

ESSENTIALS

■ CALIFORNIA POLICY

An Effective Teacher for Every Student: Developing a Research Agenda to Further Policy Change

Policy Analysis for California Education, January 2017

A two-day meeting brought together experts in teacher policy to flesh out and move forward a coherent research agenda that might help inform evidence-based policy in California and beyond. Among the topics



participants selected as most important were teacher preparation and certification, teacher selection and hiring, professional development, and principal effectiveness. Participants agreed that there is a significant opportunity and need to improve current teacher practice. Many cited promising evidence about certain kinds of supports, including specific

professional development programs that improve teacher knowledge and practice. Participants highlighted instructional coaching and feedback, often tied to rigorous evaluations, and asserted that this was a critical place for ongoing, actionable research.

<https://edpolicyinca.org/sites/default/files/Teacher%20Policy%20Conference%20white%20paper.pdf>

■ STRENGTHENING LEADERSHIP

PSEL 2015 and Promoting Principal Leadership for the Success of Students With Disabilities

Council of Chief State School Officers, 2017

This report outlines key steps every state can take to ensure all school principals are prepared to create and lead learning environments that meet the needs of struggling learners, with a particular focus on disabilities. The report highlights the aspects of leadership practice in the 2015 Professional Standards for Educational Leaders (PSEL) along with key competencies that are important for supporting the success of students with disabilities. State education agencies can use this as a tool to work with stakeholders in setting policies or launching programs to cultivate and promote these core practices and competencies to maximize success for struggling learners. The report includes a broad range of actions states can take to strengthen leadership preparation.



www.ccsso.org/Documents/2017/PSELforSWDs01252017.pdf

■ NEW TEACHERS

Starting Strong: How to Improve Teachers' Entry Into the Profession

Center for American Progress, January 2017

Center for American Progress explores the challenges that inexperienced teachers face, highlights early outcomes of model programs, and proposes an expansion of supported entry programs for prospective and new teachers. The authors argue that a more supported entry into the profession for teachers would go a long way toward improving student learning. Well-designed programs would provide new teachers the ability to build skills and habits before they are asked to demonstrate all of their skills concurrently as a lead teacher in their own classrooms. The report proposes increasing new teachers' access to high-quality supported entry programs, including extended clinical preparation, induction programs, and residency programs.



www.americanprogress.org/issues/education/reports/2017/01/25/295885/starting-strong

■ DECODING ESSA

Bridging the Gap Part 2: Sustained & Intensive

Frontline Research & Learning Institute, 2017

This is the second in a four-part series designed to help practitioners decode the new federal definition of professional development and understand how new requirements align with their current practices. This report explores each of the criterion definitions and metrics, establishes a framework for employing them meaningfully in schools and districts, and discusses strategies for improvement of professional development that's falling short. The report concludes with seven key steps schools and districts can follow to set priorities for improving professional learning, making and measuring improvements, and reflecting on progress.



www.frontlineeducation.com/Frontline_Research_Learning_Institute/Reports/ESSA_Report