**Center for the
Study of Education Policy (CSEP)**

- **Modeling Effective Collaboration on Common Core Standards:** This spring, funding was awarded to a regional collaborative made up of CSEP, Dewitt/Livingston/McLean County ROE, Illinois State University, Heartland Community College, Lincoln College, and local school districts, for the purposes of aligning K-12 and higher education curricula, standards, and pedagogy around the CCSS and preparing new teachers on the common core curricula and new methods of delivery. A new web site hosted by CSEP documents the activities that occurred with this work, including a case study with detailed information and artifacts (see attached).

Early Childhood Education

- **Early Learning Scholarships Now Available to Qualifying Families in Minnesota:** Minnesota Governor Mark Dayton and the legislature earmarked $40 million over the next two years for early education scholarships benefitting more than 8,000 children. A release from the Minnesota Department of Education announced that as of October 1, low-income families with students aged 3 to 5 can apply for a scholarship. "The research is clear," said Art Rolnick, co-director of the Human Capital Research Collaborative. "The best economic investment the state of Minnesota can make is to provide its most vulnerable children with access to high-quality early childhood programs."

- **Language-Gap Study Identifies Gap Early:** Research by Stanford psychologists reveals that 2-year old children of lower-income families may already be six months behind in language development. This study, published in *Developmental Science*, is the first to identify an "achievement gap" in language processing skills at such a young age and could inform strategies to intervene and bring children up to speed. The article, published in the New York times, can be found here.

- **PreK-Grade 3 Evaluation Results:** In an effort to bolster 3rd grade reading scores, the McKnight Foundation has funded initiatives around three targeted strategies: 1) establishing high-quality systems for literacy development pre-kindergarten through grade 3; 2) gathering, analyzing, and sharing useful field data and diagnostics; and 3) undertaking supportive field-building and advocacy statewide. The McKnight Foundation has released the results of an evaluation of their work in the Minneapolis Public Schools, Saint Paul Public Schools, and Brooklyn Center Community Schools. The evaluation was completed by SRI International and the Center for Applied Research and Education Improvement, University of Minnesota.

K-12 Schools

- **Math in the Early Years – A Strong Predicator for Later School Success:** In a recent issue of *The Progress of Education Reform,* surprising findings were revealed about the importance of early math learning – that is might be a better predictor than literacy for later school success. The report provides implications and recommendations for state policy. Read more here.
- **Using Strengths in Rural Schools to Keep Kids from Dropping Out:** Although more research is needed on the topic, the authors belief rural communities can tap into their strengths and keep kids in school. Some of the strengths discussed were: school/community collaboration; family engagement/ adult mentors/advocates; active learning; and career, technical and accelerated education. Read more here.

Teacher and Leadership Effectiveness

- **The Student Has Become the Teacher: Tracking the Racial Diversity and Academic Composition of the Teacher Supply Pipeline:** This study just released by Illinois Education Research Council (IERC) uses a unique, longitudinal statewide database to track students through the new teacher supply pipeline from high school through college and initial teacher certification. The report examines how each stage influences the characteristics of those who enter the teaching profession, with particular attention to academic skills and racial/ethnic diversity, characteristics that are of national and local concern because of their impact on teacher effectiveness and the diverse pipeline for teaching in Illinois.

- **Rethinking Leadership: The Changing Role of Principal Supervisors:** In recent years the "growing understanding of the transformative power of school leadership has helped redefine the role and expectations of principals, as well as the way districts prepare, select, and evaluate principals." In the fall of 2012, the Council of the Great City Schools launched a two-party study of the ways principal supervisors are selected, supported, and evaluated in major school districts across the country. This report provides a summary of the findings. Click here to read the full report.

- **Do Teacher Evaluations Help Out Students?:** Laramie County School District is taking part in a national study on teacher and leader evaluations. "This project, in its second year, has trained principals in 11 elementary schools and one junior high in a more "rigorous teacher evaluation style." To read the article click here.

- **Teacher Evaluation Trends in SREB States**: Teachers are crucial to student success and everything that can be learned about recruitment, placement,

evaluation, and retention is valuable. This report provides an update on teacher evaluation policies, practices, and lessons in the 16 Southern Regional Education Board states, many of which have begun to overhaul their teacher evaluation systems.

