

## Excerpts from the Literature that are Representative of the Work Underway in Breakout Groups (Jan. 12, 2017)

### Standards<sup>i</sup>

The world in which schools operate today is very different from the one of just a few years ago—and all signs point to more change ahead. The global economy is transforming jobs and the 21st century workplace for which schools prepare students. Technologies are advancing faster than ever. The conditions and characteristics of children, in terms of demographics, family structures and more, are changing... Educators have a better understanding of how and in what ways effective leadership contributes to student achievement... Given this growing knowledge—and the changing demands of the job—educational leaders need new standards to guide their practice in directions that will be the most productive and beneficial to students.

### Professional Learning and Support<sup>ii</sup>

The work of schools is becoming more complex and demanding . . . [even as] the organization and culture of American schools is, in important ways, the same as it was in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.

[At times,] educators in schools with the most severe performance problems face conditions for which their prior training and experience have not prepared them. [These conditions include] extreme poverty, unprecedented cultural and language diversity and unstable family and community patterns.<sup>1</sup>

As expectations for increased student performance mount . . . there are few portals through which new knowledge about teaching and learning can enter schools; few structures or processes in which educators can assimilate, adapt and polish new ideas and practices; and few sources of assistance for those who are struggling to understand the connection between the academic performance of their students and the practices in which they engage.

Accountability must be a reciprocal process. For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance.

In order for people in schools to respond to external pressure for accountability, they have to learn to do their work differently and to rebuild the organization of schooling around a different way of doing the work.

### Diversity<sup>iii</sup>

Research shows that diversity in schools can provide significant benefits to all students. Improving the diversity of the educator workforce may be particularly beneficial for minority students helping to close achievement gaps. When considering how to better support educators, consider supporting a diverse workforce as a critical component of all strategies across the career continuum. Recommended: Provide ongoing professional development aimed at cultural competency, cultural responsiveness, and equity.

### Authentic Experiences and the Internship<sup>iv</sup>

School leader residency programs must, for at least one academic year, provide prospective principals or other school leaders: (a) sustained and rigorous clinical learning in an authentic school setting;(b) evidence-based coursework, to the extent the State determines in consultation with LEAs that evidence is reasonably available;(c) ongoing support from an effective mentor principal or school leader; (d) substantial leadership responsibilities; and (e) an opportunity to practice and be evaluated in a school setting.

### P12-Higher Education Partnership<sup>v</sup>

Competency education is about mastering skills and knowledge, not just moving through a curriculum. Students keep working on specific skills and/or knowledge until they can demonstrate understanding and the ability to apply them; they then move. Students cannot move forward simply by showing up to class on a sufficient number of days, nor can they get by with Ds. Instead, they must meet standards (competencies, performance objectives, or learning targets) at a pre-determined level of proficiency.

The State University of New York (SUNY) board of trustees announced a bold vision outlining how prior-learning assessment, competency-based programs, and MOOCs will inform a plan to ensure students complete degrees on time and for reduced cost.

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<sup>i</sup> National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA. Pg. 8.

<sup>ii</sup> Elmore, R. (2002). Bridging the Gap between Standards & Achievement: The Imperative for Professional Development in Education. D.C. Shanker Institute. Pg. 3-4

<sup>iii</sup> USDE. (2016). Non-Regulatory Guidance for Title II, Part A. Washington D.C.: U.S. Gov't Printing Office. Pg. 20.

<sup>iv</sup> USDE. (2016). Non-Regulatory Guidance for Title II, Part A. Washington D.C.: U.S. Government Printing Office. Pg. 8

<sup>v</sup> Priest, N., Rudenstine, A., Weistein, E. (2012). Making Mastery Work. Quincy, MA. Nellie Mae Fdn. Pg. 21. And SUNY press release, September 17, 2015