

# ESSENTIALS

## ■ STUDENTS' WELL-BEING

PISA 2015 Results (Volume III)  
*OECD, 2017*

Teenagers who feel part of a school community and enjoy good relations with their parents and teachers are more likely to perform better academically and be happier with their lives, according to the first OECD PISA assessment of



students' well-being. The findings are based on a survey of 540,000 students in 72 countries.

Teachers play a big role in creating the conditions for students' well-being at school. Happier students tend to report positive relations with their

teachers. Students in schools where life satisfaction is above the national average reported a higher level of support from their teacher than students in schools where life satisfaction is below average.

<http://bit.ly/2p55rjz>

## ■ PD IN PUBLIC SCHOOL

Teacher Professional Development  
By Selected Teacher and School  
Characteristics: 2011-12  
*NCES, 2017*

This Statistics in Brief provides a snapshot of the state of teacher professional development among U.S. public school teachers using data collected through the 2011-12 Schools and Staffing Survey Public School Teacher Questionnaire. Among the key findings:

- The majority of teachers engaged in professional development spent eight hours or fewer on any specific type of activity, with two exceptions: the content of subject(s) taught and reading instruction;
- In addition to formal professional development, 81% of teachers participated in regularly scheduled collaboration with other teachers; 67% observed or were observed by other teachers for at least 10 minutes; and 45% conducted individual or collaborative research on a topic of professional interest;
- Scheduled time during the contract year was the most prevalent type of support for professional development, followed by released time and continuing education credits.

<http://bit.ly/2qxb7q6>



## ■ FOCUS ON CURRICULUM

Practice What You Teach:  
Connecting Curriculum  
& Professional Learning in Schools  
*The Aspen Institute, 2017*

To improve teaching and advance student learning requires weaving together the curriculum that students engage with every day with the professional learning of teachers. *Practice What You Teach* describes the research supporting this argument, profiles three examples of educators integrating curriculum with professional learning, and provides key takeaways for state, district, and school leaders.

The paper is designed as a resource for system leaders at the district, state, and charter management organization levels looking to improve instructional outcomes for students by improving teacher development in their schools.



<http://bit.ly/2q7QIN1>

## ■ STRATEGIC PRACTICES

Igniting the Learning Engine:  
How School Systems Accelerate  
Teacher Effectiveness and Student  
Growth Through Connected  
Professional Learning  
*ERS, 2017*

ERS studied four school systems that are seeing growth in student achievement, even as they work with large populations of high-need students. Each system took a different path, but all relied on three elements: rigorous, comprehensive curricula and assessments; content-focused, expert-led collaboration; and frequent, growth-oriented feedback.

This report explores what these strategic practices look like, how to organize resources, and where to get started. The website also includes links to a diagnostic assessment tool, in-depth case studies, and other tools to support the shift.



<http://bit.ly/2ppmIH4>