calling."

[http://blogs.edweek.org/edweek/transforming\\_learning](http://blogs.edweek.org/edweek/transforming_learning)

**COMMON CORE IMPLEMENTATION****Year Two of Implementing the Common Core State Standards: States' Progress and Challenges***Nancy Kober and Diane Stark Rentner, Jan. 25, 2012*

This report is based on a survey of 35 state education agencies designed to get updated information on state strategies, policies, and challenges in the second year of transition to the Common Core State Standards. The survey found that most states that have adopted the standards are taking actions to help teachers master them. Challenges cited include finding adequate funding, providing sufficient professional development, aligning the content of teacher preparation programs with the standards, and developing Common Core-aligned educator evaluation systems for teachers and principals.

[www.cep-dc.org/displayDocument.cfm?DocumentID=391](http://www.cep-dc.org/displayDocument.cfm?DocumentID=391)

**INTERNATIONAL BENCHMARKING****Center on International Education Benchmarking***National Center on Education and the Economy*

The Center on International Education Benchmarking conducts research on the world's most successful education systems and offers access to information, analysis, and opinion through its website. In addition, the center issues a monthly newsletter for people interested in keeping up-to-date on strategies used by the top-performing countries. The center is part of the National Center on Education and the Economy. Its mission is to help countries around the world understand the principles, policies, and practices that top-performing nations use to drive their education systems, providing recommendations to policymakers and educators based on its research and analysis.

[www.ncee.org/programs-affiliates/center-on-international-education-benchmarking](http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking)

**ONLINE LEARNING POLICY****Online and Blended Learning: A Survey of Policy and Practice from K-12 Schools Around the World***Michael Barbour et al., November 2011*

The International Association for K-12 Online Learning (iNACOL) sent surveys to more than 60 countries about the state of online learning policy and practice for K-12 students. Questions covered six major themes, including instructor professional development for online learning. Among the five distinct trends that emerged is this: Specialized teacher training is not required but is encouraged and available. Of the countries that reported government funding for online or blended learning, 11% indicated that a specific license or credential was required of a teacher before teaching in an online or blended classroom, and 25% required specific training.

[www.inacol.org/research/bookstore/detail.php?id=31](http://www.inacol.org/research/bookstore/detail.php?id=31)

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**HOW TO GET IN TOUCH**

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