

# ESSENTIALS

## ■ LEARNING CYCLES

Learning Cycles: A Powerful Tools for Teacher-to-Teacher Professional Learning  
*WestEd, 2018*

In Teacher Practice Networks, an initiative of the Center for the Future of Teaching & Learning at WestEd, teacher leaders lead sustained professional learning to advance K-12 instructional practices aligned to college- and career-readiness standards.

Multiyear data indicate how a learning cycle helps teacher leaders intentionally plan effective professional learning with activities that engage other teachers in learning new content, applying it in practice, reflecting on implementation, reiterating lessons, and refining instruction.

This report features vignettes of teacher-led learning cycles in action and discusses:

- How a learning cycle framework provides structure to teacher-to-teacher professional learning;
- How teacher reflective habits can be fostered throughout all phases of a learning cycle; and
- Tips for teacher leaders and school administrators to establishing a healthy climate that supports teacher reflection and growth.



[www.wested.org/resources/cftl-centerview-learning-cycles](http://www.wested.org/resources/cftl-centerview-learning-cycles)

## ■ PERSONALIZED INSTRUCTION

Innovative Staffing to Personalize Learning: How New Teaching Roles and Blended Learning Help Students Succeed

*The Clayton Christensen Institute & Public Impact, May 2018*

Public Impact and the Clayton Christensen Institute examined how eight district, charter, and private schools and school networks with notable student success adopted blended learning and new staffing arrangements to better enable personalized instruction.

Blended learning gave teachers more real-time student learning data



so that schools could frequently regroup students, quickly respond to struggling students, and help teachers improve

by pinpointing instructional planning and professional development issues.

At the same time, innovative staffing arrangements helped the schools personalize learning by providing more students with great teaching.

<http://publicimpact.com/innovative-staffing-to-personalize-learning>

## ■ PRINCIPAL PREP

Principal Preparation Program Self-Study Toolkit  
*Education Development Center, 2018*

This tool kit is designed to help those who run principal preparation programs, along with school district representatives and others, take stock and assess the quality of the training that programs provide to aspiring principals. The heart of the kit is a detailed assessment form, with ratings on a scale of 1 to 4, that users fill in to help them identify the strengths and weaknesses of the programming.



The format calls for users to provide evidence of a program's effectiveness in six domains — candidate admissions, course content, pedagogy, clinical practice, performance assessment and graduates' success in areas ranging from state certification to job performance.

[www.wallacefoundation.org/knowledge-center/Documents/Principal-Preparation-Program-Quality-Self-Assessment-Rubrics.pdf](http://www.wallacefoundation.org/knowledge-center/Documents/Principal-Preparation-Program-Quality-Self-Assessment-Rubrics.pdf)

## ■ TEACHER COLLABORATION

The Prevalence of Collaboration Among American Teachers: National Findings From the American Teacher Panel  
*RAND Corporation, 2018*

Based on data from a survey of a nationally representative sample of K-12 teachers in the United States conducted in fall 2016, this report explores the prevalence of teacher collaboration in U.S. schools and assesses the extent to which teacher collaboration varies in schools with different levels of students in poverty.

Analysis focuses on teachers' reports of three particular aspects of teacher collaboration:



the prevalence of opportunities, the frequency of collaboration activities, and the usefulness of collaboration experiences. The findings could inform policy and practice related to teacher collaboration opportunities at the school, district, state, and national levels.

[www.rand.org/pubs/research\\_reports/RR2217.html](http://www.rand.org/pubs/research_reports/RR2217.html)