- **New Study of Rural District with 100% Student Proficiency in 3rd Grade Reading:** A new report by the Georgia Leadership Institute for School Improvement titled, Conditions for Success: Community Pride, Sustained District Focus, and Teaching Excellence in a Rural Georgia County, examined the leadership practices and conditions in a district where students achieved steady gains in third-grade reading CRCT scores between 2009 and 2011.
- **Teacher Preparation Pilot Program:** Seven states will pilot a new teacher preparation and licensing program created by Council of Chief State School Officers (CCSSO). The states will be expected to carry out reforms outlined in a CCSSO report, including raising admission standards, making licensure contingent on demonstration of specific skills, and overhauling the program approval process.

Common Core Standards

- **Common Core Rollout Ripe for Studying:** The creators of the Common Core standards purposely set out *what* students should know in math and reading without laying out *how* teachers should meet those requirements. That creates a rare opportunity for K-12 education research to fill in the blanks. Studying and supporting the standards implementation could accelerate the drive for closer partnerships with practitioners and researchers. Read more here.
- **Guidance Needed on Strategies for Teaching Common Core:** The Common Core standards require considerable writing across many subjects, but the standards themselves won't be enough to guide teachers to best practices in writing instruction, according to an analysis. The authors analyzed the Common Core's writing standards as well as states' previous standards. They also reviewed standards of Texas and Virginia, two states which have not adopted the Common Core. See the article here.

Higher Education

- **School Poverty-More Than Race-Affects Student's College-Going:** According to a new study by the National Student Clearinghouse Research Center, high poverty schools sent "significantly fewer graduates to college in 2012 than higher-income schools, regardless of the schools' geographic location or racial makeup." See the article here.
- **National College Progression Rates For High Schools Participating in the National Student Clearinghouse Student Tracker Service:** For the first

time, a national report traces high school to college transition rates in six categories of high schools, grouped by demographic and geographic characteristics. The schools' poverty level, determined by eligibility for reduced-price lunches, was the most important correlate to college enrollment. The report allows high schools with similar geographic and demographic characteristics to compare success rates.

Events and Opportunities

- **Creating the Future of Early Childhood Teacher Preparation – Higher Education Regional Faculty Meetings:** Funded by the Heartland Equity and Inclusion Project and the McCormick Foundation, the ICCB, ISBE, IBHE, Heartland Equity and Inclusion Project, and INCCRRA's Gateways to Opportunity will be hosting a series of faculty meetings throughout the state. The meetings will include information on: 1) the impact of CAEP on ECE Educator Preparation; 2) redesigning ECE Programs to meet new ISBE requirements; 3) creating Regional Partnerships to Enhance Coordination and Articulation; 4) planning for Teacher Performance Assessment (TAP); and, 5) funding opportunities. For more information on the dates and locations for the meetings, as well as how to register click here.
- **Illinois Association of Teacher Educators Fall 2013 Conference:** On Friday, November 8, 2013, IATE is hosting their fall conference in Bloomington, Illinois. Featured at the conference will be presentations by Pam Rosa on the Danielson Framework, Amee Adkins on the EdTPA, and Jason Helfer (new Assistant Superintendent for Teacher and Leader Effectiveness) on ISBE updates.
- **Common Core Event:** LUDA Superintendents, Board of Education Members and District Administrative Staff are invited to attend an evening with *Sandra Alberti, Student Achievement Partners, Inc.* to learn more about and discuss Common Core and their implications. The event will be held on Thursday, November 5, 2013 from 7:00 to 8:30pm at Neuqua Valley High School, Naperville, IL. Please RSVP by Friday November 1 to Bert Hendee (rhendee@ludaschools.org).
- **AERA Funding Opportunities:** In an effort to "strengthen the pipeline to education research," The American Educational Research Association (AERA) announced its 2014 fellowship programs and funding opportunities for graduate students and early career scholars. For more information click here.

The Center for the Study of Education Policy (CSEP) brings the results of research into the everyday world of educators,
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