

FIXING EDUCATION

America the Fixable: The Broken Promise of American Education
The Atlantic, 2012

In this series, *The Atlantic* covers aspects of public education and how to reform the system with reports from a wide variety of experts in the field, including Michael Fullan



on "What America can learn from Ontario's education success"; Randi Weingarten on "Picking up the pieces of No Child Left Behind"; and Jeffrey Mirel and Simona Goldin on "Alone in the classroom: Why teachers are too isolated."

www.theatlantic.com/special-report/america-fixable

GETTING RESULTS

Beyond "Job-Embedded": Ensuring That Good Professional Development Gets Results
National Institute for Excellence in Teaching, March 2012

Recent research has proven that job-embedded professional development can improve instruction and student learning if there is an infrastructure in place to support, oversee, and reinforce it. In this report, the National Institute for Excellence in Teaching outlines how it uses TAP: The System for Teacher and Student Advancement to ensure that job-embedded learning results in student academic growth. The step-by-step process includes targeting specific student needs; selecting and field-testing classroom strategies; learning new strategies in cluster group meetings; providing follow-up coaching to every teacher; and collecting and analyzing student results.

www.niet.org/niet-newsroom/niet-features/niet-report-how-to-ensure-that-good-professional-development-gets-results

INSTRUCTIONAL CULTURE

Greenhouse Schools: How Schools Can Build Cultures Where Teachers and Students Thrive
TNTP, 2012

Greenhouse Schools explains how feedback and other components of instructional culture create schools where great teachers want to work. TNTP surveyed thousands of teachers in 250 schools nationwide to identify high-performing "greenhouse schools" — those that keep more top teachers and get better results for students compared to schools that serve the same student populations — then took a close look at what leaders at these schools were doing differently. The short answer: Greenhouse schools prioritize great teaching above all else. They do it by hiring selectively, setting high expectations, giving teachers regular opportunities to collaborate, and making smart decisions when teachers perform well or poorly.

<http://tntp.org/ideas-and-innovations/view/greenhouse-schools>



ELL STUDENT NEEDS

Preparing All Teachers to Meet the Needs of English Language Learners: Applying Research to Policy and Practice for Teacher Effectiveness
Center for American Progress, April 2012

In this report, the authors summarize findings from literature on practices that all teachers can employ when working with English language learners and the degree to which that research is integrated into the preparation, certification, and evaluation of teachers. By comparing five states — California, Florida, Massachusetts, New York, and Texas — with large numbers of English language learners, they consider how ELL students' needs are taken into account in educational policies and school-level practices. Recommendations include creating consistent and specific guidelines in state and national policy, teacher preparation and certification, performance evaluations, and professional development linked to teacher evaluations.

www.americanprogress.org/issues/2012/04/teachers_ell.html

THE TEACHER'S VIEWPOINT

Primary Sources: 2012: America's Teachers on the Teaching Profession
Scholastic and the Bill & Melinda Gates Foundation, 2012

With most teachers (83%) planning to stay in the classroom up to or past their retirement age, and only 6% planning to leave the field of education, the majority of teachers say that professional development is a must throughout their careers. The national survey of more than 10,000 pre-K-12 public school teachers explores their views on teaching and how it should evolve to suit the changing needs of students and leaders. The report identifies supports and tools that directly impact student



achievement and teacher retention, the way teachers benchmark success for themselves and their students, and the tools and resources necessary to attract and retain good teachers.

www.scholastic.com/primarysources/download.asp

MEASURES OF EFFECTIVE TEACHING PROJECT**Gathering Feedback for Teaching:****Policy and Practice Brief***Bill & Melinda Gates Foundation, January 2012*

The Measures of Effective Teaching project is releasing reports as its research and analysis progresses. In January 2012, the project released its second set of preliminary findings, which focuses on classroom observations and offers recommendations for creating high-quality observation systems. This report is intended for policymakers and practitioners wanting to understand the implications of the Measures of Effective Teaching project's interim analysis of classroom observations. A companion research report explores the technical aspects of the study and analysis.

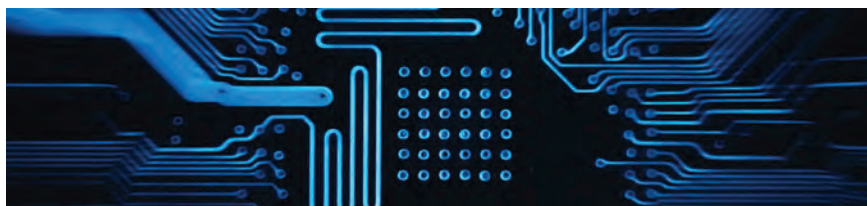
www.metproject.org/reports.php

**HOW TO SUPPORT TEACHERS****Instructional Supports: The Missing Piece in State Education Standards***The Education Trust, March 2012*

The transition from current state learning standards to college- and career-ready standards is more than a subtle shift. In this report, The Education Trust offers insights about the best ways states can support educators in their efforts to help students meet high academic standards. Key points in the report include:

- Instructional supports guide how academic standards are taught and translated into student learning.
- Teachers want a clear curricular framework, a rich array of teaching resources, and ideas for assignments that tap higher-order thinking.
- As states implement new standards, they must simultaneously provide teachers with the tools to teach them effectively.

www.edtrust.org/dc/publication/instructional-supports-the-missing-piece-in-state-education-standards

**PEER NETWORKING****Peer Networks in School Reform: Lessons from England and Implications for the United States***Annenberg Institute for School Reform, February 2011*

This report is the first of a series of lessons learned from the Transatlantic School Innovation Alliance. The goal of this partnership is to improve teaching, learning, and educational leadership by creating a peer network of principals and practitioners in urban secondary schools in the United States and the United Kingdom. The report examines how policy shapes practice in these collaborative networks, which benefit educators by allowing them to share knowledge and best practices with their peers in other schools and cities, as well as internationally.

<http://annenberginstitute.org/publication/peer-networks-school-reform-lessons-england-and-implications-united-states>

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HOW TO GET IN TOUCH

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