

December 2018

Achieve is thrilled to announce it is seeking applicants for the Science Peer Review Panel (Apply by December 12)

Achieve's Science Peer Review Panel ("Science PRP") is an elite group of educators who work to evaluate and share high-quality lesson sequences and units that are designed for the Next Generation

Science Standards (NGSS). Members of the Science PRP are part of the solution to a persistent problem in the science education field: not enough examples of high-quality instructional materials designed for the NGSS. This opportunity includes free, valuable professional learning experiences designed to deepen your understanding of the NGSS and the evaluation process for instructional materials.



APPLICANTS

Ideal applicants for this program will have a solid foundation in *A Framework for K-12 Science Education*, are comfortable navigating the NGSS across content areas (including the Appendices), and will have experience using the EQuIP Rubric for Science. Applicants will be selected based on their ability to make consistent, criterion-based evaluations using the latest version of the EQuIP Rubric for Science and communicate that evaluation clearly. Achieve is committed to building a diverse panel and strongly encourages people of all backgrounds to apply. Applicants from a mix of rural, urban, and suburban communities will be accepted. As we expand the Science PRP,

we are looking for more representatives from the 6-8 and 9-12 grade bands in particular, but all are welcome to apply.

[Learn more about the Science PRP](#) and submit an [online application](#) by Wednesday, December 12.

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Credential Currency: How States Can Identify and Promote Credentials of Value

A new report from [Education Strategy Group](#), the [Council of Chief State School Officers](#), and [Advance CTE](#) titled [Credential Currency: How States Can Identify and Promote Credentials of Value](#) presents a

road map for K-12 and higher education leaders to identify and promote credentials that

have labor market value. The report looks at leading practices around the country and presents a path forward for states interested in increasing credential attainment. From creating a priority list of credentials to helping significantly more students earn those credentials, [Credential Currency](#) covers common barriers, recommended strategies, and opportunities to further advance the work.

Credential Currency

**How States Can Identify
and Promote Credentials of Value**

The report specifically recommends that states focus on three strategic priorities:

1. Identifying high-value credentials. Employers must serve as a lighthouse as states work to identify which credentials have value. States can harness employer signals in job postings, hiring decisions, and employee pay. And they can prioritize credentials that count for or stack to postsecondary credit.

2. Incentivizing attainment of high-value credentials. States can and should catalyze high-value credential attainment through a robust set of incentives. That includes demonstrating the impact credentials have on students' futures, promoting school and district prioritization of high-value credentials through funding and accountability policies, and communicating publicly the importance of specific credentials.

3. Collecting and reporting credential attainment data. States can set forth new expectations for data collection and quality that bypass self-reported

information to more reliably report industry-recognized credential attainment.

[Explore the report and recommendations.](#)

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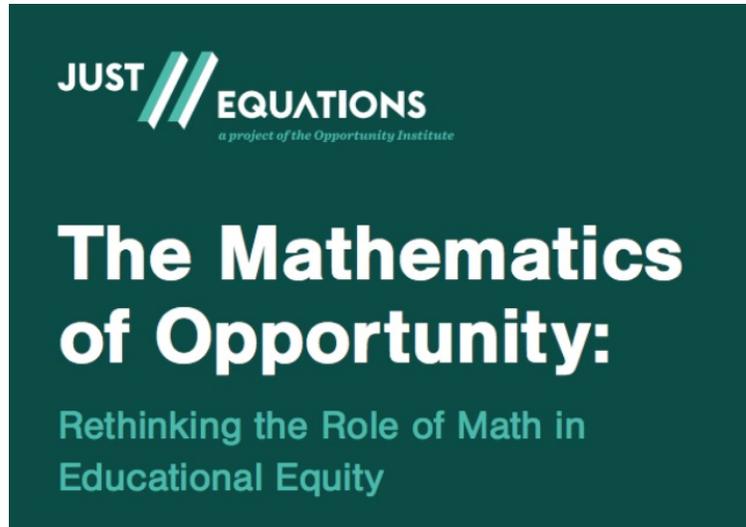
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The Mathematics of Opportunity: Rethinking the Role of Math in Educational Equity

Just Equations' report [The Mathematics of Opportunity](#) describes how traditional approaches to mathematics education can contribute to inequity and highlights emerging approaches to change that equation.

Designing a new mathematics of

opportunity entails re-thinking the way content requirements, instructional approaches, and assessment practices combine to form policies that can determine students' future educational opportunities. The goal is to ensure that mathematics education is more equity-oriented and that math requirements are more valid and aligned across educational systems. Explore the report [here](#).



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Black Students Who Have One Black Teacher More Likely to Go to College

A [new working paper](#) by Johns Hopkins University and American University researchers reveals that having one black teacher in elementary school not only makes children more likely to graduate high school, it makes them significantly



more likely to enroll in college. Black students who had just one black teacher by third grade were 13 percent more likely to enroll in college - and those who'd had two were 32 percent more likely.

Relatedly, another working paper by the same team titled [Teacher Expectations Matter](#) found teachers' beliefs about a student's college potential can become self-fulfilling prophecies. Every 20 percent increase in a teacher's expectations raised the actual chance of finishing college for white students by about 6 percent and 10 percent for black students. However, because black students had the strongest endorsements from black teachers, and black teachers are scarce, they have less chance to reap the benefit of high expectations than their white peers.

Both papers underscore mounting evidence that same race teachers benefit students and demonstrate that for black students in particular, positive outcomes sparked by the so-called role model effect can last into adulthood and potentially shrink the educational attainment gap. Explore both papers [here](#).

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December Reading List

- From the New York Times: [Why Are We Still Teaching Reading the Wrong Way?](#)
- From TNTP: [Why Buffalo is "All In" for Upending the Opportunity Myth](#)
- From the 74: [Dynarski: When Done Right, Standardized Tests Really Do Reflect What a Student Knows](#)
- From the New York Times: [How to Get Your Mind to Read](#)
- From UnboundEd: [Practical Steps to Supporting English Learners in ELA and Math Classrooms](#)
- From Student Achievement Partners: [Response to Assessment: Text at the Center](#)
- (Podcast) From The Fordham Institute: [Equity and access in American high schools](#)

We're Hiring!

Join our [incredible team](#) of diverse and talented professionals who are passionate about our mission and believe that they can make a difference for today's students and tomorrow's leaders.

*All students should graduate from high school
ready for college, careers, and citizenship.*

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