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To: "CPRE In-Sites" <CPRENEWS@lists.upenn.edu>
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Redesigning Accountability Systems for Education

Now more than ever, policymakers face a number of difficult political, educational, and technical questions in the design and implementation of new accountability approaches. Edited by Susan Fuhrman and Richard Elmore, *Redesigning Accountability Systems for Education* gathers the emerging knowledge and lessons learned by leading scholars in the field to provide an invaluable resource for policymakers, educators, and anyone interested in the pressing issue of accountability and public schools. Copies of this book can be ordered directly through Teachers College Press at <http://store.tcpres.com/0807744255.shtml>.

Getting It Right: The MISE Approach to Professional Development

The last in a series of four, this research report presents additional findings from CPRE's 10-year evaluation of the Merck Institute for Science Education (MISE) and its partnership with four school districts in New Jersey and Pennsylvania. Authors Tom Corcoran, Siobhan McVay, and Kate Riordan assess the Partnership's approach to professional development by addressing six questions on such issues as how the Partnership professional development measured up against emerging standards for professional development; if participation in Partnership professional development enhanced teacher content knowledge, led to changes in instructional practice, or resulted in improved student achievement; whether the MISE strategy strengthened district capacity to support the improvement of teaching; and what lessons can be learned from the experience of MISE and the Partnership. To download this report, please go to our [website](#), or for a print copy of this report, please email us at cpre@gse.upenn.edu.

Upcoming Meetings

American Association of School Administrators Annual Conference in San Francisco

This year, the American Association of School Administrators (AASA) will host its annual conference in San Francisco from Friday, February 20 to Saturday, February 21 at the Moscone Convention Center. The theme for this year's meeting will be "A Legacy of Pride. A Future of Responsibility."

CPRE Communications will host a booth in the exhibit hall where publications will be available free-of-charge and

representatives will be available to answer questions about CPRE research. Please stop by booth #1318 and visit us!

For more information on this conference, please visit the [AASA website](#).

Association for Supervision and Curriculum Development Annual Conference in New Orleans

The Association for Supervision and Curriculum Development will hold its Annual Conference (ASCD) in New Orleans from Saturday, March 20 to Monday, March 22 at the Morial Convention Center. The conference theme is "Faces of Education: Courageous Actions, Powerful Stories."

CPRE Communications will also host a booth in this conference's exhibit hall. Publications will be available free-of-charge and representatives will be available to answer questions about CPRE research. Please stop by booth #1641 and visit us!

For more information on this conference, please visit the [ASCD website](#).

Recent Publications by CPRE Researchers

[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 evaluation of MISE, 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.

[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.

[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 an 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.

[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.

[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.

[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.

[Redesigning Accountability Systems for Education](#)

(Susan H. Fuhrman, September 2003)

This policy brief summarizes a new book of the same title. 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.

[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.

[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.

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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CPRE In-Sites

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