



Gov. Bob Wise: In Education Reform, Tapping the Traditional to Implement the Transformational

Last month, as I attended the EdSurge Fusion 2018 conference, I immersed myself in the idea of education transformation. Sitting in that hotel ballroom, I was surrounded by the most cutting-edge educators—those district leaders, principals, and teachers who are leading the way to provide students with genuine twenty-first-century learning experiences.

But now, as I reflect on my experiences from the conference, I ask myself, "What does transformation really mean?" And, more importantly, how do we talk about transformation with the educators and school district leaders who were not in that energy-charged ballroom with me, the ones who want to change students' learning experiences but may not feel they operate in an environment that accepts, encourages, or even needs the sweeping changes envisioned in the term transformation?

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[Click to Tweet:](#) @All4Ed president @BobWise48 reflects on #EdSurgeFusion: In Education Reform, Tapping the Traditional to Implement the Transformational. bit.ly/2qvcDGX @EdSurge



We Measure What Matters, Which Is Why Subgroups in ESSA Accountability Systems Are Important

Recently, Mike Petrilli wrote about the Alliance for Excellent Education's analysis of state ESSA plans in which we found that twelve states do not ensure subgroups are universally included in school ratings. While acknowledging that this could be an issue, Mike, with an assist from Aaron Churchill, used Ohio data to make the case that we were (mostly) crying wolf: Including subgroups in school ratings doesn't matter because subgroup performance is almost always reflected in schoolwide averages, at least when using value-added measures. Mike concluded that we "should stop fretting about this particular aspect of state accountability systems" and move on. I agree that there are other aspects of accountability that should be investigated, and All4Ed has plans to do so as ESSA implementation continues. But I disagree that All4Ed and other advocates for historically underserved students should stop worrying about the inclusion, or lack thereof, of subgroups in school ratings.

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subgroup performance in #ESSA accountability systems matters.
bit.ly/2RAAtKmk



Nine Future Ready Districts Share Their Success Stories

Future Ready Schools® (FRS) is highlighting nine school districts from across the country that have successfully used FRS tools to transition to digital learning, improve student and teacher engagement, and increase parent and community support. The case studies are organized around four Future Ready focus areas—“Collaborative Leadership; Personalized Student Learning; Robust Infrastructure; and Personalized Professional Learning”—and feature a variety of school districts, from small, rural districts, to medium and large suburban and urban districts. Best of all, the case studies include real-world, practical advice from district superintendents to help others on their Future Ready journey.

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Deeper Learning Digest: Meeting Students' Basic Needs Before Deeper Learning

It's tempting to jump right to advocating for all students to have deeper learning experiences. But as our friends at the Buck Institute for Education remind us, there are other basic needs that must be met for students to learn deeply.

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Federal Flash ⚡



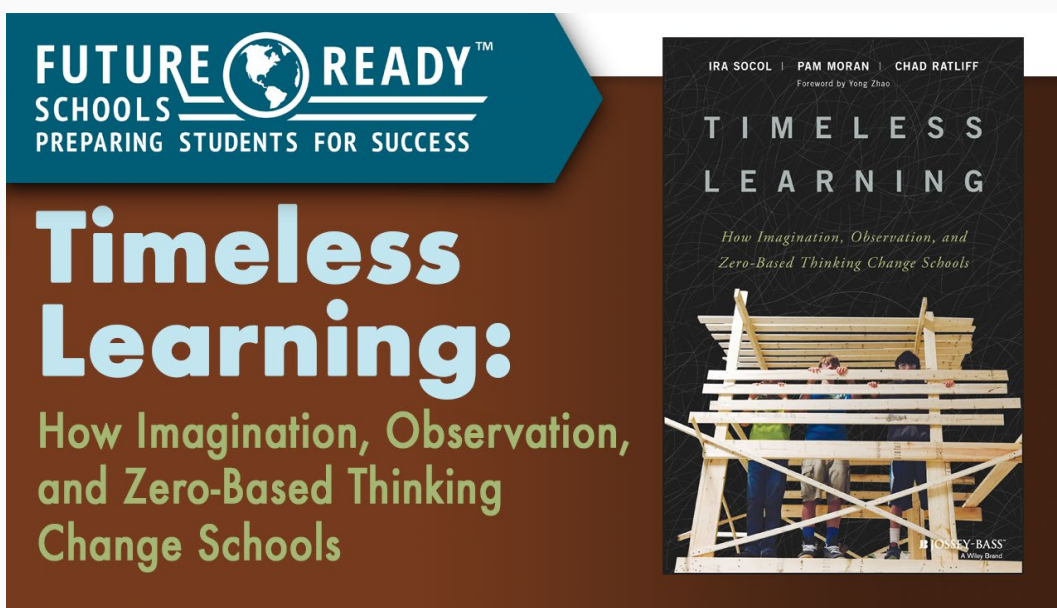
What's the Timeline **FOR THE NEW PERKINS CTE LAW?**

In this week's Federal Flash we provide an update on a new resource with information on racial inequities in schools, as well as the Department of Education's process to implement the recently reauthorized Carl D. Perkins Career and Technical Education Act.

[Watch the Video](#)

 [Click to Tweet:](#) #FederalFlash discusses @usedgov's draft state Perkins plan guide for #CTE programs and @ProPublica's new Miseducation database w/ reporting from @AnnieWaldman @EricaLG on racial inequalities in the nation's schools. <https://youtu.be/GMf5IzjwRn4>

In Case You Missed It



Timeless Learning: How Imagination, Observation, and Zero-Based Thinking Change Schools

In this webinar, Pam Moran and Ira Socol, two authors of *Timeless Learning: How Imagination, Observation, and Zero-based Thinking Change Schools*, discuss how developing a culture of invention and innovation creates new pathways to activate creativity, voice, agency, and influence in all young people. Through making, engineering, creating, designing, and producing projects and products that enrich learning experiences, students can impact their classrooms, schools, communities, states, and even the world.

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Get Up to Speed on Federal Education Policy

To keep you up to date on the latest happenings with the Every Student Succeeds Act (ESSA) and the new career and technical education law, the Strengthening Career and Technical Education for the 21st Century Act, and other federal education policy changes, All4Ed creates bite-sized materials “ both print and video “ that provide concise and comprehensive analyses of several key areas within these laws.

[Access ESSA Materials](#)

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Superintendents, Principals, Directors of Curriculum and other leads work together to create their own definitions of personalized learning #FutureReady @DrAvrilSmart @barbaratreacy @All4Ed



1:25 PM - 30 Oct 2018

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Thanks, #AMLE18 for a PACKED HOUSE for our session on what science says about how adolescents learn and develop, plus how that research can improve teaching and learning. If you missed the session, learn more at all4ed.org/SAL. #ScienceOfLearning



3:45 PM - 25 Oct 2018

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@All4Ed "Adolescents experience a critical window for learning and must practice and safely fail repetitively." There's a ton of power in safe failing for ms's. #AMLE18

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