

Christine Jenter

From: "Christine Jenter" <jenterc@gse.upenn.edu>
To: "CPRE In-Sites" <CPRENEWS@lists.upenn.edu>
Sent: Wednesday, August 20, 2003 11:30 AM
Subject: CPRE In-Sites, Issue 18 (August 2003)



The New Accountability: High Schools and High-stakes Testing

A new book by CPRE researchers Martin Carnoy, Richard Elmore, and Leslie Siskin explores the current wave of school accountability reforms, wherein schools that perform poorly on standardized tests may face reorganization, a new principal, or even financial sanction. This important new study looks at the data behind "high-stakes testing" in Texas, New York, Kentucky, and Vermont, and comes to some very important conclusions. It shifts the focus of the debate from how well high school graduates are prepared for college or work to the larger question of how many students are graduating in the first place, and how these stringent testing measures may affect those students on the edge.

This book can be purchased from www.routledge.com.

The Impact of Standards-based Reform in Duval County, Florida, 1999-2002

In this study, authors Jonathan Supovitz and Brooke Snyder Taylor examine elementary and middle school reading, writing, and mathematics results from the spring of 1999 to the spring of 2002 on the Florida Comprehensive Assessment Test in Duval County relative to seven other similar counties in Florida. The report includes data results from the 1998-1999 school year to represent the year before Duval began implementing standards-based reform, as well as the most current data results available (2001-2002). The comparison counties include Broward, Hillsborough, Lee, Orange, Palm Beach, Pinellas, and Polk, which were selected as the most reasonably comparable counties in Florida. All school-level data that were available from the Florida Department of Education were included in this study.

Overall, the results provide evidence to support the authors' hypothesis that Duval's efforts to systematically change the practices of teachers and school leaders across its system are improving the achievement of its elementary schools at a faster rate than in other comparable districts. To date, growth in middle school performance has been comparable to that of other counties. As the district's reforms become deeper and broader, middle and high school growth is to be expected, and subsequent analysis will monitor secondary school performance. To view or download this publication, please [click here](#).

Upcoming Conferences

CPRE-Wisconsin to Host Teacher Compensation and Evaluation Conference

The Teacher Compensation Project at the University of Wisconsin-Madison will hold its Fourth Annual National Conference on Teacher Compensation and Evaluation from November 20-21, 2003 in suburban Chicago.

In addition to Allan Odden, principal investigator of the Teacher Compensation Project and co-director of CPRE, keynote speakers include Linda Darling-Hammond, professor of education at Stanford University; Yvonne Chan, principal of Vaughn Next Century School in Los Angeles; and Charlotte Danielson, author of the Framework for Teaching, which many schools have used as the foundation for standards-based teacher evaluation systems.

Breakout sessions include presenters from states, districts, and individual schools that are developing, or have in place, alternative compensation systems or teacher evaluation programs. The registration fee is \$200 per person, inclusive of all conference materials and breakfast, lunch, and breaks for both days. Last year, over 350 people from 37 states and 4 countries attended the conference. For registration information, [click here](#).

Association for Supervision and Curriculum Development Conference in Philadelphia

The Association for Supervision and Curriculum Development (ASCD) will hold its Conference on Teaching and Learning from October 16-18 in Philadelphia, PA. The theme will be "What Works in Schools: Increasing Student Achievement Through Research-based Practice." Attendees can choose from over 80 sessions and explore ideas that have an effect on student learning and achievement.

CPRE Communications will be hosting a booth in the exhibit hall where publications will be available free-of-charge and representatives will be available to answer questions about CPRE research. Please stop by **booth #616** and visit us!

For more information on this meeting, please visit the [ASCD website](#).

Career Opportunities at CPRE-Penn

CPRE's office at the University of Pennsylvania has the following opportunities available:

Staff Writer

Duties: Write and edit policy briefs, reports, case studies, grant proposals, literature reviews, marketing/promotional materials, speeches, op-eds, and press releases.

Qualifications: BA required; MA preferred with 3-5 years of experience. This position requires an individual with strong writing experience, an interest in education policy, and the capability to research complex policy issues and present them with clarity and accuracy. The candidate should have a minimum of three years professional writing experience, strong editorial skills, and a demonstrated ability to write for diverse audiences. Experience with grant writing preferred. Strong organizational, verbal, and written communication skills. Ability to work independently and as part of a team, and to manage multiple projects. Background in Journalism or English preferred. Must be a skilled and proficient computer user, preferably with Microsoft Windows and Word. We prefer a candidate who is proficient working electronically, particularly using the internet as an information gathering tool.

To apply, forward a cover letter, resume, and writing samples to Robb Sewell, CPRE, University of Pennsylvania, 3440 Market Street, Suite 560, Philadelphia, PA 19104-3325 or fax to (215) 573-7914. Electronic submissions will not be accepted under any circumstances.

