

In-Sites

From: "Kelly A. Stanton" <stantonk@gse.upenn.edu>
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Sent: Monday, April 09, 2007 5:35 PM
Subject: CPRE In-Sites, April 2007



CPRE Presentations Offered at the 2007 Annual Meeting of the American Educational Research Association (AERA) in Chicago, April 9-13, 2007.

The annual meeting of the American Educational Research Association (AERA) will take place from Monday, April 9 to Friday, April 13, in Chicago, IL. The theme for this year's meeting will be "The World of Educational Quality."

CPRE researchers will deliver over 50 presentations at AERA and we have prepared a brochure featuring complete information (session topic, date, time, presenters, and location) for all CPRE presentations throughout the conference. The brochure is available for download by visiting [CPRE's website](#).

For more information about the AERA Annual meeting, visit the [AERA website](#).

Opportunity to Preorder CPRE's volume, *The State of Education Policy Research* (in press), by David K. Cohen, Susan H. Fuhrman, and Fritz Mosher

In this new book, senior CPRE researchers Susan H. Fuhrman and David K. Cohen, with CPRE consultant Fritz Mosher, and other contributors, offer a comprehensive perspective on the last half century of education policy, research on policy, and the relations between research and policy. The volume, published by Lawrence Erlbaum Associates, Inc. (LEA), also considers ways in which the knowledge needed to reach ambitious contemporary education goals might be developed. *The State of Education Policy Research* can be preordered at a 20% discount at the LEA booth (#405-413) during the AERA annual conference in Chicago.

New Publications From CPRE Researchers

Teaching Matters: How State and Local Policymakers Can Improve the Quality of Teachers and Teaching

In a new CPRE Policy Brief, Thomas B. Corcoran reviews findings on issues related to teacher quality in the chapter he authored in the book, *The State of Education Policy Research*, now in press. The brief considers state policies that influence teacher quality in six domains: licensing and alternative routes to certification, teacher education policies, teacher induction programs, professional development, compensation and evaluation, and the use of data by states to improve teaching. The brief identifies issues in need of research attention and advocates for broad dissemination of research findings on key issues related to teaching.

Click [here](#) to obtain a copy of this policy brief.

Misdiagnosing the Teacher Quality Problem

A new CPRE Policy Brief by Richard M. Ingersoll examines issues related to the hiring and retention of qualified teachers, including restrictive entry barriers to the occupation, teacher shortages, and underqualified and underprepared teachers. The brief is drawn from the chapter authored by Ingersoll in the book, *The State of Education Policy Research*, now in press. According to the author, the data point to out-of-field assignments, raising issues related to human-resource management in schools. He concludes that attention should be paid to how schools are managed and how teachers are supported once they are on the job.

Click [here](#) to obtain a copy of this policy brief.

A Comparative Study of Teacher Preparation and Qualifications in Six Nations

In a new CPRE Policy Brief, Richard M. Ingersoll summarizes the results from a collaborative, comparative study of the qualifications of elementary and secondary teachers undertaken by a group of scholars, policymakers and senior education officials from six nations and one region—the United States, the Republic of Korea, the Republic of China, the district of Hong Kong, Singapore, Thailand, and Japan. Among other findings, the experts conclude that teacher quality problems cannot be solved if large numbers of teachers receive assignments outside their field of training.

Click [here](#) to obtain a copy of this policy brief.

Teacher Performance Pay: Synthesis of Plans, Research, and Guidelines for Practice

A CPRE Policy Brief by Herbert G. Heneman III, Anthony Milanowski, and Steven Kimball provides a summary and synthesis of CPRE research, policy analysis, and policy and practice suggestions for teacher compensation. The authors outline a set of guidelines for policy and to help states and districts do a better job of using teacher performance pay. The suggestions call for major changes in practice and will be relevant to emerging innovations in teacher compensation plans.

Click [here](#) to obtain a copy of this policy brief.

High School and the 3Rs: Students' Perspectives on "Good Work"

In an online report, Matthew Goldwasser and Amy Bach present findings from their study of 11th and 12th graders at nine schools in New Jersey and New York to gather students' perspectives on "good work" and personal success in school. They posed the question, "How do you know when you've done 'good work' in school?" In a climate of scrutiny and accountability, this research seeks to better understand what students have to say about their experiences in school, what academic achievement means to them, what roles their teachers and families play as motivators, and where state exit exams fit into their concepts of academic achievement.

