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## July 2006 In-Sites

### New From CPRE Researchers

#### CPRE Presentations Offered at the American Educational Research Association Annual Meeting in San Francisco

At the annual meeting of the American Educational Research Association (AERA) last April in San Francisco, many CPRE researchers delivered presentations. CPRE's recent work with high schools was featured in a session titled "Changing Times: How High Schools and External Improvement Organizations Work Together." Findings from CPRE-Wisconsin research on resource allocation and on teacher quality was reported in several sessions. CPRE has recently begun to study the measurement of school leadership for evaluation of large-scale programs, and a session addressed early findings. Several papers describing CPRE's ongoing research on comprehensive school reform, the Study of Instructional Improvement, were also presented.

To download copies of papers on these topics and other papers by CPRE researchers presented at the AERA meeting, click [here](#).

#### A Multilevel Bayesian IRT Method for Scaling Socioeconomic Status in International Studies of Education

This article by Henry May recently appeared in the *Journal of Educational and Behavioral Statistics* (Vol. 31, No. 1), which publishes papers that develop original statistical methods useful for the applied statistician working in educational or behavioral research. Dr. May's article examines a new method for deriving a scale of Socioeconomic Status (SES) from international survey data using a multilevel Bayesian Item Response Theory (IRT) model.

To purchase a copy of this article, click [here](#).

#### The Black-White Achievement Gap: Do State Policies Matter?

This article by Henry I. Braun, Aubrey Wang, Frank Jenkins, and Elliot Weinbaum, published recently in

*Education Policy Analysis Archives* (Vol. 14, No. 8), addresses a longstanding issue in American education, the gap in academic achievement between majority and minority students. The article accumulates and evaluates evidence on the relationship between state education policies and changes in the gap, while addressing some of the methodological issues that have led to differences in interpretations of earlier findings. The authors found substantial heterogeneity among states in the types of policies they pursued, as well as in the coherence and consistency of those policies during the period 1988–1998. States' overall policy rankings correlate moderately with their record in improving Black student achievement but are somewhat less useful in predicting their record in reducing achievement gaps. State reform efforts are a blunt tool, but a tool nonetheless. The authors make recommendations for state policymakers, such as direct support of local reform efforts with proven effectiveness in addressing the experiences of students of different races attending the same schools.

To obtain a copy of this article, click [here](#).

## Standards-Based Teacher Evaluation as a Foundation for Knowledge- and Skill-Based Pay

A new CPRE Policy Brief by Herbert G. Heneman III, Anthony Milanowski, Steven M. Kimball, and Allan Odden has recently been published. The brief presents findings from the CPRE Teacher Compensation Group's research on knowledge- and skill-based pay conducted at four sites and using the Danielson Framework for Teaching as the competency model for evaluating teachers' knowledge and skills. Examined are the relationships between teacher evaluation scores and student achievement, teacher and administrator reactions to standards-based evaluation, the effects of such evaluation on teaching practice, and the impact of design and implementation processes. To address the promise and challenges of knowledge- and skill-based pay systems that the research reveals, the brief concludes with guidelines and caveats for using the systems.

To download a copy of this brief, click [here](#).

## Scaling Up Instructional Improvement Through Teacher Professional Development: Insights From the Local Systemic Change Initiative

This CPRE Policy Brief by Iris R. Weiss and Joan D. Pasley of Horizon Research, Inc. summarizes the findings of Horizon's evaluation of a major professional development program funded by the National Science Foundation: Local Systemic Change Through Teacher Enhancement. Now in its final stage, this program has trained 70,000 teachers working with an estimated two million students, mostly at the K–8 level, since its establishment in 1995. The brief examines the design, impact, and systemic support components of the initiative and discusses key challenges and successes. Although the impact on improving teachers' understanding of mathematics and science content was generally modest, the program succeeded in providing a large number of teachers with more high-quality professional development around mathematics and science than is typical, and individual local projects built considerable stakeholder and policy support for ongoing work in accordance with the program's vision.

To download a copy of this brief, click [here](#).

## Recent Publications

### State Education Policy in the New Millennium

This article by Margaret E. Goertz appears in the fourth edition of *The State of the States*, edited by Carl E.

Van Horn and published by Congressional Quarterly Press in December 2005. Goertz examines key features of current state education policy. She describes the social, economic, and political contexts of education policy at the state level and surveys major issues in state policy in five areas: curriculum and instruction, accountability, teachers, governance, and finance. She concludes that state policymakers face many challenges, reflecting continuing tensions between reform values such as equity and excellence. As states grapple with these challenges in an era of standards-based reform, greater choice, and a stronger federal role, education bids fair to remain central to state policy for the foreseeable future.

To request a copy of this article, please e-mail [insites@gse.upenn.edu](mailto:insites@gse.upenn.edu).

