



CPRE In-Sites

February 2006 In-Sites

New From CPRE Researchers

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.

Bridging the Governance Divide

A recent 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](#).

Recent Publications

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](#).

Teacher Quality and Educational Equality: Do Teachers With Higher Standards-Based Evaluation Ratings Close Student Achievement Gaps?

The September 2005 issue of the *Elementary School Journal* (Vol. 106, No. 1, pages 3-20) features the article by Geoffrey D. Borman and Steven M. Kimball, University of Wisconsin-Madison, "Teacher Quality and Educational Equality: Do Teachers with Higher Standards-Based Evaluation Ratings Close Student Achievement Gaps?" Using standards-based evaluation ratings for nearly 400 teachers and achievement results for over 7,000 students from grades 4-6, this study investigated the distribution and achievement effects of teacher quality in Washoe County, a mid-sized school district serving Reno and Sparks, Nevada. Classrooms with higher concentrations of minority, poor, and low-achieving students were more likely to be taught by teachers with lower evaluation scores. Two-level multilevel models, nesting students within classrooms, tended to show higher mean achievement in classrooms taught by teachers of higher than of lower quality, with differences of approximately one tenth of one standard deviation. Findings relating teacher quality to closing within-classroom achievement gaps, though, were mixed. The authors discuss implications related to teacher evaluation, teacher quality, and educational inequality.

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

Primary School Leadership Practice: How the Subject Matters

The September 2005 issue of *School Leadership and Management* (Vol. 25, No. 4, pages 383-397) features "Primary School Leadership Practice: How the Subject Matters," an article by James P. Spillane. This article explores how the practice of leadership in primary schools is structured differently depending on the school subject. The issues addressed in this paper are based on data from the Distributed Leadership Study, a 5-year longitudinal study of school leadership in kindergarten to grade 5 (K-5) and kindergarten to grade 8 (K-8) schools in the Chicago area. Spillane argues several key points. First, teaching is a critical consideration in investigations of primary school leadership, and not just as an outcome variable; specifically, factoring in instruction as an explanatory variable in scholarship on school leadership involves moving away from views of teaching as a monolithic or unitary practice. Second, when it comes to leadership in primary schools, the subject matters. And finally, more sophisticated constructions of teaching are necessary that take into account the subject matter (e.g., mathematics, literacy) and the dimension of teaching (e.g., content, teaching strategies).

To download a copy of this article, visit http://hub.mspnet.org/media/data/SLM_Spillane.pdf?media_000000001426.pdf.

Knowing Mathematics for Teaching

In this article in the fall 2005 issue of *American Educator*, Deborah Loewenberg Ball, Heather C. Hill, and Hyman Bass describe their research on the link between student achievement and teachers' mathematical knowledge for teaching. They argue that teaching mathematics effectively requires both common knowledge

of the subject and specialized knowledge of how to teach it. This specialized knowledge entails thinking from the learner's perspective and expressing ideas fluently in mathematical terms. Working with colleagues in CPRE's Study of Instructional Improvement at the University of Michigan, the authors developed and tested measures of common and specialized mathematical knowledge. They found that teachers' performance on such measures significantly predicted the size of student test score gains. The authors discuss implications of their findings for teacher preparation, professional development, and future research.

To download a copy of this article, visit

http://www.aft.org/pubs-reports/american_educator/issues/fall2005/BalIF05.pdf.

Meeting the Challenges of Urban Schools: Lessons From a United States/United Kingdom Bilateral Conference on Urban Education

This 2005 brochure highlights key lessons learned from a bilateral conference between CPRE and the University of London's Institute of Education sponsored by the Goldman Sachs Foundation. The bilateral conference, held in December 2004, was intended to provide education researchers from both nations a forum to share their experiences, learn from each other, and consider which current approaches to urban schooling seem promising—with a focus on England in the UK. The brochure provides lessons learned from this intense and diverse exchange of ideas and offers suggestions for moving forward in both policy and research to improve urban schools.

To download a copy of this brochure, visit CPRE's website:

<http://www.cpre.org/Publications/US-UK%20conference%20brochure.pdf>.

Standards Deviation: How Schools Misunderstand Education Policy

This 2005 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 CPRE's website: <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>.

Books by CPRE Researchers

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

Elizabeth H. DeBray

In March 2006, Teachers College Press will publish 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 publishing company, Teachers College Press.
<http://store.tcpres.com/0807746673.shtml>.

