

## **Christine Jenter**

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**To:** "Christine Jenter" <jenterc@gse.upenn.edu>  
**Sent:** Thursday, April 01, 2004 2:13 PM  
**Subject:** CPRE In-Sites, Issue 25 (March 2004)



## **Issue on: CPRE's Evaluation of the America's Choice Comprehensive School Reform Design**

In 1998, CPRE was contracted by the National Center on Education and the Economy (NCEE) to conduct the external evaluation of the America's Choice school design. Each year, CPRE designs and conducts a series of targeted studies on the implementation and impacts of the America's Choice design. CPRE provides feedback to NCEE and America's Choice schools about emerging trends in the implementation of the design, and examines evidence of effects on student achievement using rigorous methods of analysis.

CPRE's evaluation of America's Choice is guided by three overarching questions. First, is America's Choice being carried out in the manner envisioned — that is, do teachers and school administrators understand and implement the many facets of the reform design? Second, as a result of teachers' implementation of America's Choice, do teachers' instructional practices change in ways that improve student learning? Third, to what degree does the implementation of the design result in improvements in student achievement?

To address these questions, the CPRE evaluation team gathers a broad array of qualitative and quantitative data to develop rich and valid snapshots of the implementation process over time and to capture the effects of the design on students and teachers. After data collection, CPRE research team members analyze the data using appropriate qualitative and quantitative research techniques in order to identify patterns of intended and unintended consequences and to detect effects of the design on students, teachers, and schools. The results have been published in a series of thematic evaluation reports.

### **[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)

### **[Teacher and Coach Implementation of Writers Workshop in America's Choice Schools, 2001 and 2002](#)**

(Amy J. Bach & Jonathan A. Supovitz, November 2003)

### **[The Heart of the Matter: The Coaching Model in America's Choice Schools](#)**

(Susan M. Poglinco, Amy J. Bach, Kate Hovde, Sheila Rosenblum, Marisa Saunders, & Jonathan A. Supovitz, May 2003)

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

(Jonathan A. Supovitz & Henry May, January 2003)

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

(Jonathan A. Supovitz, Brooke Snyder Taylor, & Henry May, October 2002)

**[Implementation of the America's Choice Literacy Workshops](#)**

(Jonathan A. Supovitz, Susan M. Poglinco, & Amy J. Bach, April 1002)

**[Instructional Leadership in a Standards-based Reform](#)**

(Jonathan A. Supovitz & Susan M. Poglinco, December 2001)

**[Moving Mountains: Successes and Challenges of the America's Choice Comprehensive School Reform Design](#)**

(Jonathan S. Supovitz, Susan M. Poglinco, & Brooke Snyder, March 2001)

**America's Choice Comprehensive School Reform Design: First-year Implementation Evaluation Summary**

(Thomas Corcoran, Margaret Hoppe, Theresa Luhm, & Jonathan A. Supovitz, February 2000)

Please e-mail us at [insites@gse.upenn.edu](mailto:insites@gse.upenn.edu) to obtain a print copy of this report.

## **CPRE Researcher Contributes to *Letters to the Next President: What We Can Do About the Real Crisis in Public Education***

Richard Ingersoll, a senior researcher with CPRE has written a chapter titled "Revolving Doors and Leaky Buckets" in a book recently published by Teachers College Press. Ingersoll's chapter draws on research from a report co-published by CPRE and the Center for the Study of Teaching and Policy (CTP) called *Is There Really A Teacher Shortage?* His research examines what factors — other than increases in teacher retirements and student enrollments — affect the teacher shortage. His analyses show that school staffing problems are tied to the organizational characteristics and conditions in schools. He concludes that school staffing problems are not primarily due to teacher shortages — an insufficient supply of qualified teachers — but to a "revolving door" where large numbers of qualified teachers depart their jobs for reasons other than retirement.

