

Listserv Posting: February 1, 2013

Greetings –

Below are some interesting research and resources for you to enjoy reading indoors during this bitter cold weather!

Illinois Education News-

- Illinois State Board of Education recently released a *Message from State Superintendent Chris A. Koch*. This recap reviews accomplishments in 2012 across the state of Illinois, including graduation rates and ACT scores. To read more about this click [here](#).
- The IASB (Illinois Association of School Boards) put out an article, *Good-bye, Type 75: Hello, Endorsements*. The article discusses the new law in Illinois, Public Act 096-0903, which include new requirements for principal preparation programs in Illinois. To read more about this, click [here](#).
- The Illinois Education Research Council has issued its call for proposals for the 11th IERC Research Symposium to be held on Thursday and Friday, June 13-14, 2013 in Champaign, Illinois. For more information on the symposium, click [here](#).
- An article from the *Chicago Sun-Times*, titled *CPS Principals Will Be Formally Evaluated on Student Academic Growth*, discusses the formal evaluation that will be required of principals in Chicago as of February. The evaluation will look at student academic growth, offering bonuses for those who thrive in this area. To read more about this, click [here](#).
- An article from Catalyst Chicago discusses the importance early childhood learning. The article, *Illinois Must Make Early Learning a Priority*, makes the point that "educational strength" relies on giving children a strong start early in life and how this needs to be implemented in Illinois. To read the article, click [here](#).

Teacher and Leadership

- A policy brief from the MET (Measures of Effective Teaching) project, titled, *Ensuring Fair and Reliable Measures of Effective Teaching*, discusses the findings from the three-year study conducted by MET. The MET project released, along with the findings report, a set of principles for effective evaluation systems based on the lessons learned throughout the three-year study. To learn more about this study and read the findings, click [here](#).
- From *Mathematica Policy Research*, is a *Working Paper: Is School Value-Added Indicative of Principal Quality*. This working paper addresses the degree to which school value-added reflects the elements of principals' effectiveness that endure over time and influence multiple grades. To read more about this study and read the paper, click [here](#).

· An article, *Playmakers: How Great Principals Build and Lead Great Teams of Teachers*, is a study that explored the relationship between principal leadership and teacher performance, and how to distinguish principals of high-performing schools from other principals. To read more about this study, click [here](#).

· From the *UCEA* (University Council for Educational Administration), recently released a [Research Utilization Brief](#) that focused on the sustainability of grant funded university programs.

PreK-3

· MDRC (Manpower Demonstration Research Corporation) put out an article titled, *Using Classroom Management to Improve Preschooler's Social and Emotional Skills*. This article discusses the importance of early childhood programs in providing pathways for success later in life, especially for disadvantaged children. To read more of this article, click [here](#).

· From the *Coalition for Community Schools* comes the *Community Schools Initiative*. The Coalition and local school partners in the community have been implementing the **Early Childhood-Community School Linkages Project** for the past three years to assist families with young children better prepare for school. To read the reports from the Coalition and this initiative as well as other resources, click [here](#).

· A helpful resource for early childhood has recently been launched by the *Harvard Family Research Project*. This new addition to their website provides resources aimed at parents, families, and community engagement in early childhood education. The resources include categories such as, Areas of Practice, Program Foundations, and Building Capacity for Quality Programs. To read more about this click [here](#).

· A new resource for early childhood experiences: *Pennsylvania's Promise for Children*. This website provides resources like the **Infant Early Learning GPS (Guiding Parents Smoothly)**. This website also provides resources related to the first five years in a child's life, child development, and many other useful tools and resources. To read more, click [here](#).

· A RAND Research Brief was recently released. This research brief, *Incorporating Child Assessments into State Early Childhood Quality Improvement Initiatives*, looks at five strategies for incorporating child assessments into the initiatives aimed at improving the quality of care in early childhood education. To read this article, click [here](#).

· A recent blog post on the Huffington Post, authored by Elaine Weiss and co-authored by Rob Grunewald, points out the **advantages of a comprehensive approach to early childhood education**. The blog title, *A Smart Investment: Skilled Early Childhood Workforce*, not only discusses the importance of a comprehensive approach to early learning, but also sheds light on specific states and how they have effectively put forth efforts in this area. To read the blog, click [here](#).

