

Christine Jenter

From: "Christine Gazzara" <gazzara@gse.upenn.edu>
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The Merck Institute for Science Education Celebrates 10 Years

In 1993, Merck & Co., Inc. made a commitment to adopt a more activist, focused corporate strategy by creating the Merck Institute for Science Education (MISE). The goal of MISE was to raise student interest, participation, and performance in science so that all children could meet challenging national and state standards. MISE initiated its work by forming partnerships with four public school districts—Linden, Rahway, and Readington Township in New Jersey, and North Penn in Pennsylvania—where Merck had major facilities. Merck had a history of assisting the schools in these communities, and their public schools welcomed the idea of partnering with the new Institute.

Since 1993, CPRE has been documenting MISE's work in the four partner districts, and providing MISE with feedback on the implementation of its strategies and their impact. Between 1993 and 2002, CPRE regularly interviewed school and district staff, observed science classrooms, surveyed teachers, developed case studies of schools, examined student achievement data, and conducted special analyses to answer questions of concern to MISE and the district. This work is reported in eight annual reports, published between 1994 and 2002.

As the culmination of this 10-year initiative approaches, CPRE is releasing several new publications, including four case studies on schools in participating districts, a report on leadership, a summary report on MISE as a successful intermediary for education reform, and an informative brochure that provides a short summary of the research findings.

Merck Publications by CPRE:

[The Merck Institute for Science Education: A Successful Intermediary for Educational Reform](#)

(Tom Corcoran, March 2003)

For nearly 10 years, CPRE has evaluated 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.

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 brings 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 copies of these new Merck publications, please e-mail us at cpre@gse.upenn.edu.

Upcoming Conferences

National School Boards Association's 63rd Annual Meeting in San Francisco

This year, the National School Boards Association's (NSBA) Annual Conference is being held from April 5-8 and offers world-class speakers, more than 200 clinics and workshops, more than 325 exhibits of products and services, as well as opportunities to network with colleagues.

CPRE Communications will be hosting 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 and visit us in **booth #421**.

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

American Educational Research Association Hosts 2003 Annual Meeting in Chicago

The theme for this year's American Educational Research Association (AERA) Annual Meeting is "Accountability for Educational Quality: Shared Responsibility." The meeting will be held from April 21-25 in Chicago.

CPRE researchers have a multitude of presentations scheduled this year at AERA. A complete listing of all CPRE-related presenters, times, and locations has been attached to this electronic newsletter for your convenience.

Explore and experience CPRE up close at our exhibit booth. Publications will be available free-of-charge, and representatives will be available to answer questions about CPRE research. Look for us in **booth #411** in the River Exposition Hall A and B at the Sheraton Chicago Hotel and Towers. The exhibit show will be from April 22-24. We look forward to seeing you there!

For more information on AERA's Annual Meeting, please visit the [AERA website](#).

Recent Publications by CPRE Researchers

[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.

A Nation Reformed? American Education Twenty Years after "A Nation at Risk

(Harvard University Press, 2003)

CPRE researchers Richard Elmore and Susan Fuhrman contributed chapters to this new book. *A Nation Reformed?* Presents a balanced, thoughtful look at the past, current, and future effects of school reform on our nation's students, teachers, and communities.

[Impact of America's Choice on Student Performance in Duval County, Florida](#)

(Jonathan Supovitz, Brooke Snyder Taylor, and Henry May, October 2002)

This report examines the impact of the America's Choice School Design on student standardized test performance in Duval County, Florida. Results are presented for the first two years of the Design's impact in elementary and middle schools in writing, reading, and mathematics using test data from 1999-2001.

[The Limits and Contradictions of Systemic Reform: The Philadelphia Story](#)

(Tom Corcoran and Jolley Bruce Christman, November 2002)

This report summarizes the findings and lessons learned from the five-year evaluation of the Children Achieving Challenge with particular emphasis on systemic reform as an effective reform model.

[The Varieties of Knowledge and Skill-based Pay Design: A Comparison of Seven New Pay Systems for K-12 Teachers](#)

(Anthony Milanowski, October 2002)

Knowledge and skill-based pay rewards teachers with base pay increases and/or bonuses for acquiring and demonstrating specific knowledge and skills needed to meet educational goals, such as improving student achievement. This report examines a study of seven knowledge and skill-based pay systems for teachers that have been developed by U.S. schools or districts, and discusses the implications of the K-12 sector and for policymakers and program designers.

[What Large-scale, Survey Research Tells Us About Teacher Effects on Student Achievement: Insights from the Prospects Study of Elementary Schools](#)

(Brian Rowan, Richard Correnti, and Robert Miller, November 2002)

This report examines conceptual and methodological issues that arise when educational researchers use data from large-scale, survey research studies to investigate teacher effects on student achievement. This large-scale, survey research effort gathered abundant data on instructional processes and student achievement in a large sample of U.S. elementary schools during the early 1990s.

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?

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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insites@gse.upenn.edu

CPRE In-Sites Editors/Writers

Managing Editor
Christine Gazzara

Writers
Gail Danckert
Robb C. Sewell
Kelly Stanton

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