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A Year in Review:

A complete listing of CPRE publications from the past year.

Policy Briefs

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

This policy brief, written by Margaret E. Goertz and Diane Massell, reviews findings from CPRE's Study of High School Strategies for Instructional Improvement, a research study currently under way that examines how 48 low-performing high schools located in 34 school districts across six states have responded to state accountability policies. This policy brief 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.

To download a copy of this policy brief, visit [CPRE's](#) website.

Standards Deviation: How Schools Misunderstand Education Policy

This policy brief, written by James P. Spillane, summarizes the findings of his 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, visit <http://www.hup.harvard.edu/catalog/SPISTA.html>.

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.

Research Reports

Dashboard Lights: Monitoring Implementation of District Instructional Reform Strategies

This report, written by Jonathan Supovitz and John Weathers, describes a system implemented by education leaders in the Duval County Public Schools, Florida, designed to monitor the district's instructional reform efforts and the influences of the system on teachers, schools, and district leaders. The system is called the Standards Implementation Snapshot System, and it is designed to take a picture, or "snapshot," at a particular point in time of the depth to which schools in Duval County are implementing key elements of the district's reform vision. The report outlines how the snapshot system works and describes the effects of the system on district efforts, as reported by principals and district administrators. The authors conclude with a discussion of the system's implications for district reform efforts.

This report is available for download at <http://www.cpre.org/Publications/pdf/snapshotstudy.pdf>

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

This research report, edited by Betheny Gross and Margaret E. Goertz, reviews findings from CPRE's Study of High School Strategies for Instructional Improvement, a research study currently under way that examines how 48 low-performing high schools located in 34 school districts across six states have responded to state accountability policies. This research report fully presents the findings summarized in the policy brief, which bears the same title and is described above. This report 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.

To download a copy of this report, visit [CPRE's](#) website. <http://www.cpre.org/Publications/rr56.pdf>

Other CPRE Publications

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” 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).

Inside the Black Box of School District Spending on Professional Development: Lessons From Five Urban Districts

This article, published independently and with permission by The Finance Project, features excerpts from the full academic article published in the *Journal of Education Finance* in 2004. The excerpts were chosen by The Finance Project to expand the article’s reach by informing practitioners and policymakers about issues in financing professional development and about what is necessary to maximize the potential of professional development investments.

The authors of this article, Karen Hawley Miles, Allan Odden, Mark Fermanich, and Sarah Archibald, set forth a concrete, powerful tool that helps districts quantify and analyze their professional development spending, and they discuss the results of its application in a number of districts. This tool not only aims to illuminate where funds are being spent, but also systematically categorizes the purposes of spending, prompting district leaders to think strategically about targeting resources purposefully to align with districts’ needs and goals.

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

Catching Up With the Vaughn Express: Six Years of Standards-Based Teacher Evaluation and Performance Pay

This article, written by Eileen Kellor and recently published by the *Education Policy Analysis Archives* (Vol. 13, No. 7), describes the longstanding traditional methods of paying and evaluating teachers in the United States and addresses the increasingly common discussions about changing these systems to support teacher quality and student achievement goals. The study reveals that efforts to make significant changes to these programs can be difficult and

take many years to design, gain approval, and implement; thus, few examples of alternative teacher compensation and evaluation systems exist. In contrast, Kellor notes, relieved from many of the restrictions and requirements associated with most traditional public school systems, charter schools often are better positioned to implement changes more quickly than traditional schools. Yet their experiences can provide useful information for others who are engaging in similar activities. Thus, the experience of a large urban charter school that designed and implemented an innovative teacher compensation system and a standards-based teacher evaluation system that has been in place for six years offers important lessons in designing, implementing, evaluating, and refining these systems.

To order a copy of this article, visit the *Education Policy Analysis Archives* at <http://epaa.asu.edu/epaa/>, or e-mail insites@gse.upenn.edu.

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* (Vol. 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.

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 published in the *Journal of Education Finance* (Vol. 30, No. 3, pages 211-230), 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.

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

The September issue of *The Elementary School Journal* (Vol. 106, No. 1, pages 3-20) features the article by Geoffrey D. Borman and Steven M. Kimball. 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 this article written by James P. Spillane. The article explores how the practice of leadership in primary schools is structured differently depending on the school subject. The issues addressed are based on data from the Distributed Leadership Study, a 5-year longitudinal study of school leadership in kindergarten to grade 5 and kindergarten to grade 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. The practice of leadership differs depending on the school subject. Hence, more sophisticated conceptualizations 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) in research on school leadership.

