

Subject: CPRE In-Sites, Issue 33 (August 2005)
From: Kelly Stanton <stantonk@gse.upenn.edu>
Date: Tue, 09 Aug 2005 10:02:47 -0400
To: cprenews@lists.upenn.edu



New From CPRE

Can Pensions Help Attract Teachers?

The Spring 2005 issue of the *Journal of Education Finance* (Vol. 30, No. 4, pages 399-411), features the article "Can Pensions Help Attract Teachers" written by Steven M. Kimball, Herbert G. Heneman III, and Eileen M. Kellor. In this article, the authors review characteristics of teachers' pensions and present several proposals to change pensions in ways that might increase teacher attraction and mobility. The authors also discuss key research questions awaiting investigation and factors that make pensions ineffective in teacher attraction.

To request a copy of this article, please e-mail insites@gse.upenn.edu.

Effects of Teachers' Mathematical Knowledge for Teaching on Student Achievement

This study, written by Heather C. Hill, Brian Rowan, and Deborah Loewenberg Ball, and published in the Summer 2005 issue of the *American Educational Research Journal* (Vol. 42, No. 2, pages 371-406), explores whether and how teachers' mathematical knowledge for teaching contributes to gains in students' mathematics achievement. In recent years, the issue of teachers' knowledge of the subject matter they teach has attracted increasing attention from policymakers, but to date, past research has inadequately specified what counts as "subject matter knowledge for teaching" and how it relates to student achievement.

To download a copy of this article, visit the [American Educational Research Association](http://www.aera.org),

Standards Deviation: How Schools Misunderstand Education Policy

This policy brief, written by James P. Spillane, summarizes the findings of his recent book, *Standards Deviation: How Schools Misunderstand Education Policy*, which examines state and local government relations as the standards move from the statehouse to the district policymakers to the teachers who attempt to make sense of them. Spillane's research takes a case study approach, focusing on a single state, Michigan, and strategically sampled school districts. The brief provides an overview of the study's findings and identifies implications of the study for policy outcomes, analysis, and design.

To download a copy of this policy brief, visit <http://www.cpre.org/Publications/rb43.pdf>

The book was published in 2004 by Harvard University Press. To order a copy of it, visit <http://www.hup.harvard.edu/catalog/SPISTA.html>

Recent Publications

Holding High Hopes: How High Schools Respond to State Accountability Policies

Earlier this year, CPRE released findings from an ongoing study examining how high schools of different performance levels and contexts, residing in states with different forms of high-stakes accountability and support systems, identify, understand, and respond to the gap between their current levels of performance and external expectations for their performance. The study, known as the Study of High School Strategies for Instructional Improvement, examines how 48 low-performing high schools located in 34 school districts across six states respond to state accountability policies.

CPRE has published findings from the study in two formats: a policy brief and a full report. Below are brief descriptions of both publications, which bear the same title:

The policy brief, written by Margaret E. Goertz and Diane Massell, reviews the study's key findings regarding school responses to accountability, school response processes and use of external resources, and the role of district intervention and school resistance. It concludes with a discussion of implications of the findings for policymakers.

Copies of this policy brief are available free -of -charge at <http://www.cpre.org/Publications/rb42.pdf>.

The research report, edited by Betheny Gross and Margaret E. Goertz, is comprised of a series of six chapters examining issues related to the interpretation of accountability policies and the response of high schools and districts. The chapters, written by a team of CPRE researchers, draw on the same sources of data, but each one brings a unique perspective to these data and also differs in the level of the educational establishment it brings to focus. The report concludes with a discussion of the themes of states' influence on local agents through accountability policy, the consequences of this influence, and policy directions states should consider as this policy is further developed.

Copies of this report are available free -of -charge at <http://www.cpre.org/Publications/rr56.pdf>.

Implementing the *No Child Left Behind Act*: Challenges for the States

This article, written by Margaret E. Goertz, examines the challenges that states face as they implement the *No Child Left Behind Act* of 2001 (NCLB). The article, entitled *Federalism Reconsidered: The Case of No Child Left Behind* is featured in the April 2005 issue of the *Peabody Journal of Education* (Volume 80, Issue 2, pages 73-89). In the article, Goertz addresses the role federal policy has played in supporting standards-based reform since the early 1990s and the evolution of the NCLB Act as a means to align state policy and set more ambitious and uniform improvement goals for schools throughout the nation. The article outlines the major consequences that NCLB will have on how states and school districts hold schools accountable for student performance, and concludes that its success depends on the willingness and capacity of states and localities to enact its more stringent provisions given that most states and schools lack the human and fiscal resources to support such ambitious improvement efforts.

