



WHAT WE THINK ABOUT SCHOOLS 2012 PDK/Gallup Poll of the Public's Attitudes Toward the Public Schools

*Phi Delta Kappa International,
September 2012*

Conducted annually, the PDK/Gallup poll tracks public opinion about the public schools. Among this year's findings:

- Closing achievement gaps and improving urban public schools are priorities for most of us — and most of us are willing to pay more taxes to achieve that goal.
- We're divided on whether student test scores should be part of a teacher's evaluation.
- Not many would give A's or B's to the public schools nationally, but most of us have trust and confidence in public school teachers. And most of us believe we know at least one public school teacher "very well."
- Common core standards will make the U.S. more competitive, improve schools in our communities, and provide more consistency between districts within a state and between states. High-quality standards won't hurt our chances of closing achievement gaps.

www.pdkintl.org/poll/index.htm

LEARNING DESIGNS

Professional Learning — Approaches and Design

Australian Institute for Teaching and School Leadership

In a videotaped conversation, Frederick Brown, Learning Forward's director of strategy and development, discusses professional learning approaches, learning designs, and social media with Adam Smith, founder and principal consultant of the Equity Institute in Australia. Teachers must take responsibility for their own learning, Brown says. He cites the Learning Forward Academy's learning design as one that allows educators to focus on a specific problem in their school or district and social media as a way for teachers to reach out beyond school walls.

www.newsroom.aitsl.edu.au/videos/professional-learning-%E2%80%93-approaches-and-design



Frederick Brown

REPORTING ON REFORM

Teacher Effectiveness

The Hechinger Report

Since 2010, The Hechinger Report has been taking an in-depth look at efforts to improve teacher effectiveness. What's the best way to identify a good teacher? Should test scores be used to hire and fire teachers? How is the role of a school principal changing? Are schools improving as a result of the new efforts? Articles tackle these and other critical questions in states that are leading the reforms, including Wisconsin, Florida, Tennessee, and Indiana. In a recent report, Sarah Butrymowicz debates the challenges and benefits of online teacher training and whether it can improve public education.

http://hechingerreport.org/category/special_reports/teacher_effectiveness

BRITAIN'S BEST TEACHERS

Great Teachers: Attracting, Training and Retaining the Best

House of Commons Education Committee, May 2012

The British Parliament explores teacher quality in this report from the House of Commons Education Committee. The committee examined the characteristics that define the best teachers and how to develop policies that will attract those candidates to the profession, train and develop them, and retain them. Recommendations include increased research into the characteristics of effective teaching; developing partnerships with local universities, colleges, and schools; and a formal and flexible career structure for teachers, with different pathways for those who wish to remain classroom teachers or become teaching specialists, linked to pay and conditions and professional development.

<http://bit.ly/Qj7cAE>



LEARNING STANDARDS**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 being rolled out across the nation is more than a subtle shift. The Education Trust's report offers insights about the best ways states can support our nation's educators in their efforts to help students meet high academic standards. Key points:

- 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; and
- 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

INSIDE COMMON CORE**Common Core Implementation Video Series***Council of Chief State School Officers*

These videos were developed to help diverse groups — educators, policymakers, and parents — better understand the breadth and depth of Common Core State Standards and how they will improve teaching, make classrooms better, create shared expectations, and cultivate lifelong learning for all students. The segments are organized into separate mathematics and English language arts sections, and demonstrate critical concepts related to each. Videos can be used to jumpstart conversations about policy goals, orient staff to new classroom demands, assess professional development tools, create instructional materials, and galvanize support for schools.

www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html

CALIFORNIA TEACHERS**Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State***California Department of Education, September 2012*

A report by California's Task Force on Educator Excellence, led by Linda Darling-Hammond and Chris Steinhauer, calls for sweeping improvements in how teachers are recruited, trained, mentored, and evaluated. According to the report, the state needs to develop a diverse, high-quality workforce of teachers and principals, create quality induction programs that can help teachers improve early in their careers, and provide ongoing training and support. The report examines how to provide a career development framework that fosters growth and leadership for teachers throughout their careers and takes a close look at how to improve evaluation, including how to collaborate with teachers and incorporate valid measures of student learning.

www.cde.ca.gov/eo/in/ee.asp

**JSD STAFF**

Editor: Tracy Crow

Managing editor: Sue Chevalier

Designer: Kitty Black

HOW TO GET IN TOUCH

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