Director C

Duties: Serve as the deputy director and project coordinator for the Learning Partnership at the Consortium for Policy Research in Education (CPRE), a national education research center. S/he will be responsible for managing CPRE's relationships with the Learning Partnership Advisory Board, the school districts that are members of the Learning Partnership, the documentation team, and other organizations that are engaged in the work. S/he will be responsible for managing and coordinating the work of the technical assistance teams working

with the school districts and maintaining the project management system that will track the progress of the work. S/he will help design and implement internal and external communications strategies, and work closely with CPRE and district communications staff to carry them out. S/he will collaborate with the co-directors of the Learning Partnership and members of the Advisory Board on the overall design of the initiative and the development of the theory that guides the initiative. S/he will assist with the preparation of quarterly and annual reports to the Advisory Board and the MacArthur Foundation. Depending on the special skills of the candidate, s/he will assist with the development of tools and resources for the Learning Partnership and/or provision of technical assistance to the districts. This position will require travel, and is contingent on funding.

Qualifications: Doctoral degree in related field or equivalent education and experience is required. We seek someone with at least 5 years of relevant experience either as a manager of large-scale projects, a central school office (district) administrator or a researcher. This position requires experience in the management of complex projects, exceptional organizational and management skills, good communication skills, and knowledge of the operation of public school districts and school reform. The ideal candidate also would have special expertise in one of the following areas of Partnership work; leadership development, strategic planning, team-building, organizational development, professional development, or knowledge transfer.

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Recent Publications by CPRE Researchers

[The Heart of the Matter: The Coaching Model in America's Choice Schools](#)

(Susan M. Poglinco, Amy J. Bach, Kate Hovde, Sheila Rosenblum, Marisa Saunders, & Jonathan A. Supovitz, May 2003)

Schools throughout the nation are increasingly relying upon the leadership of coaches to establish an effective professional development environment to train teachers on techniques and practices. This report examines multiple aspects of the coach's role in the implementation of the America's Choice school design in 27 schools across the United States. The results reveal consistent factors and influences that either hindered or perpetuated effective coaching and subsequently impacted teachers' implementation of standards.

[The Merck Institute for Science Education: A Successful Intermediary for Educational Reform](#)

(Tom Corcoran, March 2003)

For nearly 10 years, CPRE has evaluated the Merck Institute for Science Education's (MISE) partnership with four school districts in New Jersey and Pennsylvania, providing MISE staff with feedback on the progress of their work and assessing MISE's impact on schools, teachers, and students. This summary report looks at the last 10 years of MISE and how a technical assistance organization works with school districts to change classroom practice.

[The Relationship Between Teacher Implementation of America's Choice and Student Learning in Plainfield, New Jersey](#)

(Jonathan Supovitz and Henry May, February 2003)

This report explores the relationship between teachers' implementation of different aspects of America's Choice and the learning gains of their students.

[Systemic Reform in Practice: Merck Institute for Science Education](#)

(March 2003)

This publication reviews how MISE and its partners addressed seven specific domains of district action in a systemic way and, thereby, altered the norms of classroom practice.

[Teacher Leadership as a Strategy for Instructional Improvement: The Case of the Merck Institute for Science Education](#)

(Kate Riordan, March 2003)

Developing teacher leaders who are willing and able to serve as champions of instructional reforms and provide

support to other teachers has been a major strategy used by MISE. This report examines MISE's approach to the development of teacher leadership and the effects that this strategy has had on its partner districts and schools.

Case Studies About the Work of the Merck Institute for Science Education

Each case study is written about a school that has been part of MISE's partnership with school districts over the past 10 years. The case studies are intended to present a story about how the reform has impacted science education in classrooms as well as how it has impacted teachers, schools, and districts. The context for each case study is different as each school brings its own unique situation and challenges.

[Franklin Elementary School, Rahway, NJ](#)

(Siobhan McVay, March 2003)

[Highland Avenue School, Linden, NJ](#)

(Claire Passantino, March 2003)

[Inglewood Elementary School, Lansdale, PA](#)

(Siobhan McVay, March 2003)

[Three Bridges and Holland Brook Elementary Schools, Readington Township, NJ](#)

(Patricia J. Kannapel, March 2003)

To obtain print copies of any of these publications, please e-mail us at cpre@gse.upenn.edu.

CPRE-Wisconsin Listserv

CPRE's research staff at the University of Wisconsin-Madison (UW) has a listserv for practitioners, researchers, and policymakers with an interest in school finance and teacher compensation. By subscribing to the listserv, you will be able to get the most up-to-date information on upcoming events, publications, research projects, and other related items of interest. Please go to the [CPRE-UW website](#) to subscribe, or to see previous editions of the newsletter.

CPRE on the World Wide Web

For more information about CPRE research, check out our websites:

[CPRE-University of Pennsylvania website](#)

[CPRE-University of Michigan website](#) (Study of Instructional Improvement)

[CPRE-University of Wisconsin-Madison website](#)

[CPRE-University of Wisconsin-Madison website](#) (School Finance)

[CPRE-University of Wisconsin-Madison website](#) (Teacher Compensation)

Editor's Notes

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