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

Reaching for Common Ground in K–12 Mathematics Education

Over the past decade, much debate has arisen between mathematicians and mathematics educators. These debates have significantly distracted the attention of key players at all levels and have impeded efforts to improve mathematics learning in this country. This document, recently written by a panel of distinguished mathematicians and mathematics educators including Deborah Loewenberg Ball, Joan Ferrini-Mundy, Jeremy Kilpatrick, R. James Milgram, Wilfred Schmid, and Richard Schaar and published in the *Notices of the American Mathematical Society*, represents an attempt to identify a preliminary list of positions and to bring clarity to key perspectives on K–12 mathematics education.

This document is based on the proceedings of two sessions convened in 2004 and 2005 for the purpose of reaching common ground in K–12 mathematics education. The panel was focused on developing common elements of understanding in order to focus on student outcomes instead of controversy and to forge new alliances, across communities, necessary to develop effective solutions to the serious problems that plague mathematics education in this country. As the document indicates, after the two sessions, the group was able to coalesce around some very specific principles which should serve as common ground.

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

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 [American Educator](#) or visit [Deborah Ball's](#) personal homepage for a direct link to the article.

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

This 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.

This 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](#).

Developing Measures of Content Knowledge for Teaching Reading

In this article appearing in 2004 in *The Elementary School Journal* (Vol. 105, No. 1, pages 31-48), authors Geoffrey Phelps and Stephen Schilling explore the unexplored territory of what teachers need to know about reading to teach it effectively — also known as pedagogical content knowledge. This article presents results from a project to develop survey measures of the content knowledge teachers need to teach elementary reading effectively. Findings reveal that teachers need to develop knowledge across multiple content knowledge dimensions, not simply to acquire general areas of knowledge or general reading ability.

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

Experimenting With Teacher Compensation

This article, written by Allan Odden and Marc Wallace and published in *The School Administrator*, explores the variations in how far districts are willing to go in terms of changing the pay structure and defining and assessing teacher performance in order to improve student achievement. The authors highlight states and local districts throughout the United States that have adopted new approaches to teacher compensation and offer recommendations for creating fair and effective compensation plans that encourage and support the highly qualified teachers that all schools demand in pursuit of improved student learning gains.

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

Implementing Teacher Evaluation Systems: How Principals Make Sense of Complex Artifacts to Shape Local Instructional Practice

This study examining how local school district leaders make sense of complex programs designed to evaluate teachers and teaching, recently appeared in the book entitled *Educational Administration, Policy, and Reform: Research and Measurement*. The authors, Richard Halverson, Carolyn Kelley and Steven Kimball, examine the ways in which schools and district leaders emphasize and select from the many features of a teacher evaluation framework in the implementation process.

To order a copy of this chapter, please e-mail us at insites@gse.upenn.edu.

For more information about the book, contact the Information Age Publishing, Inc. at <http://www.infoagepub.com/www/ordering.html>.

Using Instructional Logs to Study Mathematics Curriculum

and Teaching in the Early Grades

Authors Brian Rowan, Delena M. Harrison, and Andrew Hayes address the shortcomings in previous survey research on instruction by presenting new survey data on mathematics education using data from teacher logs. Their findings were published recently in *The Elementary School Journal* and describe the mathematics curriculum and teaching practices in a selection of high-poverty elementary schools working with three of the most widely disseminated comprehensive school reform programs in the United States — the Accelerated Schools Program, America's Choice, and Success for All.

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

Using Teacher Logs to Measure the Enacted Curriculum: A Study of Literacy Teaching in Third-Grade Classrooms

In this article featured recently in *The Elementary School Journal*, authors Brian Rowan, Eric Camburn, and Richard Correnti examine methodological and conceptual issues that emerge when researchers measure the enacted curriculum in schools. The authors discuss how a specific approach to measuring the enacted curriculum — instructional logs (or time diaries) — can address the challenges many researchers face in attempting to use current procedures such as large-scale surveys (typically administered annually) and qualitative studies of instruction (typically a few observations conducted each year). Both methods raise questions about how completely curriculum coverage was sampled over a given school year and call for more attention to the theoretical foundations of research.

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

Books by CPRE Researchers

Distributed Leadership

James P. Spillane

"Distributed leadership" is an exciting new concept in education. It has to do with 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. This book, *Distributed Leadership*, 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.

This book is expected to be released in January 2006. 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-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

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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!

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

CPRE In-Sites

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