To read more about this featured issue of the *Peabody Journal of Education*, visit http://www.vanderbilt.edu/peabodyjournal/issue_80-2.html. To request a copy of this article, please e-mail insites@gse.upenn.edu.

Small Learning Communities That Actually Learn: Lessons for School Leaders

In the May 2005 issue of *Phi Delta Kappan*, Jonathan A. Supovitz and Jolley Bruce Christman explore the potential that small, collaborative learning communities within schools hold for improving teaching and learning. CPRE-sponsored evaluations of reforms that created small learning communities in Philadelphia and Cincinnati showed that despite improving the school environment, the creation of community structures alone did not translate into greater instructional focus. In both cities, those communities that showed significant gains in student learning engaged in structured and sustained efforts to improve instructional practice. On the basis of their findings, Supovitz and Christman recommend that leaders who want to build small communities of instructional practice take key steps: focus communities on

instruction, diversify them, support and legitimize them, and create professional learning opportunities around them.

To request a copy of this article, please e-mail insites@gse.upenn.edu.

Strategic Leadership for Education Reform: Lessons From the Statewide Systemic Initiatives Program

This policy brief, written by Daniel J. Heck and Iris R. Weiss of Horizon Research, Inc., examines some of the lessons learned from a study of the Statewide Systemic Initiatives Program (SSI) — a program created by the National Science Foundation in 1990 aimed at aligning various parts of the education system to produce comprehensive, coordinated, and sustained change. This study of strategic leadership in the SSI program provided an opportunity to examine the technical and political challenges of federally supported, large-scale reform in mathematics and science education. The authors discuss valuable lessons that reflect on the successes, struggles, and experiences of those involved in the SSIs. The lessons are intended to provide guidance to others who lead, oversee, provide assistance to, evaluate, and make decisions about current and future large-scale education reform efforts.

To download a copy of this policy brief and for a link to learn more about this study and Horizon Research, Inc., visit [CPRE's](#) website.

Systemic Education Evaluation: Evaluating the Impact of Systemwide Reform in Education

In an article in the June 2005 issue of the *American Journal of Evaluation*, Jonathan A. Supovitz and Brooke Snyder Taylor scrutinize the challenges and implications of evaluating systemic education reform. The article chronicles the rise of systemic reform and related evaluation efforts, and describes challenges such as the difficulties of defining the intervention, of capturing the alignment between system components, and of measuring impact. To delineate the contours of systemic evaluation and illustrate the challenges facing evaluators, the article examines CPRE's evaluation of systemic reform in the Duval County Public Schools in Florida. Data on reform coherence, implementation, and effects on student achievement are analyzed. The authors conclude that evaluations of systemwide reform must address the entire system, consider the extent of alignment within the system, and identify reasonable counterfactuals outside the system to measure impacts.

To order a copy of this article, visit the website of the [American Journal of Evaluation](#).

Teacher Accountability Measures and Links to Learning

This study, written by Anthony Milanowski, Steven Kimball, and Allan Odden, describes evidence for a relationship between standards-based teacher evaluation ratings and student achievement based on an evaluation conducted in four districts. The sites were chosen because they were pioneers in implementing standards-based evaluation and represent a contrast in use. The results show that ratings from standards-based teacher evaluation systems can have a substantial relationship with measures of student achievement and that there is evidence that these evaluation systems are holding teachers accountable for behaviors and competencies related to student achievement. The authors provide a thorough analysis of the implications of this research for using such systems for accountability and teacher rewards, and they make suggestions for improving teacher evaluation systems for use as accountability systems.

The study is a chapter in Leanna Stiefel, Amy Ellen Schwartz, Ross Rubenstein, and Jeffrey Zabel (Eds.), *Measuring School Performance and Efficiency: Implications for Practice and Research*, 2005 Yearbook of the American Education Finance Association.

To request a copy of this article, please e-mail insites@gse.upenn.edu.

What Different Benchmarks Suggest About How Financially Attractive It Is to Teach in Public Schools

This article, written by Dan Goldhaber and Daniel Player and recently published in the *Journal of Education Finance*, focuses on what the right teacher salary compensations are for teachers with different training and educational experiences. The authors draw on a variety of data sources to provide several benchmarks showing how teachers' salaries compare with those in other occupations and how they have changed over the course of time. On the basis of these comparisons, the authors discuss how financially attractive it is to teach in public schools for people with different training and backgrounds.