- The following is an *Early Childhood Executive Leadership (ECEL) Institute* that is focused on district and building leaders and ECE directors, allowing them to come together to discuss the alignment of the P-3 system. To read more about this Institute, click [here](#).
- A report from the *Economist Intelligence Unit*, titled *Starting Well: Benchmarking Early Education Across the World*, discusses the international comparison of preschool systems in countries across the world. To access this report, click [here](#).
- Ohio has passed legislation that incorporates **K-3 literacy indicators when determining annual school and district performance**. This legislation requires that the department of education assign schools and districts letter grades based on a variety of performance measures. To read this legislation, click [here](#).
- The PreK-3rd Grade National Work Group has housed all Power Point presentations from its webinar series on its web site. To access these materials, click [here](#).
- The [web site](#) for the ASCD Whole Child initiative includes some great resources, including materials from their [2012 virtual conference](#).

Common Core

- From *Education Week*, an article titled, *Testing Group Picks College Readiness Exam*, discusses the issue of college readiness in math in 22 states and the District of Columbia. In these places a common-standards assessment consortium has decided that college readiness in math will be evaluated by an end-of-course test in the last of a three-course sequence. To read more about this, click [here](#).
- From *Education Week*, an article titled, *Common Assessments Hold Promise, Face Challenges, Study Finds*, discusses the current work towards developing tests designed for evaluating the common standards. These tests are likely to measure "deeper levels of learning" and will have a much larger impact on classroom instruction. To read the study that put out this information, click [here](#).
- From *Education Sector* comes a report titled, *High Standards Help Struggling Students: New Evidence*. This report discusses the concern for children who are already struggling under NCLB will only suffer more under the "rigorous Common Core State Standards" in 2014. This report tries to address this issue, looking at what happened to students in the states with high and low standards and implementation of NCLB. To read more about this, click [here](#).
- A report from *Learning Forward*, is titled, *Meet the Promise of Content Standards: Professional Learning Required*. This report discusses strengthening of principal leadership, as well as the significant challenges that principals face in the implementation of the Common Core Standards. To read this report, click [here](#).

Student Outcomes

· From Education Week, an article titled, *Gallup: Student Engagement Drops With Each Grade*, discusses student engagement and its slow decline from 5th grade to 12th grade. A recent Gallup Student Poll reported that the number of students engaged in elementary school is 8 in 10, whereas the number is 6 in 10 by middle school. When students get to high school the number of engaged students drops to 4 in 10. To read more about this, click [here](#).

· From The Progress of Education Reform comes an article titled, *Teacher Expectations of Students: A Self-Fulfilling Prophecy?* This article focuses on the research regarding the relationship between teacher expectations and student achievement. The article also provides discussion on policy and how it impacts this issue. To read the article, click [here](#).

· A recently released article, *Boosting Parental Involvement: Results from a National Survey of Parents*, focuses on the results of a 2011 Parent Involvement Survey. The results of this survey indicate that larger numbers of parents of K-12 students wish to be more involved in their child's education, but certain barriers limit greater parental involvement. To read more about this survey and the results, click [here](#).

Webinars

Past webinars -

· A webinar from the Alliance for Excellent Education, that took place on January 16th, 2013, looked at the findings from a new study that measured the "depth of knowledge" in the design specifications for the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium, and compared it to those in the current state assessments. The webinar, *Common Core Assessments: "Will They Measure Depth of Knowledge"*. To see the supplemental material from this webinar, click [here](#).

· Another webinar from the Alliance for Excellent Education took place on January 22, 2013. The webinar, *Strengthening High School Teaching and Learning in New Hampshire's Competency-Based System*, discussed New Hampshire's high school redesign and the implementation of a competency-based learning system as a means of measuring student progress. To access the supplemental material from this webinar, click [here](#).

Upcoming webinars-

· On February 5th at 9:00 a.m., watch a national webcast of the national release of the Bush Institute's new report, *Operating in the Dark: What Outdated State Policies and Data Gaps Mean for Effective School Leadership*. The report is a first-of-its-kind compilation of state-reported data on how the 50 states and the District of Columbia are using their authority to increase the supply of high-quality principals. To watch the webcast, click [here](#).

· An upcoming webinar may be of interest: *Building a Profession: Helping Principals Become the Lever of Change (Part One)*. The webinar will take place on **February 13, 2013 at 4:00 pm**. The discussion will focus on district and state leaders that have led their own schools to excellence under difficult circumstances, also discussing how these experiences informed their

thinking about types of support current school leaders need to help students succeed. To register for the webinar, click [here](#).

Stay warm this weekend!