

RURAL SCHOOL LEADERS

Transforming the Rural South: A Roadmap to Improving Rural Education

*State Collaborative on Reforming
Education (SCORE), August 2011*

In rural schools that experience success in improving student achievement, school leadership has a large role to play. However, in rural areas, administrators often lack access to robust professional learning communities due to the small number of administrators in their systems and physical distance



between administrators in other districts. SCORE recommends that state departments of education use technology to connect school leaders across districts so they can share best practices and assist districts in providing high-quality professional learning for current and future rural school leaders.

www.tnscore.org/wp-content/uploads/2011/08/SCORE-Rural-Education-Roadmap.pdf

SHARING RESOURCES

**Teacher Professional Learning
as the Growth of Social Capital**
Current Issues in Education,
Sept. 13, 2011

Authors Wesley Johnson, David Lustick, and MinJeong Kim explore the individual and social aspects of teacher learning. They define social capital as the resources teachers can access through peer collaboration to support their ongoing learning. Their findings indicate that conceptualizing professional learning as the growth of shared resources can avoid some of the difficulties that arise when teacher learning is viewed solely as either an individual or social process.

<http://cie.asu.edu/ojs/index.php/cieatasu/article/view/781/238>

STATE POLICY AND DATA

Using Data to Improve Teacher Effectiveness: A Primer for State Policymakers *Data Quality Campaign, July 2011*

Data Quality Campaign is a national effort to encourage and support state policymakers to improve the availability and use of high-quality education data to improve student achievement. This report outlines five areas of priority: Collect and link key data on students and teachers at the state level; implement policies and practices that support a high-quality teacher-student data link; provide educators with timely access to data; ensure that educators receive training on data use to improve student achievement; and implement state policies to ensure that teacher preparation programs use data to improve their programs and train teacher candidates to use data.



www.dataqualitycampaign.org/files/DQC-TE-primer-July6-low-res.pdf

TEACHER LEADERS SPEAK OUT

Teaching Effectiveness for the New Millennium *Center for Teaching Quality, September 2011*

This report is the result of behind-the-scenes conversations between 23 teacher leaders and U.S. Department of Education officials, including Secretary Arne Duncan. Drawing on research and their classroom expertise, the teacher leaders recommend putting a higher priority on formative assessments and high-quality professional learning. Longer-term recommendations include using funds for principal leadership to support collaboration with teacher leaders and training highly qualified evaluators; developing hybrid roles that would enable teachers to innovate within their schools, districts, and states; and inviting teachers to take more prominent roles in policymaking.

www.teachingquality.org/sites/default/files/CTQ-ED_Policy_Brief_FINAL.pdf

UNION-MANAGEMENT PARTNERSHIPS

Collaborating on School Reform:

Creating Union-Management Partnerships to Improve Public School Systems *Rutgers School of Management and Labor Relations, October 2010*

The authors focus on six diverse school districts — ABC Unified School District, Cerritos, Calif.; Toledo, Ohio; Hillsborough, Fla.; Plattsburgh, N.Y.; Norfolk, Va.; St. Francis, Minn. — that have long-term experience in creating a collaborative approach to school improvement. Researchers visited each district, interviewing union and school officials, teachers, and members of the business community as well as reviewing contracts, memorandums of understanding, student performance data, and internal reports. The report notes that all of these districts invested heavily in creating opportunities for union leaders and administrators to learn together through shared experiences, building relationships as colleagues with overlapping interests who can work together to improve teaching and learning.



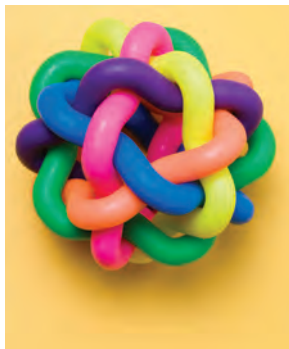
<http://smlr.rutgers.edu/collaborating-school-reform>

PUBLIC SCHOOL REFORM**The Missing Link in School Reform**

Stanford Social Innovation Review, Stanford University, Fall 2011

Author Carrie R. Leana reports findings from a research project following 1,000 4th- and 5th-grade teachers in New York City public schools between 2005 and 2007, examining one-year changes in student math scores. The results point to three avenues for public school reform: 1) The teaching staff is engaged in school reform collectively; 2) trust and meaningful communication among teachers are the bases of true reform efforts; and 3) the principal supports teacher reform efforts through building external relations.

www.ssireview.org/images/articles/Missing_Link_Cover.pdf

**USING TIME WISELY****Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools**

National Center on Time & Learning

NCTL's report outlines specific practices that can lead to dramatic increases in student achievement and preparation for success in college and the workforce. Time Well Spent offers an in-depth examination of 30 expanded-time schools serving high-poverty populations with impressive track records of student success, and demonstrates how these schools leverage their additional time in order to implement other critical reforms. The report summarizes eight powerful practices of time-expanded schools, including: Make every minute count; use time to build a school culture of high expectations and mutual accountability; use time to continuously strengthen instruction; and use time to relentlessly assess, analyze, and respond to student data.



www.timeandlearning.org/?q=node/102

INDUCTION AND RETENTION**A System Approach to Building a World-Class Teaching Profession: The Role of Induction**

Alliance for Excellent Education, October 2011

To build a world-class teaching profession for the nation's students, officials must develop strategies to reduce the rates in which teachers leave the profession and fix the unequal distribution of teaching talent between richer and poorer schools. This policy brief, written with the support of MetLife Foundation, recommends developing systems that encourage high-quality educator development; designing comprehensive mentor programs for new teachers; determining reliable performance indicators that can provide feedback to support professional learning; and creating organizational conditions conducive to meaningful staff collaboration and development.

www.all4ed.org/files/TeacherInduction.pdf

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