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 publishing company, Jossey-Bass.
<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787965383.html>.

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](#).

CPRE in the News

Kirst Interviewed About Mayoral Control in Los Angeles

In the January 4 issue of Education Week, Michael W. Kirst of CPRE at Stanford was asked to comment on Mayor Antonio Villaraigosa's proposal to run the Los Angeles schools. Kirst discussed the difficulties of governing the vast school system and pointed out that a mayoral takeover in the city would be closely

watched as a potential model for mayoral control elsewhere.

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

IES Features CPRE Study of the National Institute for School Leadership

The January 2006 issue of Research e-News, the newsletter of Institute of Education Sciences, featured current work by CPRE researchers, led by Jonathan Supovitz, on assessing the impact of principals' professional development. The researchers' evaluation of a professional development program for school principals called the National Institute for School Leadership (NISL) was described. The project aims to assess the effects of NISL participation on principals' knowledge and practice, with particular emphasis on practices known to support instructional improvement. The project is also developing new measurement tools to assess leaders' practice. A central feature of the study is a randomized, delayed-treatment design that compares 20 elementary school principals from a single urban school district who are randomly assigned to participate in NISL in Year 1 of the four-year study with 20 principals from the same school district who are randomly assigned to a group that receives the treatment one year later.

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

Study of Instructional Improvement Logs Featured

In the November 16, 2005, issue of Education Week, several CPRE researchers including Brian Rowan, Deborah Ball, Andrew Porter, Eric Camburn, and James Spillane were quoted in a feature article by Debra Viadero titled "Teacher Logs Reveal How Class Time Is Really Spent." The article provided an overview of the use and validity of teacher logs in CPRE's Study of Instructional Improvement and highlighted the extensive research on comprehensive school reform programs in this study. The researchers stressed the benefits of the SII teacher logs for obtaining nuanced and accurate information on classroom activities and on instructional differences between the reform programs studied.

To learn more about CPRE's Study of Instructional Improvement visit <http://www.sii.soe.umich.edu/>.

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

CPRE Celebrates 20 Years

In October 2005, CPRE gathered in Washington, DC to celebrate 20 years as a leading education policy research center, working to increase understanding of policies that may solve the problems of the nation's schools. The organization took this opportunity to thank all those who have supported its work over the years and to honor three distinguished guests for their outstanding contributions to education policy: James B. Hunt, Jr., a four-term governor of North Carolina and chairman of the Hunt Institute for Educational Leadership and Policy; Lynn Olson, an award-winning editor at Education Week and the executive project editor for Quality Counts, an annual report card on public education; and Robert Slavin, director of the Center for Data-Driven Reform in Education at Johns Hopkins University and chairman of the Success for All Foundation.

Upcoming Meetings

American Educational Research Association to Hold Annual Meeting in San

Francisco

The annual meeting of the American Educational Research Association (AERA) will take place from Friday, April 7, to Tuesday, April 11, in San Francisco, California. The theme for this year's meeting will be Education Research in the Public Interest.

CPRE Communications will host a booth in the conference's exhibit hall. Publications will be available free of charge, and representatives will be available to answer questions about CPRE research.

Our booth number has not yet been assigned. Please stay tuned to the next issue of In-Sites for the announcement.

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

American Education Finance Association to Hold Annual Conference in Denver

The annual conference of the American Education Finance Association ([AEFA](#)) will take place from Thursday, March 23, to Saturday, March 25, in Denver, Colorado. The theme for this year's conference will be Education Adequacy and Accountability: Linking Research, Policy, and Practice.

CPRE-Wisconsin researchers will be making several presentations at the conference. Lawrence O. Picus will present at a session on School Finance Adequacy and Resource Use Patterns. With Michelle Turner Mangan, Anthony Rolle, and Sarah Archibald, Picus will also present at a session on Resource Use in Arkansas. Allan Odden, Archibald, Michael Goetz, and Mark Fermanich will deliver a presentation at a session on Reporting Expenditures by Educational Strategies at the School Level. With Archibald and Mangan, Odden will also present at a session on Resource Use in "Typical" Schools. Finally, Archibald will deliver a paper at a session on Narrowing in on Educational Resources That Do Affect Student Achievement.

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 2006 by the Consortium for Policy Research in Education