

ESSENTIALS

■ PRINCIPAL SUPERVISOR INITIATIVE

A New Role Emerges for Principal Supervisors: Evidence from Six Districts in the Principal Supervisor Initiative
The Wallace Foundation, July 2018

This report examines the first two years of the Principal Supervisor Initiative, a project funded by The Wallace Foundation that aims to enable principals to shift from operations and administrative duties to focusing on instructional practice. The initiative leverages principal supervisors as change agents, helping them revise principals' job descriptions, reduce the scope of their responsibilities, and provide more support.

An evaluation conducted by Mathematica Policy Research and Vanderbilt University found that in the first two years, the six participating urban districts made changes to supervisors' practices in all the components targeted. Changes included spending more time coaching principals and doing classroom walk-throughs and less time focusing on operations and paperwork compliance.



www.wallacefoundation.org/knowledge-center/Documents/A-New-Role-Emerges-for-Principal-Supervisors.pdf

■ COMMON CORE IMPLEMENTATION

Reading and Writing Instruction in America's Schools
Thomas B. Fordham Institute, July 2018

The Fordham Institute conducted a second national survey of English language arts teachers to examine implementation of the Common Core State Standards eight years after they were created and five years after the institute's first survey. This recent report found both "real progress" and "real cause for concern." The authors provide four main recommendations, including more support to help teachers understand how to assign readings based on students' grade level rather than reading level.



<https://edexcellence.net/publications/reading-and-writing-instruction-in-americas-schools>

■ DISCIPLINE DISPARITY

Teacher coaching, threat assessment can reduce disparities in discipline, studies show
Education Dive, June 25, 2018

Education Dive reviewed a special issue of the journal *School Psychology Review* on "Closing in on Discipline Disproportionality." Articles reported teacher coaching and student threat assessment to be promising methods for reducing the disproportionately high rate of suspension, expulsion, and arrest among African-American students. But the issue's editors call for more research on additional strategies, noting that "the field has made some progress in nudging the gap rather than closing in on it."



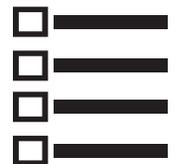
www.educationdive.com/news/teacher-coaching-threat-assessment-can-reduce-disparities-in-discipline-s/526395

■ DESIGN THINKING

This Year, Lead Like a Designer
Education Update, July 2018

Two long-time educators and administrators share their tips for leading schools from a perspective of design thinking. "What if you intentionally choose to practice the habits and mindsets of designers as you lead your school?" they ask in this commentary.

The authors point out that the foundational concepts of design in the industrial and commercial worlds (for example, being user-centered and focusing on identifying rather than solving problems) run counter to many traditional school leadership practices. They suggest ways design thinking can be incorporated into schools and benefit students.



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