

Robb Sewell

From: "Robb Sewell" <robbs@gse.upenn.edu>
To: <CPRENEWS@LISTS.UPENN.EDU>
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**Books by CPRE Researchers****From High School to College: Improving Opportunities for Success in Postsecondary Education**

Michael W. Kirst and Andrea Venezia (Editors)

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. 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.](#)

Whitewashing Race: The Myth of a Color-Blind Society

Martin Carnoy, Michael K. Brown, David Wellman, Elliot Currie, Troy Duster, Marjorie M. Shultz, and David B. Oppenheimer

This book takes a new look at the role of race in U.S. society, showing the cumulative effects of inequality on African Americans and the long-term positive effects of institutional discrimination on Whites. The authors provide analysis of the institutional roots of racial disparity throughout U.S. history, and they discuss ways to transform these institutions in today's post-affirmative action era, arguing as an alternative to affirmative action, a combination of public-sector spending and institutional change to eradicate the perpetual pattern of inequality fostered by routine organizational rules and practices that serve as barriers to racial equality. Copies of this book can be ordered directly through the [University of California Press.](#)

This book recently received the Benjamin L. Hooks Outstanding Book Award from the Benjamin L. Hooks Institute for Social Change.

Recent Publications and Presentations by CPRE Researchers**Four Myths About America's Teacher Quality Problem**

Ensuring that quality teachers are placed in America's classrooms is a perennially important issue, yet one of the most misunderstood issues according to research presented in a chapter written by Richard Ingersoll. This chapter, featured in *Developing the Teacher Workforce*, divulges a series of assumptions and claims as to the sources of the problems plaguing the teaching occupation. Ingersoll reveals that each of the assumptions involves a wrong diagnosis and a wrong prescription, failing to examine the character of the teaching occupation and the social and organizational contexts in which teachers work, and therefore undermining the success of reform efforts. To order a copy of this article, please e-mail us at insites@gse.upenn.edu.

The Effects of Organizational Context on Teacher Expectancy

This article, written by Carolyn Kelley and Kara Finnigan, was published in the December 2003 issue of *Educational Administration Quarterly*. The study examines factors affecting teacher expectancy through hierarchical linear modeling of data from two large-scale surveys of teachers working in schools with high-stakes accountability programs. Findings show factors such as teacher perceptions of program fairness, student performance feedback, lack of goal conflict, and principal support, as well as school level and reward history, were found to be significant predictors of teacher expectancy. To order a copy of this article, please e-mail us at insites@gse.upenn.edu.

Commentary on Part I: Admissions Testing in a Disconnected K-16 System

This commentary, written by Michael Kirst and included in a recently released book titled *Rethinking the SAT: The Future of Standardized Testing in University Admissions*, addresses the impact of admissions testing on secondary schools, K-12 students, and teachers in the realm of a disconnected K-16 education system. Kirst identifies the evolution and factors contributing to this huge disjuncture between K-12 and postsecondary school standards and discusses promising initiatives aimed to send clearer academic signals about postsecondary standards to secondary students. To order a copy of this article, please e-mail us at insites@gse.upenn.edu.

An Exploration of the Pay Levels Needed to Attract Students with Mathematics, Science, and Technology Skills to a Career in K-12 Teaching

In an exploratory study featured in the December 2003 volume of *Education Policy Analysis Archives*, Anthony Milanowski addresses the role of salary level and other factors in motivating undergraduate math, science, and technology majors to consider a career as a K-12 teacher. The study convened focus groups consisting of college freshmen and sophomores to determine if increasing the pay level for K-12 teachers increases the likelihood of students with strong math, science, and technology knowledge to consider teaching as a career, and therefore increase the supply of teachers in these fields. To order a copy of this article, please e-mail us at insites@gse.upenn.edu.

The Key to a Good Math Teacher? Insight on Error

All Things Considered, a daily news program featured on National Public Radio (NPR), recently featured a story on effective math instruction, examining the issue of what constitutes a good math teacher. Deborah Loewenberg Ball contributed her expertise to the discussion and emphasized that mathematicians must first be quick at both problem solving and identifying how students derived at incorrect answers. [Click here](#) to download the NPR interview.

Presentation Papers from the Teacher Compensation Project

Researchers from CPRE's Teacher Compensation project presented a series of papers at the 2004 American Educational Research Association in San Diego on the results of ongoing studies of teacher evaluation systems based on Charlotte Danielson's Framework for Teaching. These evaluation systems constitute performance competency models with the potential to improve instruction by affecting teacher selection and retention, motivating teachers to improve, and promoting a shared conception of good teaching; the systems also could be applied to new compensation systems. The studies used multi-level statistical analysis and value-added measures to examine the validity, impact, and other issues related to the standards-based teacher evaluation systems implemented in Cincinnati Public Schools, Washoe County (NV) Public Schools, Coventry (RI) Public Schools, and Vaughn Next Century Learning Center. The [CPRE-Wisconsin web site](#) includes a brief summary of each paper and a link to download the papers in PDF format.

Using a K-12 Assessment for College Placement

This chapter — written by Michael Kirst and featured in a recently released book titled *Double the Numbers: Increasing Postsecondary Credentials for Underrepresented Youth* — addresses how the California State University (CSU) system addresses the widespread disconnect between K-12 standards and college placement, a growing problem throughout the nation as colleges expend substantial resources on remediation instead of college-level education as a result of ill-prepared graduating seniors. Kirst supports CSU's strategy to adopt a K-12 state assessment as its own assessment for first-year students, thus establishing clearer signals to high school students about the standards required at the postsecondary level. To order a copy of this chapter, please e-mail us at insites@gse.upenn.edu.

Kirst Advocates Systemic Reform that Links Schools with Colleges

In a recent article appearing in the *Chronicle of Higher Education*, Michael Kirst discusses the dismal situation for public university-run college-preparatory programs facing elimination due to budget cuts and offers advocacy for massive systemic reform initiatives that link public schools and colleges in more fundamental ways. Kirst highlights CSU's strategy mentioned in the above chapter as well as other state efforts that could foster widespread progress in connecting standards throughout a K-16

system. [Click here](#) to read the article in its entirety.

Upcoming Meetings

CPRE's Teacher Compensation project will hold its fifth annual National Conference on Teacher Compensation and Evaluation on November 11-12, 2004 in suburban Chicago. As in previous years, breakout sessions will focus on districts, states, and schools that are implementing teacher compensation and evaluation innovations, along with research findings from the project's ongoing work. This year, the breakout sessions will also feature a professional development strand. Confirmed keynote speakers include representatives from the Denver Public Schools and the Denver Classroom Teachers Association; Charlotte Danielson, author of *A Framework for Teaching*; Ronald Ferguson, of Harvard University, whose current research includes work with public school districts on racial and ethnic achievement gaps; and Allan Odden. Lou Gertsner, chair of the recent Teaching Commission, has also been invited. Conference details and registration information will be posted on the [CPRE-Wisconsin web site](#) as they become available, and will be shared via CPRE-Wisconsin's e-newsletter. To subscribe, send an email with your name and email address to: emkellor@wisc.edu.

CPRE on the World Wide Web

For more information about CPRE research, explore our web sites.

[CPRE-University of Pennsylvania web site](#)

[CPRE-University of Michigan web site](#) (Study of Instructional Improvement)

[CPRE-University of Wisconsin-Madison web site](#)

[CPRE-University of Wisconsin-Madison web site](#) (School Finance)

[CPRE-University of Wisconsin-Madison web site](#) (Teacher Compensation)

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CPRE In-Sites

Managing Editor
Kelly Stanton

Editor
Robb C. Sewell

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