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Sent: Tuesday, December 23, 2003 10:51 AM
Subject: CPRE In-Sites, Issue 22 (December 2003)



A Year In Review

A complete listing of CPRE publications from the past year.

Books by CPRE Researchers

All Else Equal: Are Public and Private Schools Different?

Luis Benveniste, Martin Carnoy, & Richard Rothstein

Available from: Routledge, 29 West 35th Street, New York, NY 10001; Online orders: www.routledge.com 2003, \$19.95

This book discusses the assumed advantage of education from private schools over public schools. *All Else Equal* is also based on empirical work and challenges people to reconsider vital policy decisions and rethink the issues facing our current educational system.

California Dreaming: Reforming Mathematics Education

Suzanne M. Wilson

Available from: Yale University Press, PO Box 209040, New Haven, CT 06520-9040; Telephone: (800) 405-1619; Online orders: <http://www.yale.edu/yup/books/094329.htm> 2003, \$29.95

Drawing on CPRE research, this book tells the history of the past two decades of mathematics education reform in California. Wilson considers the many perspectives of those involved in math reform, and examines the myths used to explain the failure of reforms, the actual reasons for the failure, and the importance of taking multiple perspectives into account when planning and implementing reform. While her focus is on California, the implications of her book extend to struggles over educational policy and practice throughout the United States.

The New Accountability: High Schools and High-stakes Testing

Edited by Martin Carnoy, Richard Elmore, & Leslie Santee Siskin

Available from: Routledge, 29 West 35th Street, New York, NY 10001; Online orders: www.routledge.com 2003, \$19.95

Researchers explore the current wave of school accountability reforms wherein schools that perform poorly on standardized tests may face reorganization, a new principal, or even financial sanction. This important study looks at the data behind "high-stakes testing" in Texas, New York, Kentucky, and Vermont.

Standards Reform in High-poverty Schools: Managing Conflict and Building Capacity

Carol Barnes

Available from: Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027; Telephone: (212) 678-3929; Online orders: <http://www.teacherscollegepress.com/contact.html> 2003, \$22.95

This book gives a view of “reform in action” and illustrates what actually happens when school reform encounters a high-poverty, linguistically diverse school. Based on two years of observation and interviews, the author shows how professional identities, social resources, and conflicting purposes shaped one elementary school’s capacity to understand and implement state-mandated reforms. This book sheds light on the implementation of one of the most ambitious education reform attempts in recent history, the standards reform in California.

Taking Account of Charter Schools: What’s Happened and What’s Next?

Edited by Katrina E. Bulkley & Priscilla Wohlstetter

Available from: Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027; Telephone: (212) 678-3929; Online orders: <http://store.tcpress.com/0807743933.shtml> 2003, \$34.95

Featuring contributions from today’s top scholars in the field of charter school research, this comprehensive volume offers a set of new empirical studies that explore the impact these schools have on teachers, students, educational practices, and school governance. The authors grapple with the effects and challenges of charter school autonomy across a range of areas, from student achievement to special education, staffing patterns to classroom practices, and innovation to equity.

Who Controls Teachers’ Work? Power and Accountability in America’s Schools

Richard Ingersoll

Available from: Harvard University Press, 79 Garden Street, Cambridge, MA 02138; Telephone: (800) 405-1619; Online orders: www.hup.harvard.edu/catalog/INGWHO.html 2003, \$39.95

Drawing on data from international and national surveys as well as wide-ranging interviews with teachers and administrators, this book confronts one of the most important, controversial, and misunderstood issues in education—who controls the work of teachers?

Research Reports

[External Support to Schools on Probation: Getting a Leg Up?](#)

(Kara Finnigan & Jennifer O’Day, July 2003)

This joint report by CPRE and the Consortium on Chicago School Research focuses on the core of a new accountability system, the Chicago school probation policy. It is based on a two-year study of the design and implementation of the probation policy in Chicago’s elementary schools. The lessons learned are relevant not only to Chicago Public Schools, but also to other jurisdictions instituting similar policies.

[The Impact of Standards-based Reform in Duval County, Florida, 1999-2002](#)

(Jonathan A. Supovitz & Brooke Snyder Taylor, May 2003)

This report examines elementary and middle school reading, writing, and mathematics results from the spring of 1999 to the spring of 2002 on the Florida Comprehensive Assessment Test in Duval County relative to seven other similar counties in Florida. It includes data results from the 1998-1999 school year to represent the year before Duval began implementing standards-based reform, as well as the most current data results available (2001-2002). All school-level data that were available from the Florida Department of Education were included in this study. The results provide evidence to support the authors’ hypothesis that Duval’s efforts to systematically change the practices of teachers and school leaders across its system are improving the achievement of its elementary schools at a faster rate than in other comparable districts.

