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The Heart of the Matter: The Coaching Model in America's Choice

As a mechanism for the professional development of teachers, coaching is increasingly relied upon by schools and districts across the nation to train teachers on a particular set of instructional techniques and practices. The coaching model was chosen by the designers of America's Choice as the main strategy to introduce standards-based instruction into the classroom in an attempt to create an effective professional development environment characterized by providing ongoing support to teachers and creating a community of practice.

In a new report, CPRE researchers explore the role of coaching in first-year America's Choice schools in grades K-8 as it relates to the implementation of literacy workshops. The report is not designed to measure the effectiveness of individual coaches, but researchers were able to draw on their data to compile a list of factors that seemed to influence coaches' effectiveness in implementing the America's Choice model.

Copies of this report are available free of charge. To obtain a copy, please e-mail us at cpre@gse.upenn.edu or visit our website at www.cpre.org.

CPRE Researchers Discuss State Policy and its Relation to Teacher Licensure

Based on a study of the 2001-2002 teacher licensure requirements in all 50 states, the article "State Policy Related to Teacher Licensure" by Peter Youngs, Allan Odden, and Andrew Porter appeared in the May 2003 issue of *Educational Policy*. 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. 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. If you would like to receive a photocopy of this article, please e-mail cpre@gse.upenn.edu with your request and mailing address.

Let No Child Be Left Behind: Determining the Cost of Improving Student Performance

This article, published in *Public Finance Review*, is written by CPRE-UW researcher Andrew Reschovsky and Jennifer Imazeki of San Diego State University. The No Child Left Behind Act of 2001 and recent legislation in a number of states have raised the standards for accountability in schools, with the objective of closing

achievement gaps and increasing student performance overall. These new education policies, however, rarely address the way in which schools are financed. They ignore the fact that characteristics of schools and students require that some schools spend more than others to achieve any given student performance standard. To determine the characteristics that lead to variations in the costs of achieving a specified improvement in student performance, the authors estimate an educational cost function using data from elementary and secondary school districts in Texas. Results indicate that cost differences across districts can be quite large. The cost function results are summarized into a cost index that can then be used in a simple formula to guarantee that every district has sufficient fiscal resources to achieve state-imposed performance goals. If you would like to receive a photocopy of this article, please e-mail cpre@gse.upenn.edu with your request and mailing address.

Research Update

CPRE-UW Research on the Relationship Between Student Achievement and Teacher Evaluation Ratings

Preliminary results from the latest research in two sites, Cincinnati, Ohio and Washoe County, Nevada, were presented at the 2003 annual meetings of both the American Education Finance Association and the American Educational Research Association. The results suggest that there is a positive relationship between teacher evaluation scores and student learning gains as measured by state and district tests, and provides some support for the inference that teachers with higher evaluation scores are those helping to produce higher levels of student achievement. This is important because the purpose of knowledge and skill-based pay and standards-based teacher evaluation systems is to encourage teachers to develop the capacities needed to improve instruction, which in turn is expected to improve student achievement. However, there has been a lack of evidence that the type of teaching they promote is likely to lead to improved student learning. For more information on teacher compensation and evaluation research, please visit the [CPRE-UW website](#).

Recent Publications by CPRE Researchers

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

(March 2003)

This publication reviews how the Merck Institute for Science Education (MISE) and its partners addressed seven specific domains of district action in a systemic way and, thereby, altered the norms of classroom practice. To obtain print copies of this report, please e-mail us at cpre@gse.upenn.edu.

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

(Jonathan Supovitz and 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.

[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's partnership with four school districts in New Jersey and Pennsylvania, 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

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

(Kate Riordan, March 2003)

Developing teacher leaders in schools who are willing and able to serve as champions of instructional reforms and provide support to other teachers who are implementing them 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.

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

(Richard M. Ingersoll, 2003)

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? To obtain copies of this book, please visit the Harvard University Press website at <http://www.hup.harvard.edu/catalog/INGWHO.html>, call (800) 405-1619, or write to Harvard University Press, 79 Garden Street, Cambridge, MA 02138.

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)

To obtain print copies of these case studies, please e-mail us at cpre@gse.upenn.edu.

CPRE-Wisconsin Listserv

CPRE's research staff at the University of Wisconsin-Madison (UW) has 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. To sign up, please visit their [website](#).

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](#)

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CPRE In-Sites

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