

STRENGTHENING NO CHILD LEFT BEHIND

“Key points regarding ESEA re-authorization”

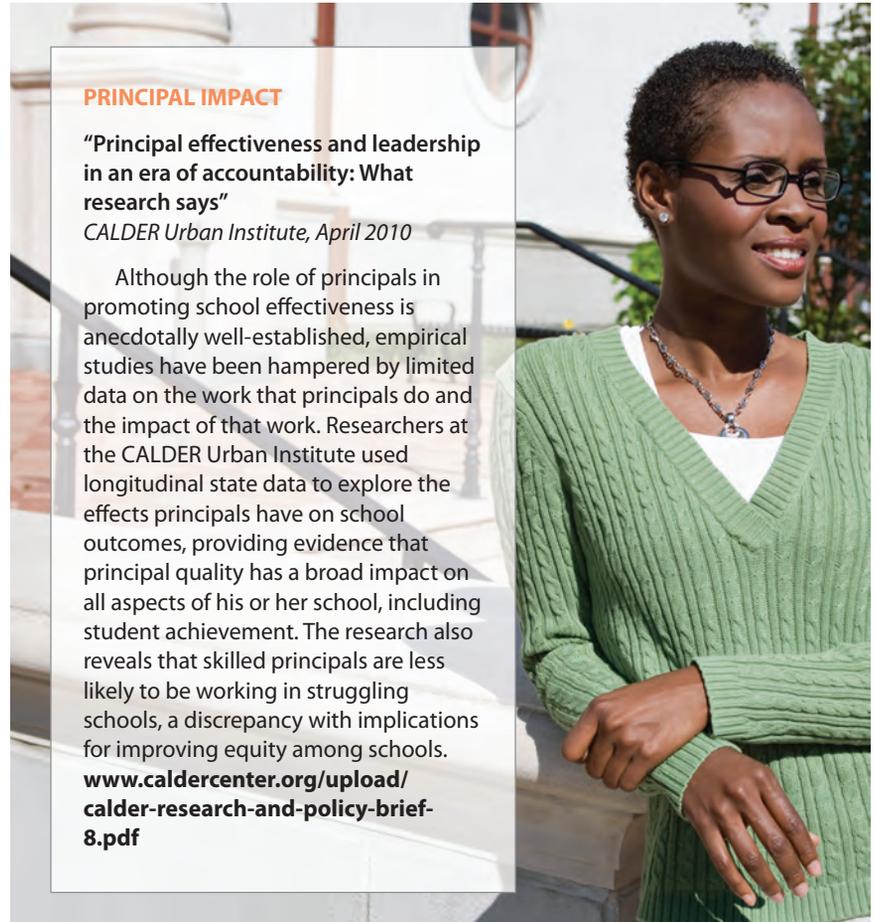
A Broader, Bolder Approach to Education, May 2010

As federal lawmakers take up the reauthorization of the Elementary and Secondary Education Act (NCLB), A Broader, Bolder Approach to Education has laid out six key principles for consideration. In a statement, the group argues for state-

developed accountability systems that go beyond student test scores to include qualitative observations and evaluations. It also urges a focus on a full, well-rounded curriculum rather than one that

emphasizes math and reading. Finally, the statement calls for recognizing and addressing the fundamental problems faced by disadvantaged students — the social, economic, and community conditions that prevent them from coming to school ready to learn.

www.boldapproach.org/20100512_bba_key_points_esea_reauthorization.pdf



PRINCIPAL IMPACT

“Principal effectiveness and leadership in an era of accountability: What research says”

CALDER Urban Institute, April 2010

Although the role of principals in promoting school effectiveness is anecdotally well-established, empirical studies have been hampered by limited data on the work that principals do and the impact of that work. Researchers at the CALDER Urban Institute used longitudinal state data to explore the effects principals have on school outcomes, providing evidence that principal quality has a broad impact on all aspects of his or her school, including student achievement. The research also reveals that skilled principals are less likely to be working in struggling schools, a discrepancy with implications for improving equity among schools.

www.caldercenter.org/upload/calder-research-and-policy-brief-8.pdf



HIGHLIGHTING WHAT WORKS

Public School Insights
Learning First Alliance

This web site promotes a national conversation about what works in public schools and how to translate those successes for other schools. It features success stories and interviews with key players in education, as well as a tool kit with resources for communications, staffing, curriculum, and reform. Its blog covers a wide range of subjects, including legislation, professional learning, assessment, and curriculum. Post your thoughts on these topics, read others’ viewpoints, and browse archives.
www.publicschoolinsights.org/

JOIN THE CONVERSATION

“Teaching NOW” *Teacher magazine*

Teacher leaders use this blog to share news and resources and discuss subjects of interest. Coverage, the site explains, “runs the gamut from the inspirational to the infuriating, from practical classroom tips to raging policy debates, and from ‘news you can use’ to ‘news of the weird.’” Recent posts discuss teacher retention, cyberbullying, professional development, and what teachers do in the summer. Read posts, and add your own thoughts.

http://blogs.edweek.org/teachers/teaching_now/



LEADERSHIP MAKES ITS MARK

Learning from leadership: Investigating the links to improved student learning

Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto, July 2010



Funded by The Wallace Foundation, this study offers new evidence affirming the connection between what school leaders do and student achievement and sheds new light on what effective leadership involves. Principals exert the most influence by improving teachers' motivation and working conditions. The study shows that leadership makes its mark largely by strengthening a school's professional community, an environment where teachers work together to improve classroom instruction.

<http://snipurl.com/zwgl0>



BOOMER POWER

"How boomers can contribute to student success: Emerging encore career opportunities in K-12 education"

National Commission on Teaching and America's Future, 2010

As schools struggle to fill teacher vacancies left by retirements and career changes, baby boomers who are retired or nearing retirement could prove to be a fresh source of skilled, experienced workers. Whether they have a background in teaching or in another field whose skills could translate well to administrative

work, boomers offer an opportunity to form new, nontraditional teams and provide alternatives to the standard one-teacher-per-classroom model. This paper explores the possibilities for boomers in classrooms and schools, using three case studies, interviews, data analysis, and new research.

www.nctaf.org/resources/research_and_reports/nctaf_research_reports/documents/ElizabethFoster-HowBoomersCanContribute.pdf

FINLAND'S SUCCESS STORY

"Steady work: Finland builds a strong teaching and learning system"

Rethinking Schools, Summer 2010

In the 1970s, Finland's educational system was performing poorly. Today, the country ranks first on the PISA among OECD nations; its students demonstrate highly equitable achievement rates and educational completion rates above 90% at both the basic and secondary levels.

This article explores how Finland used purposeful investment in educational goals, building teacher capacity, and overhauling its curriculum and assessment systems. Interestingly, its process has been nearly the opposite of that followed in the U.S.: It has shifted from a centralized system with an emphasis on external testing to a more localized system in which teachers design the curriculum.

www.rethinkingschools.org/archive/24_04/24_04_finland.shtml



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