[Is There Really a Teacher Shortage?](#)

(Richard M. Ingersoll, September 2003)

In a report co-published by CPRE and the Center for the Study of Teaching and Policy (CTP), Richard Ingersoll examines the factors that may affect the teacher shortage. Through a series of analyses, Ingersoll suggests that staffing problems could be tied to organizational characteristics and conditions in schools. The data utilized suggest that the school staffing problems are not primarily due to teacher shortages.

[Out-of-Field Teaching and the Limits of Teacher Policy](#)

(Richard M. Ingersoll, September 2003)

In a report co-published by CPRE and CTP, Richard Ingersoll addresses one of the most important problems in contemporary American education: the failure to ensure that the nation's classrooms are all staffed with qualified teachers. This report focuses on the problem of underqualified teachers in the core academic fields at the 7-12th grade level using data from the nationally representative Schools and Staffing Survey.

Policy Briefs

[Developing Communities of Instructional Practice: Lessons from Cincinnati and Philadelphia](#)

(Jonathan A. Supovitz & Jolley Bruce Christman, November 2003)

This brief examines the development of communities within schools as a central strategy to improve teaching and learning. The authors discuss how these communities can enhance the quality of instruction and outline lessons learned from large-scale evaluations of major district reform efforts in Philadelphia, PA and Cincinnati, OH.

[Redesigning Accountability Systems for Education](#)

(Susan H. Fuhrman, September 2003)

This policy brief summarizes a book of the same title that will be released in January 2004. It focuses on questions addressed by the book's authors, reviews the many issues that states are confronting as they implement accountability systems, and provides guidance for states looking to fine-tune or redesign accountability systems to help meet policies as they were intended.

[The Use of Research Evidence in Instructional Improvement](#)

(Tom Corcoran, November 2003)

In this brief, Corcoran examines findings from a CPRE study of how central office and school staff in three urban districts made decisions about instructional improvement strategies, and about how much weight they gave to evidence. The study looked at three sets of strategic decisions that each district faced as it tried to improve student performance, and the ways in which evidence influenced those decisions.

[What Explains Differences in International Performance? TIMSS Researchers Continue to Look for Answers](#)

(Deborah I. Nelson, September 2003)

This brief reports on the policy implications of TIMSS data. It summarizes results of recently completed TIMSS research that explores in greater detail questions raised in initial analyses.

America's Choice Evaluation Reports

[The Heart of the Matter: The Coaching Model in America's Choice Schools](#)

(Susan M. Poglinco, Amy J. Bach, Kate Hovde, Sheila Rosenblum, Marisa Saunders, & Jonathan A. Supovitz, May 2003)

Schools throughout the nation are increasingly relying upon the leadership of coaches to establish an effective professional development environment to train teachers on techniques and practices. This report examines multiple aspects of the coach's role in the implementation of the America's Choice school design in 27 schools across the United States. The results reveal consistent factors and influences that either hindered or perpetuated effective coaching and subsequently impacted teachers' implementation of standards.

[Mapping a Course for Improved Student Learning: How Innovative Schools Systematically Use Student Performance Data to Guide Improvement](#)

(Jonathan A. Supovitz & Valerie Klein, November 2003)

Through examination of how a handful of innovative schools are using a variety of student performance data to improve the instruction of teachers and the school organization's support for instructional improvement, this report discusses building better roadmaps for teachers and school leaders in order to guide their instructional decision-making. Supovitz and Klein use examples from innovative teachers and school leaders who are

creatively using their data to help guide their strategic decisions to develop and describe a theory of what a *system of school data* might look like.

[The Relationship Between Teacher Implementation of America's Choice and Student Learning in Plainfield, New Jersey](#)

(Jonathan A. Supovitz & Henry May, February 2003)

This report explores the relationship between teachers' implementation of different aspects of America's Choice and the learning gains of their students.

[Teacher and Coach Implementation of Writers Workshop in America's Choice Schools, 2001 and 2002](#)

(Amy J. Bach & Jonathan A. Supovitz, November 2003)

This report follows a line of inquiry started with a 2002 CPRE report titled [Implementation of the America's Choice Literacy Workshops](#). The authors report on the progress of teachers and literacy coaches to implement the writers workshop component of the America's Choice design, which is a key component of rollout in the first year of implementation. Results indicate that America's Choice has made substantial progress in teachers' implementation of writers workshop from 2001-2002.

Reports about the Merck Institute for Science Education

[Changing District Culture and Capacity: The Impact of the Merck Institute for Science Education Partnership](#)

(Tom Corcoran & Nancy Lawrence, November 2003)

The third in a series of four research reports presenting findings from CPRE's ten-year long evaluation of the Merck Institute for Science Education (MISE) and its partnership with four school districts in New Jersey and Pennsylvania, this report focuses on the roles of school districts and reform support organizations in improving teaching and learning. The findings validate those from other studies concerning some of the factors enabling districts to carry out sustainable improvements in teaching.

