

March 29th, 2013

Below are some resources and news that may be of interest. Enjoy!

Illinois News

- The *Illinois State Board of Education* and the *Illinois Principals Association* have created a [15-minute online presentation](#) that explains the transition from a certificate system to a licensure system for educators in Illinois. To access to resource, [click here](#).
- From the *Chicago Sun-Times* comes an article, [CPS Restructures Funding to Give Principals More Say on Spending](#). This article discusses CPS's move to a "per-pupil funding model" next year. The intent of this move is to give principals more flexibility when deciding how to spend their school's money. Under this new model of funding, all schools will be given equal funding for core staff, educational support personnel, supplies and additional instructional programs based on a per-pupil standard. To read the article, [click here](#).
- From the *National Bureau of Economic Research* comes a working paper series, [The Impact of Chicago's Small High School Initiative](#). This project is looking at the effects of introducing new small high schools on student performance in the Chicago Public School (CPS) district. To read the report and learn more about the project, [click here](#).

Early Childhood Education

- An issue brief from *The Colorado Trust*: [Early Childhood Systems Building from a Community Perspective](#), discusses what is needed to build an early childhood system based on community integration and coordination of services as well as how this type of system is different from providing direct services and programs to families. To read the brief, [click here](#).
- An article from *Education Week* titled, [Obama Proposal Raises Issue of Pre-K Teacher Prep](#), discusses what President Obama's early childhood education proposal will mean for the expectations of teachers. Many advocates are pushing for "qualified" teachers, but others are concerned about the problem with focusing on credentials. To read the article, [click here](#).
- The following report from the *Political Economy Research Institute at the University of Massachusetts* titled, [Early Childhood Education as an Essential Component of Economic Development](#), discusses the early childhood education research and the importance of universal early childhood education. To read the report and the research findings, [click here](#).
- From *The Hechinger Report* comes an article titled, [Report Demonstrates Continuing Value of Preschool for New Jersey's Poorest Kids](#), focusing on the positive impacts of preschool education found in New Jersey. A study was conducted examining the effects of a pre-k program by following the children from preschool to 4th and 5th grade. To read more about this study and the results, [click here](#).
- The *National Center for Children in Poverty* recently released the latest [Early Childhood Profiles](#) for each state. These profiles were created as a part of the **Improving the Odds for Young Children** project. The profiles focus on each state's

policy choices regarding health, education, and strong families. To read and learn more about the profiles, [click here](#).

- An article from *Education Week* titled, [STEM Education Must Start in Early Childhood](#), highlights the results of the 2010 survey by Change the Equation. Change the Equation is an initiative created to encourage math and science learning. The survey indicates that "nearly one-third of Americans would rather clean their bathrooms than do a math problem." To read more about this initiative and the findings of their survey, [click here](#).
- The second brief from the *John W. Gardner Center for Youth and Their Communities* was released: [Improving the Quality and Continuity of Practice Across Early Childhood Education and Elementary Community School Settings](#). This brief examines the results of IEL's Early Childhood Community School Linkages Project, looking at the findings from low income communities with strong community school initiatives that work to improve the link across early childhood education programs and elementary schools. To read the brief, [click here](#).

Early Math

The following are some resources that were distributed or referenced at this week's meeting of the Early Math Advisory Committee.

- NAEYC position paper on early math - <http://www.naeyc.org/files/naeyc/file/positions/psmath.pdf>
- Best practices in PreK math (see attachment)
- Web site for National Council of Teachers for Mathematics: <http://www.nctm.org/standards/>, which includes math resources for all grade levels
- PNC Math is Everywhere Kits: http://www.pncgrowupgreat.com/educators/happy_healthy_ready_for_school.html

K-12 Education

- From the *National Center for Education Statistics* comes a report titled, [Algebra I and Geometry Curricula: Results from the 2005 High School Transcript Mathematics Curriculum Study](#). This report examines the results of the Mathematics Curriculum Study in which the relationship between student course taking and achievement was looked at, specifically focusing on the content and challenges of two math courses: algebra I and geometry. To read the report and learn more about the findings, [click here](#).
- A recent report from *The Equity and Excellence Commission* titled, [For Each and Every Child: A Strategy for Education Equity and Excellence](#), discussed the "unacceptable and persistent education disparities" in the U.S. that are in large part a continued result of

the economic recession and concentrated poverty. To download the report and learn more, [click here](#).

- From *The Federation for Community Schools* comes a paper, [Using Supplemental Educational Services \(SES\) Funding to Support Community School Efforts](#). This paper discusses the way in which community schools utilize SES as a source of funding in order to provide academic remediation and tutoring to low-income children. To read the paper, [click here](#).
- An article from *Education Week* titled, [Experts Make a Case for Later School Start Times](#), discusses the research behind later school start times. Research indicates that sleep is critical for brain development, memory function, and cognitive skills- all important for children and teenagers. To read more about this research and the educational implications, [click here](#).

Common Core

- The following article from *Education Week* titled, [Survey Suggests Hurdles for Math, Science Teaching](#), discusses the new survey data on math and science teachers, focusing on the challenges the country is facing while trying to increase student achievement in math and science. To read this article and learn more, [click here](#).
- An article from *Education Week Teacher* titled, [In Common Core, Teachers See Interdisciplinary Opportunities](#), focuses on the ways in which educators are implementing the new Common Core State Standards. The article highlights the opportunities educators are taking for interdisciplinary units, allowing teachers of various subjects to work together. To read the article and learn more, [click here](#).
- A policy memorandum from *Policy Analysis for California Education* titled, [The Common Core Meets State Policy: This Changes Almost Everything](#), discusses the broad implications of the implementation of the Common Core State Standards for Math and English Language Arts. The discussion highlights the fundamental ways in which every state will change, including assessment, accountability, teacher evaluation, instructional materials, professional development, career and technical education, and alignment between early childhood and college. To read the memorandum, [click here](#).

