

Listserv Email: January 2, 2013

PreK-Grade 3:

- **Evaluating PreK-3rd Grade Reforms:** This [brief](#) by Julia Coffman (Center for Evaluation Innovation) and Kristie Kauerz (University of Washington) is intended to help stakeholders in early childhood and elementary education think about how to use evaluation at different stages in the development of a PreK-3rd grade effort. This brief spells out when and how to use evaluation, what kind of evaluation to use in order to maximize its utility, and the type and level of evidence required from evaluation.
- **Two Policy Briefs from UIC Research on Urban Education Policy Initiative:** Attached are two policy briefs ([see first and second attachment](#)) from the UIC Research on Urban Education Policy Initiative. The first brief talks about the need to integrate school leadership and early childhood highlighting on the new P-12 principal endorsement in Illinois. The second brief touches on the intersection of K-12 and early childhood teacher education preparation policies. Both are timely briefs to the policy environment and changes occurring in Illinois.
- **Benefits of Investment in Early Learning:** In this video, Nobel Prize winning economist James Heckman [discusses](#) income inequality and the benefits of investing in early childhood education noting how investing in early learning now can shift significant costs later in the education continuum.
- **The Common Core State Standards: Caution and Opportunity for Early Childhood Education:** As states move to implement the Common Core standards in English/language arts and math, a number of voices in the early education field have raised about the issue of what impact the Common Core might have on classrooms that serve 3- and 4-year-olds. [A new paper](#) from the National Association for the Education of Young Children (NAEYC) may help early childhood educators to discuss and consider the interplay between the common standards' emphasis on raising academic rigor and early childhood research results that show that play, the arts, social skills, and integrated instruction are crucial to young children's healthy development.
- **PreK-3 Alignment:** The Advocates for Children of New Jersey (ACNJ) released a new policy brief entitled "[Early Learning Instructional Leaders and Strong PreK-3rd Assessment Systems: The New Jersey Story](#)". The brief focuses on the need for school district administrators responsible for early learning programs to have a better understanding of both assessment practices and its critical link to improving student instruction.
- **Importance of Early Math:** This new [policy report](#) from a California highlights the importance of early math, which according to research is a better predictor of later achievement than literacy. The report also early math content in early childhood teacher education programs concluding that this is a much neglected area.
- **Head Start Impact Study** – Before break, the 3rd grade follow-up to the Head Start Impact Study was released by the Office of Planning, Research & Evaluation at the Administration for Children and Families. You can the report here:

<http://www.acf.hhs.gov/programs/opre/resource/third-grade-follow-up-to-the-head-start-impact-study-final-report-executive>

- **Resources for the Inclusion of Young Children of Diverse Abilities:** The National Professional Development Center on Inclusion (NPDCI) has developed a number of resources to support the use of evidence-based practices that promote the inclusion of young children of diverse abilities. Eight new [Landing Pads](#) have been developed to help teachers, administrators, professional development providers, and families locate resources to support inclusion through the use of these evidence-based practices. Each Landing Pad features resources organized into four sections: *Why Do It?* (the evidence base), *Read About It* (books, chapters, and articles), *See For Yourself* (videos and demonstrations), and *Find It Online* (websites with additional resources). This new product builds on [Research Synthesis Points on Quality Inclusive Practices](#) which provides brief descriptions and supporting references for the eight evidence-based and promising practices that support early childhood inclusion.

English Language Learners:

- **Inseparable Initiatives: Equity in Education and the Future of the American Economy:** This [report](#) highlights the notion that as students of color and diverse ethnicities rapidly become the leading population of public school systems in numerous states, closing educational achievement gaps and providing a quality education to all students can secure the United State's future economic prosperity.
- **Wanted - A More Diverse Teaching Force Webinar:** On December 18th, Education Week sponsored a webinar that outlined the challenges to recruiting and retaining a more diverse teaching force as well as documented the strategies of one district in recruiting, supporting, and retaining more teachers of color. The archived recording of the webinar can be found at: <https://event.on24.com/eventRegistration/EventLobbyServlet?target=registration.jsp&eventid=543492&sessionid=1&key=3A26A7479D0FAB482FDCD6BA110C18F2&partnerref=TOC&sourcepage=register>
- **Dual Language Learner Teacher Competencies:** The [Dual Language Learner Teacher Competencies Report](#) is a three-part publication that includes teacher competencies for dual language learners, an article, *Necessary Dispositions for Teachers Working with Young Dual Language Learners*, and a policy brief outlining policy recommendations needed to advance workforce development that is inclusive of the needs of dual language learners. PowerPoint slides from a webinar, explaining key points of the report and the process that led to the development of the competencies, are available to download at http://www.afabc.org/getattachment/4d6d786e-ac6e-4736-b79c-6e2ffe72994d/DLLTC_webinarppt.aspx
- **Building an Illinois Early Learning Environment for Teaching English Language Learners:** The **third attachment** is the results of a workforce survey in Illinois regarding meeting the demand of teachers of English language learners to address the growing Latino population.

Leadership Effectiveness:

- **More Principals Learn the Job in Real Schools** – This Education Week article ([see fourth attachment](#)) focuses on the increasing attention being paid to rigorous and relevant clinical experiences for aspiring principals, noting the work that is occurring through the partnership universities to CPS' Chicago School Collaborative.

Teacher Effectiveness:

- **AFT Report to Raise Standards for Teacher Preparation:** The American Federation of Teachers has announced a new initiative to raise entry standards for teacher-preparation programs-and to create a "universal assessment," analogous to the bar exam in law, that teachers should have to pass to show they are ready to take on their own classrooms. The report recommends that teacher-preparation programs raise their entry standards to attract academically capable students. The programs should require candidates at both the elementary and secondary level to have a cumulative GPA of 3.0 and get a minimum grade on college- or graduate-school-entry exams, such as a 24 on the ACT. You can access the report at: <http://www.aft.org/pdfs/highered/raisingthebar2012.pdf>
- **CCSSO Recommendations for Transforming Educator Preparation:** 25 states – including Illinois - have committed to advance the recommendations of a new CCSSO report titled: *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*. To see the report and the states who have committed, go to: http://www.ccsso.org/Resources/Publications/Our_Responsibility_Our_Promise_Transforming_Educator_Preparation_and_Entry_into_the_Profession.html
- **2013-2014 Teaching Ambassador Fellowship:** The U.S. Department of Education is accepting applications for its fifth cohort of Teaching Ambassador Fellows. The application period will run from December 19, 2012, and is scheduled to close on January 29, 2013 at 11:59 pm Eastern Time. For more information about the application process, see www.ed.gov/programs/teacherfellowship or go directly to the applications for the Washington and Classroom Fellowships on www.usajobs.gov .
- **Leveraging the Most Effective Teachers:** Similar to the U.S. DOE Teaching Ambassador Fellowship program, the Tennessee Department of Education has announced a [Reward Schools Ambassador Program](#) that enlists highly effective teachers from the state's top schools to share best practices and help improve student achievement across the state.

Higher Education:

- **Survey on American Views on Higher Education:** A [new survey](#) commissioned by Northeastern University, found that nearly half of all Americans think the U.S. higher education

is not only too expensive but also only a fair or poor return on their investment, though a majority believe that higher education is important for the U.S. to remain globally competitive.

- **Economic Benefits of College Degree:** A new report by State Higher Education Executive Officers (SHEEO) [report](#) offers further evidence of the value of a college degree in terms of future earnings potential. Americans who complete a bachelor's degree have a median income of \$50,360, compared with a median of \$29,423 for people with only a high-school diploma.
- **Cost Saving Policy Approaches to Higher Education:** Governors in Florida, Texas, and Wisconsin are pursuing different cost saving approaches to higher education, including mandating low-cost options like the \$10,000 degree, holding down tuition prices, tying funding to degree completion, and paying faculty on the basis of performance.

Grants:

- **Proposed Changes to i3 Grant Competition:** The U.S. DOE has made recommended changes to the i3 grant competition, which can be seen at: http://blogs.edweek.org/edweek/campaign-k-12/2012/12/us_education_department_propos.html
Comments for proposed rules can be provided until January 14th.