[The Merck Institute for Science Education: A Successful Intermediary for Educational Reform](#)

(Tom Corcoran, March 2003)

For nearly 10 years, CPRE has evaluated the MISE partnership, providing MISE staff with feedback on the progress of their work and assessing MISE's impact on schools, teachers, and students. This summary report looks at the last 10 years of MISE and how a technical assistance organization works with school districts to change classroom practice.

[Systemic Reform in Practice: Merck Institute for Science Education](#)

(March 2003)

This publication reviews how MISE and its partners addressed seven specific domains of district action in a systemic way and, thereby, altered the norms of classroom practice.

[Teacher Leadership as a Strategy for Instructional Improvement: The Case of the Merck Institute for Science Education](#)

(Kate Riordan, March 2003)

Developing teacher leaders who are willing and able to serve as champions of instructional reforms and provide support to other teachers has been a major strategy used by MISE. This report examines MISE's approach to the development of teacher leadership and the effects that this strategy has had on its partner districts and schools.

Case Studies About the Work of the Merck Institute for Science Education

Each case study is written about a school that has been part of MISE's partnership with school districts over the past 10 years. The case studies are intended to present a story about how the reform has impacted science education in classrooms as well as how it has impacted teachers, schools, and districts. The context for each case study is different as each school presents its own unique situation and challenges.

Franklin Elementary School, Rahway, NJ

(Siobhan McVay, March 2003)

Highland Avenue School, Linden, NJ

(Claire Passantino, March 2003)

Inglewood Elementary School, Lansdale, PA

(Siobhan McVay, March 2003)

Three Bridges and Holland Brook Elementary Schools, Readington Township, NJ

(Patricia J. Kannapel, March 2003)

Other Publications by CPRE Researchers**Does External Accountability Affect Student Outcomes?**(Martin Carnoy & Susanna Loeb, from the winter 2003 issue of *Educational Evaluation and Policy Analysis*)

The study conducted by Carnoy and Loeb develops a zero to five index of the strength of accountability systems in all 50 states based on the use of high-stakes testing to sanction and reward schools, and analyzes whether that index is related to student gains on the National Assessment of Educational Progress mathematics test from 1996-2000. The study also relates the index to changes in student retention in the ninth grade and to changes in high school completion rates over the same period.

Please e-mail cpre@gse.upenn.edu to obtain a copy of this article.

Mapping the Landscape of High-stakes Testing and Accountability Programs(Margaret Goertz & Mark Duffy, from the winter 2003 issue of *Theory Into Practice*)

The article describes the types of state assessment and accountability policies that were in place at the time the U.S. Congress enacted the No Child Left Behind (NCLB) Act, and how selected school districts in eight states responded to these policies. It concludes by identifying four challenges facing states and school districts as they implement NCLB.

This article can be ordered from the Ohio State University, College of Education website (<http://www.coe.ohio-state.edu/TIP/>).

Defining School-level Expenditure Structures That Reflect Educational Strategies(Allan Odden, Sarah Archibald, Mark Fermanich, & Betheny Gross, from the winter 2003 issue of the *Journal of Education Finance*)

This study advances finance research by developing a school-level expenditure structure that arrays a school's spending in a manner that illustrates key components of instructional delivery.

This article has five sections. Section one is a review of the literature on fiscal reporting and concludes that not only is school-level fiscal reporting important but also that it needs to be improved. Section two introduces a new school-level expenditure structure designed to provide more information linking resource use to educational strategy. Sections three and four use the expenditure structure to analyze resource use patterns and educational strategies in actual elementary and secondary schools. Section five is a summary and conclusion, with recommendations for future research and changes in fiscal reporting systems.

If you are interested in obtaining a copy of this article, please e-mail us at cpre@gse.upenn.edu with your request and mailing address.

Knowing the Right Thing to Do: School Improvement and Performance-based Accountability

(Richard Elmore, presented at the National Governors Association (NGA) Annual Meeting in August 2003)

Richard Elmore was a keynote speaker at the NGA Annual Meeting on August 17, 2003. Dr. Elmore presented findings from his paper titled, "Knowing the Right Thing to Do: School Improvement and Performance-based

Accountability.” This paper can be downloaded from the [NGA website](#).

State Policy Related to Teacher Licensure

(Peter Youngs, Allan Odden, & Andrew Porter, from the May 2003 issue of *Educational Policy*)

Based on a study of the 2001-2002 teacher licensure requirements in all 50 states, this article examines the extent to which states implemented performance assessments for use in making professional licensure decisions as of 2001-2002, considers differences among various types of assessments and different ways they are used, and explores challenges to their use in licensure decisions. For the study, data were collected on whether states require licensure candidates to pass tests of basic skills, subject matter, and/or pedagogical knowledge, and whether states use performance assessments in making professional licensure decisions.

If you would like to receive a copy of this article, please e-mail cpre@gse.upenn.edu with your request and mailing address.

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

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CPRE In-Sites

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The editors of CPRE In-Sites wish you a joyous holiday season and a prosperous New Year!

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