Teacher and Principal Preparation and Evaluation

- An article from *Education Week* titled, [Teacher Ed. Programs Show Signs of Improvement](#), AACTE Finds, discusses the report from the American Association of Colleges for Teacher Education. This report provides data on teacher education programs as well as recommendations for the programs. To read the article and the report, [click here](#).
- From the *Education Commission of the States Research Studies Database* comes the study, [Is PAR a Good Investment? Understanding the Costs and Benefits of Teacher Peer Assistance and Review Programs](#). This study examined both the costs and benefits of Peer Assistance and Review programs, looking at the financial and organizational implications. To read the study, [click here](#).
- The latest whitepaper from *Teachstone*, [Dual Language Learners and the CLASS Measure: Research and Recommendations](#), discusses the data and research that backs

up the use of the CLASS measure in dual-language settings. The paper offers recommendations for using it in these settings, and discusses the challenges that often face dual-language learners. To read the paper, [click here](#).

- From the *National Association of Elementary School Principals* comes a report, [Recruiting, Preparing and Building the Capacity of Effective Principals: Eight Evidence-Based Recommendations for Policymaking](#). This document provides research-based recommendations to assist federal policymakers in addressing preparation, evaluation and support for principals. To read more, [click here](#).
- From *The Journal of Leadership for Effective and Equitable Organizations* comes an article titled, [Rethinking Instructional Leadership, a Review: What Do We Know About Principal, Teacher, and Coach Instructional Leadership, and Where Should We Go From Here?](#) This article discusses the research on what scholars know and do not know about instructional leadership, specifically looking at how this work is done and where it falls short. To read the article, [click here](#).

Higher Education

- From the *Huffington Post* comes an article, [Colleges Use Project Win-Win To Boost Graduation Rates and Award Degrees](#). This article highlights the [Project Win-Win](#) and the efforts it has made in community colleges and four-year schools across Florida, Louisiana, Missouri, Michigan, New York, Ohio, Oregon, Virginia and Wisconsin. Project Win-Win is an initiative to encourage former students who qualify for a degree to go back and graduate. To read more about this, [click here](#).
- An article from *The Chronicle of Higher Education*, [Program Offers a Quicker Path to College Credit for Students Mired in Remedial Courses](#), discusses the unveiling of a developmental mathematics program aimed at helping students in college avoid remedial coursework that often prevents them from graduating. To read the article and learn more about this program, [click here](#).
- From *Inside Higher Ed* comes an article, [Rise of Customized Learning](#), which focuses on the debate of whether or not competency-based approaches in higher education will expand after President Obama's endorsement of the approach. The article highlights Western Governors University and its example of competency-based education in Missouri and Tennessee. To read the article, [click here](#).
- The following paper from the *Association of Public and Land-Grant Universities* titled, [Ten Key Questions University Leaders Should Ask About Quality Science and Mathematics Teacher Preparation: Implementation Strategies from The Analytic Framework](#), discusses the "Ten Key Questions" identified by Presley and Coble in their briefs and consensus statements and goes further to give guidance regarding appropriate implementation. The Ten Key Questions are mapped to the current strategies identified in the Analytic Framework all in an effort to help campuses and programs create a plan that will improve the quality of their science and math teacher education programs. To read the paper, [click here](#).
- ACT recently put out a report titled, [Readiness Matters: The Impact of College Readiness on College Persistence and Degree Completion](#). This report highlights the research surrounding the importance of college readiness for timely degree completion later on. To read more about this study, [click here](#).

Education Reform

- From *The Organization for Economic Co-operation and Development (OECD)*, *The OECD Perspective* recently released the latest edition: [Education Today 2013](#). This report discusses the current conditions of education across 38 OECD countries, while also looking at early childhood education. The report also provides policy recommendations, reviews teacher policies, tertiary education, student performance, and educational spending. To read the report, [click here](#).
- The following paper from *Build Initiative* entitled, [A Framework for Evaluating Systems Initiatives](#), provides a framework for which one can clarify ideas, approaches, and language regarding the evaluation of systems initiatives. To read the paper, [click here](#).
- Another article from *Education Week* titled, [Connection to Education Research Elusive for States](#), discusses the use of studies in making policy and practice decisions. State education officials are on board with using this research but state that they need more support from "knowledge brokers" who can translate research findings. To read the article, [click here](#).

Upcoming Webinars & Events

- An event that may be of interest to you is the [Federation Stakeholder Symposia: Child & Adolescent Trauma: Understand the Effects and How Community Schools Can Respond](#). This symposia, hosted by *The Federation for Community Schools*, will take place on **Friday, April 26th, 2013 from 8:30 am- 12:00 noon at the University of Chicago**. The symposia is focused on the discussion of childhood trauma and how community schools can best support students suffering the effects of trauma. To learn more about this event and register, [click here](#).
- An upcoming conference that may be of interest is the [Common Core State Standards Networking Conference](#) on **Monday, July 15th, 2013- Wednesday, July 17th, 2013 in Charlotte, North Carolina**. The SREB and the Bill & Melinda Gates Foundation will be hosting this event, which is intended to help teachers, schools and districts understand and implement tools and approaches aimed at ensuring students meet the common core standards. To register for this event and learn more, [click here](#).

Have a great holiday weekend!