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To: <CPRENEWS@LISTS.UPENN.EDU>
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Subject: CPRE In-Sites, Issue 28 (August 2004)



Recent Publications

A Longitudinal Study of the Impact of America's Choice on Student Performance in Rochester, New York 1998-2003

(Henry May, Jonathan A. Supovitz, and David Perda, July 2004)

This report offers a rare opportunity to examine the effects of interventions over multiple years. CPRE examined 11 years of student performance data from Rochester, NY to determine the effects of America's Choice on student learning from 1998 to 2003. The study sought to answer three core questions regarding the effectiveness of the America's Choice design in relation to increasing students' rates of learning, improving the performance of particularly low-achieving students, and making education more equitable for minority students. Results indicate positive gains for America's Choice students in both reading and mathematics — particularly in grades 4 to 8 where students gained slightly more than two months of additional learning per year — in comparison to other Rochester schools. In addition, results show the design significantly improved the learning opportunities for low-achieving and minority students — particularly Hispanics and African Americans — thus making strides to reduce the achievement gap between White and minority students.

To download this report, [click here](#).

Continuing Assessment of Teacher Reactions to a Standards-Based Teacher Evaluation System

This article, written by Herbert G. Heneman and Anthony Milanowski and recently published in the *Journal of Personnel Evaluation in Education* (JPEE), builds on their evaluation of a field test previously presented in a 2001 JPEE article. The present study provides a description and evaluation of the first two years of district-wide implementation of a standards-based teacher evaluation system in the Cincinnati Public Schools. The authors describe the new system and identify changes that were made to it as a result of the pilot study. The authors then focus on two substantive research issues: the inter-rater agreement of classroom observations, and teacher reactions to the new system. Based on these results and other research, Milanowski and Heneman make several suggestions on how to effectively design and implement a standards-based teacher evaluation system.

To obtain a free print copy of this article, please e-mail us at insites@gse.upenn.edu

Four Myths About America's Teacher Quality Problem

Ensuring that quality teachers are placed in America's classrooms is a perennially important issue, yet one of the most misunderstood issues according to research presented in a book chapter written by Richard Ingersoll. This chapter, featured in *Developing the Teacher Workforce*, divulges a series of assumptions and claims as to the sources of the problems plaguing the teaching occupation. Ingersoll reveals that each of the assumptions involves a wrong diagnosis and a wrong prescription, failing to examine the character of the teaching occupation and the social and organizational contexts in which teachers work, and therefore undermining the success of reform efforts.

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The Effects of Organizational Context on Teacher Expectancy

This article, written by Carolyn Kelley and Kara Finnigan, was published in the December 2003 issue of *Educational Administration Quarterly*. The study examines factors affecting teacher expectancy through hierarchical linear modeling of data from two large-scale surveys of teachers working in schools with high-stakes accountability programs. Findings show factors such as teacher perceptions of program fairness, student performance feedback, lack of goal conflict, and principal support, as well as school level and reward history, were found to be significant predictors of teacher expectancy.

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Commentary on Part I: Admissions Testing in a Disconnected K-16 System

This commentary, written by Mike Kirst and included in a recently released book titled *Rethinking the SAT: The Future of Standardized Testing in University Admissions*, addresses the impact of admissions testing on secondary schools, K-12 students, and teachers in the realm of a disconnected K-16 education system. Kirst identifies the evolution and factors contributing to this huge disjuncture between K-12 and postsecondary school standards and discusses promising initiatives aimed to send clearer academic signals about postsecondary standards to secondary students.

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An Exploration of the Pay Levels Needed to Attract Students with Mathematics, Science, and Technology Skills to a Career in K-12 Teaching

In an exploratory study featured in the December 2003 volume of *Education Policy Analysis Archives*, Anthony Milanowski addresses the role of salary level and other factors in motivating undergraduate math, science, and technology majors to consider a career as a K-12 teacher. The study convened focus groups consisting of college freshmen and sophomores to determine if undergraduate students with knowledge and interests in math, science, or technology could be attracted to a career in K-12 teaching by higher starting salaries, what salary levels might be needed to get more of these students into K-12 teaching, whether personality and work values would influence the salary level that would attract these students to teaching, and what other characteristics of the teaching job reduce its attractiveness to these students.