Click [here](#) to download a copy of this publication.

CPRE's School Finance Research: Fifteen Years of Findings

This document by Allan Odden provides a summary and synthesis of the last 15 years of CPRE research, policy analysis, and policy suggestions in school finance. Click [here](#) to download a copy of this publication.

In addition to this report, the **CPRE group at the University of Wisconsin-Madison**, specializing in school

finance and teacher compensation research and led by CPRE Co-director Allan Odden, has recently issued a series of new publications on the issues of school finance and teacher compensation. Click [here](#) to visit the CPRE University of Wisconsin-Madison website to download new publications free-of-charge.

State Policy Profiles: Teachers for a New Era (TNE) Initiative

What will it take to prepare a new generation of teachers who are able to work successfully with an increasingly diverse student population and help their students achieve new rigorous learning goals?

For state policymakers, university leaders, and district officials charged with ensuring that all children are taught by highly qualified teachers, it is imperative to answer these questions about teacher quality. Through its Teachers for a New Era (TNE) initiative, Carnegie Corporation of New York, with support from the Annenberg and Ford Foundations, is stimulating a thoughtful search for answers by supporting ambitious reforms in selected teacher education programs across the country. CPRE has developed policy profiles that explore the interaction of state policies and teacher education programs at 11 institutions in 10 states—California, Connecticut, Massachusetts, Michigan, New York, Texas, Virginia, Washington, and Wisconsin.

To read more about the TNE initiative and to download the state policy profiles, visit [CPRE's website](#).

Case Studies of External School Reform Organizations

Thinking about high school improvement? Wondering about instructional improvement programs in high schools? CPRE presents five case studies of high school reform efforts. Each of these in-depth accounts offers districts, schools, and school improvement organizations a window into the experiences of high schools working with promising externally designed school improvement programs. The case studies look at *First Things First*, *High Schools That Work*, *Penn Literacy Network*, *Ramp-Up to Literacy*, and *SchoolNet*. These case studies will be of interest to practitioners, program designers, and policymakers wrestling with the challenge of high school improvement.

Click [here](#) to learn more about CPRE's study on high school strategies for instructional improvement and to download the five case studies.

Data Use, English Language Learners, and Literacy Programs in California High Schools: A Principal Survey

Are schools responding to calls for greater school accountability with measures likely to improve student performance? This important question guides new CPRE research in a survey of almost 300 California high schools in 2005-2006. The survey gathered information about how high schools are responding to pressure from the state to meet higher standards primarily in math and English and to meet higher standards for all groups, including disadvantaged minorities. We focused on three areas: the use of data to improve a school's academic performance index; greater focus on programs for English language learners, and greater focus on literacy programs for students who enter ninth grade with reading difficulties. The report is by Frank Adamson, Martin Carnoy, Nii Addy, Brooke Ricalde, and Lori Rhodes at CPRE-Stanford University.

Click [here](#) to download a copy of this report.

Books by CPRE Researchers

How to Create World Class Teacher Compensation

This book by Allan Odden and Marc Wallace covers a variety of issues related to designing new compensation structures for teachers, including a chapter on developing a compensation strategy, ideas for creating a variety of pay elements based on knowledge and skills, an appendix on a new performance assessment or evaluation system for teachers, and a balanced scorecard for providing bonuses to individual teachers or groups of teachers based on improvements in student performance. The book is available for download at no charge at:

www.freeloadpress.com. Follow the links to the log in section.

Rewarding Teacher Excellence

Allan Odden and Marc Wallace have completed a teacher compensation handbook for state and local policymakers interested in redesigning teacher salary structures so pay levels are adequate, all classrooms have quality teachers, and teacher compensation structures support the strategic goal of the education system: vastly improved student academic achievement. Available at www.wcer.wisc.edu/cpre/publications/newpublications.php

The Case for District-Based Reform

Jonathan A. Supovitz

This volume, written by CPRE Senior Researcher Jonathan A. Supovitz and published by Harvard Education Press, examines comprehensive school reform in one representative district. In 1999, under the superintendency of retired Air Force major John Fryer, the Duval County (Fla.) school system set out to improve every school in the district. Over the next five years, the district achieved stunning results that have drawn nationwide attention.