*Letters to the Next President: What We Can Do About the Real Crisis in Public Education* addresses our next president with over 30 letters from top education experts, elected officials, business and community leaders, teachers, principals, elementary and secondary students, and parents. The letters discuss the dangerous shortcomings of current state and federal policies and offer suggestions for what can be done about it. Authors offer a rich selection of ideas and perspectives as they draw on their own special experiences, expertise, and persuasive powers.

For more information on this book, please visit the website [www.letterstoprez.com](http://www.letterstoprez.com). To obtain a copy of this book, please order directly from [Teachers College Press](#).

## **Upcoming *Peabody Journal of Education* Will Feature Work By CPRE Researchers**

Articles written by current and former CPRE researchers will appear in a forthcoming special issue of the *Peabody Journal of Education*. These articles include "Introduction to the Special Issue: Assessing Teacher, Classroom, and School Effects" by Allan Odden; "A Framework for Assessing Teacher, Classroom, and School Effects, Including Fiscal Effects" by Allan Odden, Geoffrey Borman, and Mark Fermanich; "The Criterion-related Validity of the Teacher Performance Assessment System in Cincinnati" by Anthony T. Milanowski; "An Analysis of the Criterion-related Validity of the Teacher Performance Evaluation System in Washoe County" by Steve Kimball, Brad White, Anthony T. Milanowski, and Geoffrey Borman; "Vaughn Elementary's Innovative Teacher Evaluation System: Are Teacher Evaluation Scores Related to Growth in Student Achievement?" by H. Alix Gallagher; "Alignment of Human Resource Practices and Teacher Performance Competency" by Herbert Heneman, III and Anthony T. Milanowski; and "Lessons Learned About Standards-based Teacher Evaluation Systems" by Allan Odden.

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## The Impact of Mentoring on Teacher Retention: What the Research Says

In recent years there has been a growth in support, guidance, and orientation programs — collectively known as induction — for beginning elementary and secondary teachers during the transition into their first teaching jobs.

The Education Commission of the States (ECS) has just published a study by Richard Ingersoll that is the first-of-its-kind review of the research on induction and mentoring. The findings suggest that teacher induction and mentoring programs can have a positive impact on teacher retention and calls for more robust research in order to provide stronger support for policy recommendations.

The report's primary objective is to provide policymakers, educators, and researchers with a reliable assessment of what is known, and not known, about the effectiveness — the value added — of teacher induction programs. In particular, this review focuses on the impact of induction and mentoring programs on teacher retention.

To view this article on the ECS website, please click [here](#).

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## Upcoming Meetings

### American Educational Research Association To Host Annual Meeting in San Diego

The annual meeting of the American Educational Research Association (AERA) will take place from Monday, April 12 to Friday, April 16 in San Diego at the Manchester Grand Hyatt San Diego and the San Diego Marriott Hotel and Marina. The theme for this year's meeting will be "Enhancing the Visibility and Credibility of Educational Research."

CPRE Communications will host a booth in the conference's exhibit hall, located in the Manchester Grand Hyatt. Publications will be available free-of-charge and representatives will be available to answer questions about CPRE research. Please stop by booth #618 and visit us!

Please see the attached file for a complete listing of presentations at AERA by CPRE researchers.

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

### CPRE-UW's National Teacher Compensation and Evaluation Conference 2004

For the past several years, CPRE-UW's Teacher Compensation Project has secured funds to sponsor an annual teacher compensation conference. Each year, a group of invited participants meets to discuss and exchange information about selected topics. The fifth annual conference will take place on November 11-12, 2004 at the Westin O'Hare in Rosemont, IL. Mark your calendars now and keep watching In-Sites for more details about the conference and how to register.

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## 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 long 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.

### [Getting It Right: The MISE Approach to Professional Development](#)

(Tom Corcoran, Siobhan McVay, and Kate Riordan, December 2003)

This fourth publication in a series of four research reports presents additional findings from CPRE's 10-year long evaluation of the Merck Institute for Science Education (MISE) and its partnership with four school districts in New Jersey and Pennsylvania. The authors assess the partnership's approach to professional development by addressing six questions. The questions discussed 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 professional development. The issues raised are also considered in this report.

### [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.

### [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.

### [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.

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## 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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