

# ESSENTIALS

## ■ REDEFINED LEARNING

Lifelong Learners: How Redefining Professional Learning Leads to Stronger Teachers and Improved Student Outcomes

*Educators for High Standards, 2017*

In summer 2017, *Educators for High Standards* partnered with Learning Forward and Teach Plus to highlight and showcase educators leading high-quality, redefined professional learning



in their schools or districts. They talked with six educators from five states implementing innovative, redefined

professional learning to better understand how they are designing and implementing learning experiences and how it impacts students and educators.

What they learned was not only instructive — showing how teachers

crave high-quality, collaborative, teacher-led professional learning and are eager to implement new strategies in their classrooms — but also illustrated the importance of strong professional learning in the future of the teaching profession.

[www.educatorsforhighstandards.org/professional-learning-redefined](http://www.educatorsforhighstandards.org/professional-learning-redefined)

## ■ KEYS TO SCHOOL

### PERFORMANCE

School Leadership Counts

*New Teacher Center, 2017*

The data for this study come from the Teaching, Empowering, Leading, and Learning (TELL) Survey. Study results show that the degree of both instructional and teacher leadership in schools is strongly related to their performance.



Holding teachers to high instructional standards — a key element of instructional leadership that is conceptually aligned with enhanced accountability — is more strongly related to higher achievement. Two areas of schoolwide decision-making — establishing student discipline procedures and teachers' role in school improvement planning — are the most strongly related to higher achievement. Yet in only a minority of schools do teachers have a large role in either of these two key areas.

Data analyses suggest that schools that promote both teacher accountability and teacher leadership authority have better performance.

<http://info.newteachercenter.org/school-leadership-report>

## ■ TEACHER SHORTAGE

Taking Action: Strategies for Building Teacher Pipelines

*Council of Chief State School Officers, 2017*

Many states face a teacher shortage, particularly in specific subject areas and geographic regions. The Council of Chief State School Officers developed this online guide to assist states in building teacher pipelines to recruit, prepare, and support teachers throughout their careers. It highlights six key actions states can take.

The need, and subsequent actions, were identified by CCSSO's board of directors in 2016, when a survey of state members showed this was the top issue that state chiefs and their senior leadership teams wanted to address.

For each action, the guide provides examples, information, tools, and resources.



<https://ccssoteacherpipeline.org>

## ■ EQUITY AND ESSA

Fall 2017 ESSA Educator Equity Best Practices Guide

*National Council on Teacher Quality, 2017*

The *Fall 2017 ESSA Educator Equity Best Practices Guide* highlights exemplary work to meet ESSA educator equity requirements among the 34 state plans NCTQ analyzed in fall 2017. The guide, which outlines best practices in four key areas, is designed to recognize and share strong work as well as to support all states in developing effective plans to ensure educator equity.



When considered alongside local context and need, the work described in the guide can be useful to states working to ensure that low-income and minority students are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

[www.nctq.org/dmsStage/Educator\\_Equity\\_Best\\_Practices](http://www.nctq.org/dmsStage/Educator_Equity_Best_Practices)