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Books by CPRE Researchers

Political Education: National Policy Comes of Age

Christopher T. Cross, Foreword by Richard Riley and Ted Sanders

This new book traces the evolution of federal education policy during the latter half of the 20th Century — from World War II to the present, including a separate chapter on the new federal law, No Child Left Behind, by Paul Manna. *Political Education: National Policy Comes of Age* is the only book to cover public K-12 education policy in the modern era and is based on research conducted in several presidential libraries and interviews with more than 20 people who held key positions during that time. Cross chronicles how the federal role in education has been transformed over the years, including a look at: the major organizations, interest groups, and policymakers to influence federal policy; how and why the U.S. Department of Education came into existence; how the Title I program came to emphasize whole school reform; the history behind the development of the federal government special education policy; and the justification for the federal role in the No Child Left Behind Act of 2001.

To order copies of this book, contact Teachers College Press directly at <http://store.tcpres.com/0807743976.shtml>.

From High School to College: Improving Opportunities for Success in Post Secondary Education

Michael W. Kirst and Andrea Venezia (Eds.)

This recently released book presents findings of a major research project that examined the fit between high school-level policies regarding college preparation, and what colleges considered when admitting first-year students and placing them into college-level courses. Edited by Michael W. Kirst and Andrea Venezia, this study reveals the fragmentation of current K-12 and

postsecondary education systems resulting in unnecessary barriers for students; sending students and parents inaccurate messages about what is expected at the postsecondary level. The book offers recommendations for changes in several policy areas — including curriculum development and assessment — that could result in improved opportunities for all students to succeed at the postsecondary level.

Copies of this book can be ordered directly through John Wiley and Sons, Inc. at <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-078797062X.html>.

Whitewashing Race: The Myth of a Color-Blind Society

Martin Carnoy, Michael K. Brown, David Wellman, Elliot Currie, Troy Duster, Marjorie M. Shultz, and David B. Oppenheimer

This book takes a new look at the role of race in U.S. society, showing the cumulative effects of inequality on African Americans and the long-term positive effects of institutional discrimination on Whites. The authors provide analysis of the institutional roots of racial disparity throughout U.S. history, and they discuss ways to transform these institutions in today's post-affirmative action era; arguing as an alternative to affirmative action, a combination of public-sector spending and institutional change to eradicate the perpetual pattern of inequality fostered by routine organizational rules and practices that serve as barriers to racial equality. This book recently received the Benjamin L. Hooks Outstanding Book Award, from the Benjamin L. Hooks Institute for Social Change.

Copies of this book can be ordered directly through the [University of California Press](#).

Upcoming Meetings

Registration is now open for the 2004 National Conference on Teacher Compensation and Evaluation to be held November 11-12, 2004, in suburban Chicago. The fifth annual conference will focus on districts, states, and schools that are implementing teacher compensation and evaluation innovations, along with research findings from the Project's ongoing work. Registration is only \$200 and includes continental breakfast and lunch each day, as well as conference materials. Go to the CPRE Wisconsin web site at <http://www.wcer.wisc.edu/cpre/conference/conference/Nov04/index.asp> for more information and to register.

CPRE-Wisconsin Listserv

CPRE's office at the University of Wisconsin-Madison (UW) sponsors 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 web site](#) 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 web sites.

[CPRE-University of Pennsylvania web site](#)

[CPRE-University of Michigan web site \(Study of Instructional Improvement\)](#)

[CPRE-University of Wisconsin-Madison web site](#)

[CPRE-University of Wisconsin-Madison web site \(School Finance\)](#)

[CPRE-University of Wisconsin-Madison web site \(Teacher Compensation\)](#)

Editors' Notes

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CPRE In-Sites

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