## Reaching for Common Ground in K–12 Mathematics Education

This article in the October 2005 issue of *Notices of the American Mathematical Society* (Vol. 52, No. 9, pages 1055–1058) summarizes a document on common ground in K–12 mathematics education. The document was completed in June 2005 by a panel of distinguished mathematicians and mathematics educators including the article’s authors, Deborah Loewenberg Ball, Joan Ferrini-Mundy, Jeremy Kilpatrick, R. James Milgram, Wilfried Schmid, and Richard Schaar. The document describes shared premises about expectations for what students should know about mathematics when they leave high school, and it identifies key areas of agreement among panel members regarding recall of basic facts, the use of calculators, skills in using algorithms and fractions, real-world problem solving, and the importance of developing teachers’ pedagogical and content knowledge.

To download a copy of this article, click [here](#).

## Bridging the Governance Divide

A report by Andrea Venezia, Patrick M. Callan, Joni E. Finney, Michael W. Kirst, and Michael D. Usdan examines the governance gap between the K–12 and postsecondary sectors. *The Governance Divide: A Report on a Four-State Study on Improving College Readiness and Success*, published in the fall of 2005 by the National Center for Public Policy and Higher Education, proposes a set of state policy levers that can be used to create meaningful changes for students, identifies other factors states face as they seek to improve transitions between high school and college, provides state leaders with real-world policy choices, and offers recommendations to help states transform ad hoc approaches into sustained action and institutionalized, long-term K–16 reforms.

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

## Books by CPRE Researchers

### New Directions in Education Policy Implementation: Confronting Complexity

Meredith I. Honig (Ed.)

This volume, to be published this summer by State University of New York Press, features articles on education policy implementation by a number of distinguished scholars in the field, including CPRE researchers James P. Spillane and Heather C. Hill. Education policy implementation is defined in the volume as the complex product of the interaction among particular policies, people, and places. The contributors analyze past and present implementation research and show that current research builds on the past but also endeavors to provide more nuanced and rigorous explanations of implementation. They contend that researchers and practitioners can help improve education policy implementation by asking not only what

works, but also what works for whom, where, when, and why.

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

## New Directions in Teacher Pay

Allan R. Odden and Marc Wallace

This new book on teacher compensation innovations was recently released. The volume was written by Allan R. Odden in cooperation with Marc Wallace, a renowned compensation consultant. Based on CPRE research and extensive technical assistance activities, the book both summarizes relevant research and provides a hands-on guide to state and district policymakers interested in teacher compensation innovation.

To request a copy of this volume, please e-mail [insites@gse.upenn.edu](mailto:insites@gse.upenn.edu).

## Politics, Ideology, and Education: Federal Policy During the Clinton and Bush Administrations

Elizabeth H. DeBray

In March 2006, Teachers College Press published this book by former CPRE researcher DeBray and featuring a foreword by Carl Kaestle. DeBray examines the politics of federal education policy during the two administrations through the lens of the most recent reauthorization of the Elementary and Secondary Education Act (ESEA) and illustrates the new dynamics of political interactions and policy formulations as they affect public education issues. The book describes the administrations' attempts to pass major education reform bills, examines changes in institutional relationships that left practitioner groups out of the policy process, shows how congressional leaders were able to compromise on key provisions, and analyzes the changed political and institutional environment in which education policy decisions will be made in the new century.

Click [here](#) to access ordering information from the publisher:

## Distributed Leadership

James P. Spillane

In January 2006, Jossey-Bass published a new volume by CPRE researcher Spillane. Distributed leadership is an exciting, new concept in education that concerns the ways in which leadership is exercised in everyday practice through communications and actions, and via others in the school community like teachers and parents. Spillane's book examines the distribution of leadership among administrators, specialists, and teachers in the school, and explains the ways in which leadership practice is stretched over leaders, followers, and aspects of the situation, including routines and tools of various sorts in the organization such as memos, scheduling procedures, and evaluation protocols. Spillane offers an overview of distributed leadership, a summary of research, examples of promising practice, and guidelines for the future.

Click [here](#) to access ordering information from the publisher.

## CPRE in the News

Fuhrman Appointed President of Teachers College, Columbia University; New Partners and Research Center at CPRE

Susan H. Fuhrman, CPRE's founder and Chair of its Management Committee, was recently appointed as the 10th President of Teachers College, Columbia University. Fuhrman will assume the presidency on August 1. For the past 11 years, she has been the Dean of the Graduate School of Education at the University of Pennsylvania, where she has also been the George and Diane Weiss Professor of Education. In the fall, Teachers College will join Northwestern University as partner institutions in CPRE, along with Penn, Harvard, Stanford, Michigan, and the University of Wisconsin-Madison. The new partners will play a significant role in a research center that CPRE has recently established, the Center on Continuous Instructional Improvement (CCII), funded by the William and Flora Hewlett Foundation and designed to support a cycle of improvement in classrooms and throughout the education system, in schools, districts, and states.

## 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](mailto:insites@gse.upenn.edu).

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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

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