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New Publication

Strategic Leadership for Education Reform: Lessons From the Statewide Systemic Initiatives Program

CPRE's latest 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 order a copy of this policy brief, please e-mail us at insites@gse.upenn.edu.

Recent Publications

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

This article, written by Eileen Kellor and soon to be published by the *Education Policy Analysis Archives*, 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 a traditional school, 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, please e-mail insites@gse.upenn.edu, or visit the *Education Policy Analysis Archives* at <http://epaa.asu.edu/epaa/>.

Developing Measures of Content Knowledge for Teaching Reading

In this article appearing in *The Elementary School Journal*, 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.

From Whole School to Whole System Reform

This report, written by Monica Martinez and James Harvey of the National Clearinghouse for Comprehensive School Reform (NCCSR), is based on proceedings from a working conference convened to critically review the history of whole school reform. NCCSR organized the conference in partnership with CPRE, the Annenberg Institute for School Reform, and the New American Schools. The resulting report highlights proceedings from the meeting that provide strategies and policy recommendations at the federal, state, and district levels for the support of improved, whole school reform initiatives in the future.

Please note that NCCSR has discontinued operation as of November 2004. The new clearinghouse is the Center for Comprehensive School Reform and Improvement (www.csrrclearinghouse.com).

To order a copy of this report, please e-mail 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 a book in the series entitled *Research and Theory in Educational Administration*. 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, *Educational Administration, Policy, and Reform: Research and Measurement*, contact 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 are conducted each year). Both methods raise questions about how completely curriculum coverage is 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.

Why Do High-Poverty Schools Have Difficulty Staffing Their Classrooms With Qualified Teachers?

This report, written by Richard Ingersoll and prepared for *Renewing Our Schools, Securing Our Future: A National Task Force on Public Education*, highlights findings from Ingersoll's study investigating the possibility that factors such as the characteristics and conditions of schools are behind the teacher shortage crisis. Unlike earlier research, this analysis focuses on those kinds of schools deemed most disadvantaged and most needy—those serving rural and urban, low-income communities. The findings show that school staffing problems are primarily due to a "revolving door"—where large numbers of qualified teachers depart from their jobs long before retirement—contrary to the previous belief that staffing problems were due to an insufficient supply of qualified teachers.

To obtain copies, visit the Center for American Progress website, <http://www.americanprogress.org/atf/cf/%7BE9245FE4-9A2B-43C7-A521-5D6FF2E06E03%7D/Ingersoll-FINAL.pdf>

Books by CPRE Researchers

School Reform From the Inside Out: Policy Practice and Performance

Richard F. Elmore

In *School Reform From the Inside Out*, Richard Elmore tackles issues ranging from teacher development to testing to "failing" schools. The essays in this book embody a particular stance that is expressed by the thesis that "the problems of the system are the problems of the smallest unit." As Elmore aptly notes, successful school reform begins "from the inside out" with teachers, administrators, and school staff, not with external mandates or standards. This collection of essays is intended for any school leader, education reformer, policymaker, or citizen interested in the forces that promote real school change.

To order copies of this book, visit the Harvard Education Publishing Group's website, <https://secure.edletter.org/orderbooks/>

From High School to College: Improving Opportunities for Success in Postsecondary Education

Michael W. Kirst and Andrea Venezia (Eds.)

This recently released book presents findings of a major research project that examined the fit between high-school-level policies regarding college preparation, and what colleges considered when admitting first-year students and placing them into college-level courses. Edited by Michael W. Kirst and Andrea Venezia, this study reveals the fragmentation of current K-12 and postsecondary education systems resulting in unnecessary barriers for students, sending students and parents inaccurate messages about what is expected at the postsecondary level. The book offers recommendations for changes in several policy areas—including curriculum development and assessment—that could result in improved opportunities for all students to succeed at the postsecondary level.

Copies of this book can be ordered directly through John Wiley and Sons, Inc. at <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-078797062X.html>.

Upcoming Meetings

American Educational Research Association to Host Annual Meeting in Montréal, Canada

The annual meeting of the American Educational Research Association (AERA) will take place from Monday, April 11, to Friday, April 15, in Montréal, Canada. The theme for this year's meeting will be "Demography and Democracy in the Era of Accountability."

CPRE Communications will host a booth in the conference's exhibit hall, located in the Exhibit Hall of the Fairmont Queen Elizabeth Montréal. Publications will be available free of charge and representatives will be available to answer questions about CPRE research. Please stop by booth #1019 and visit us!

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

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.

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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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