Supovitz uses the unfolding story of Duval County to develop a sophisticated and thoughtful analysis of the role of the school district in enacting large-scale reform. Drawing on interviews, surveys, and extensive first-hand observation, Supovitz chalks a vivid portrait. His book weaves together seamlessly the account of leadership and change in one district with an investigation of the larger questions associated with this particular approach to school reform.

For more information and to order the volume from Harvard Education Press, click [here](#).

CPRE in the News

CPRE Establishes New Center on Continuous Instructional Improvement

The Consortium for Policy Research in Education (CPRE) has established a new Center on Continuous Instructional Improvement (CCII), a research center designed to address current issues in standards-based reform through a “cycle of improvement.” The center, funded by the William and Flora Hewlett Foundation, is directed by CPRE’s Susan Fuhrman. Widespread interest in various types of “formative assessment” or “assessment for learning” has focused attention on helping teachers and students gather and use information about progress and performance as a feedback mechanism to close the gap between existing understanding and desired knowledge. CCII and the Hewlett Education Program use the term “cycle of improvement” to characterize how instruction is continuously adapted through such information to meet students’ needs, with an emphasis on a long-term, widespread adoption strategy. The cycle of improvement is intended to help both teachers and policymakers improve instruction by learning from experience and evidence. In its first planning year, the center will focus on surveying existing practices relevant to the cycle, meeting with researchers and stakeholders, developing a conceptual framework around the cycle, conducting exploratory case studies, and identifying major partners for the next phase of work: research partners, program developers, districts, states, and associations.

For more information about CCII, visit CPRE’s website (www.cpre.org) and click on the announcement found on the [homepage](#).

CPRE Researchers Present at a Joint Meeting of the Annenberg Distributed Leadership Project's National Advisory Council and Oversight Committee March 29, 2007

CPRE researchers James Spillane, Jonathan Supovitz, and Matthew Riggan attended a joint meeting of the Annenberg Distributed Leadership Project's National Advisory Council and Oversight Committee on Thursday, March 29th. Spillane and Supovitz addressed questions from attendees about the distributed leadership model,

while Supovitz, Riggan and GSE professor Rebecca Maynard fielded questions about the evaluation design. The meeting also included a site visit to a Distributed Leadership Project implementation site.

New Approaches to School Finance, School Improvement and Teacher Compensation: The Results of Fifteen Years of Research and Policy Development February 21-22, 2007

CPRE Wisconsin hosted a conference, "New Approaches to School Finance, School Improvement and Teacher Compensation: The Results of Fifteen Years of Research and Policy Development in Chicago at the Westin O'Hare. The conference was limited to and attended by 100 policymakers from across the country.

The conference featured presentations by CPRE school finance experts Allan Odden, Margaret Goertz (Penn), Lawrence O. Picus (University of Southern California) and Jennifer Imazeki (San Diego State University) and teacher compensation and value-added experts Herbert G. Heneman, Anthony Milanowski, Steve Kimball and Rob Meyer based on their 15 years of research on teacher compensation and school finance.

There were state panels, one on school finance adequacy and its links to improving student performance and one on teacher compensation and its efforts to enhance teacher quality and effectiveness. For the finance panel, we had representatives from New Jersey, California and Wisconsin, three states at very different stages in designing school finance systems that support comprehensive school strategies to dramatically enhance student academic achievement. For the compensation panel, we had representatives from Arizona, South Carolina and Minnesota. Arizona approved via referendum a sales tax increase and gave part of the proceeds to school districts to create performance pay structures without clear guidelines; Minnesota enacted its Q-Comp plan last year that provides districts with funds to redesign teacher compensation according to a set of programmatic requirements; South Carolina is expanding the Teacher Advancement Program (TAP) program under a new TIF grant from the US Department of Education.

Lew Solmon, the President of the Institute for Excellence in Teaching, the organization that now houses the TAP program, provided a keynote presentation on Thursday morning. The TAP program currently is the most popular new approach to teacher compensation and is expanding all over the country.

The agenda for the conference is available at <http://www.wcer.wisc.edu/cpre/> and there are links to all of the PowerPoint presentations.

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 \(Teacher Compensation\)](#)

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.

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.

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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

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