To request a copy of this article, please e-mail insites@gse.upenn.edu.

Books by CPRE Researchers

The Public Schools

Susan Fuhrman and Marvin Lazerson (Eds.)

>From curriculum standards and testing to school choice and civic learning, issues in American education are some of the most debated in the United States. *The Public Schools*, a collection of essays by some of the nation's leading education scholars and professionals, is designed to inform the debate and stimulate change.

In association with the Annenberg Foundation Trust at Sunnylands and the Annenberg Public Policy Center at the University of Pennsylvania, *The Public Schools* is the first in a series of books commissioned to enhance public understanding of the nature and function of democratic institutions.

Each essay in *The Public Schools* addresses essential questions for policymakers, educators, and anyone committed to public education. What role should public education play in a democracy? How has that role changed through American history? Have the schools lost sight of their responsibility to teach civics and citizenship? How are current debates about education shaping the future of this democratic institution?

For more information about this book, and to order copies, contact [Oxford University Press](http://OxfordUniversityPress.com).

School Reform From the Inside Out: Policy, Practice, and Performance

Richard F. Elmore

In *School Reform From the Inside Out*, Richard Elmore tackles issues ranging from teacher development to testing to "failing" schools. The essays in this book embody a particular stance that is expressed by the thesis that "the problems of the system are the problems of the smallest unit." As Elmore aptly notes, successful school reform begins "from the inside out" with teachers, administrators, and school staff, not with external mandates or standards. This collection of essays is intended for any school leader, education reformer, policymaker, or citizen interested in the forces that promote real school change.

For more information about this book, and to order copies, contact [Harvard Education Press](http://HarvardEducationPress.com).

CPRE in the News

Announcement of Grant to UW-Madison from Rockefeller

What does it cost to adequately fund K-12 education in Wisconsin? The Rockefeller Foundation of New York has awarded Allan R. Odden, professor in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison, a two-year grant to determine the costs of educational adequacy in Wisconsin.

The study will be based at the Consortium for Policy Research in Education (CPRE), an initiative funded by federal and private grants and housed at the Wisconsin Center for Education Research in the School of Education.

Odden, who directs CPRE's Education Finance Research Program, has advised state and education policymakers in Wisconsin and elsewhere on issues of school finance and teacher compensation.

The study addresses the recommendation of the Governor's Task Force on Educational Excellence, which, in its final report last June, called for a study to determine the adequate level of spending on education for an average child in Wisconsin.

The task force characterized the study as "a way to build a statewide consensus on what we believe constitutes an adequate education."

"The goal of the study will be to identify educational programs and strategies that combined will provide every student in the state with an equal opportunity for a 'sound basic education,'" says Odden.

During the course of the study, the researchers will be advised by a policy task force.

Members of this advisory panel will include State Senator Luther Olsen, who chairs the Senate Education Committee; State Representative Debi Towns, who chairs the Assembly Committee on Education; Milwaukee Public Schools Superintendent William Andrekopoulos; and Madison Metropolitan Schools Superintendent Art Rainwater, as well as representatives of the governor's office, the Department of Public Instruction, school boards, other district administrators, teachers, and the business community.

A second advisory group will consist of school finance policy analysts who have been studying Wisconsin school finance issues.

The study also will include a labor market analysis to determine appropriate and adequate teacher salaries, and, in the second year, will assess the degree to which a more performance-based teacher pay structure should also be part of an adequate education program. The researchers are planning to issue reports in the summers of 2006 and 2007.

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 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 \(Teacher Compensation\)](#)

Editors' Notes

CPRE In-Sites is now published on a bimonthly basis. As always, we appreciate your interest in CPRE research and welcome any comments or questions. Please e-mail us at insites@gse.upenn.edu.

Also, we respect your privacy and will not share or sell your e-mail/contact information. To unsubscribe, click on the link below. Write "Remove" in your subject heading, and we will promptly remove you from our listserv.

insites@gse.upenn.edu

With the growing use of anti-spam filters, we have seen an increase in the number of returned e-mails when we send out this newsletter. If you think that you may have missed an issue of *CPRE In-Sites*, you can view previous newsletters at our website by [clicking here](#).

If you have a colleague who you think would be interested in this issue of *CPRE In-Sites*, please pass it along!

CPRE In-Sites

Managing Editor
Kelly Stanton

Editor
Mark Rohland

Copyright 2005 by the Consortium for Policy Research in Education