

## Christine Jenter

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**From:** "Robb Sewell" <robbs@gse.upenn.edu>  
**To:** "Christine Jenter" <jenterc@gse.upenn.edu>  
**Sent:** Monday, March 29, 2004 12:30 PM  
**Subject:** CPRE In-Sites, Issue 16 (May 2003)



## CPRE's Tom Corcoran Co-authors Chapter in Annenberg Challenge Publication

The Annenberg Institute for School Reform recently published *Research Perspectives on School Reform: Lessons from the Annenberg Challenge*, a collection of essays about the intentions and achievements of a cross-section of Annenberg Challenge projects.

Tom Corcoran, a CPRE-Penn Co-Director, and Ellen Foley, of the Annenberg Institute for School Reform, co-wrote a chapter entitled "The Promise and Challenge of Evaluating Systemic Reform in an Urban District." The authors discuss what happened in Philadelphia in the late 1990s and what was learned about school reform during five years of studying the *Children Achieving* initiative. Drawing on both quantitative and qualitative data collected during the evaluation of *Children Achieving*, Corcoran and Foley examine its theory of action, its implementation, and its successes and disappointments. The authors also describe their experience as evaluators, observing the initiative at close range, and providing formative feedback.

To find out more about this publication, or to download chapters, please visit the [Annenberg Challenge's website](#).

## California Dreaming: Reforming Mathematics Education A book by Suzanne M. Wilson

Drawing on CPRE research, this book tells the history of the past two decades of mathematics education reform in California. Wilson considers the many perspectives of those involved in math reform, and examines the myths used to explain the failure of reforms, the actual reasons for the failure, and the importance of taking multiple perspectives into account when planning and implementing reform. While her focus is on California, the implications of her book extend to struggles over educational policy and practice throughout the United States.

Copies of this book can be purchased from the [Yale University Press 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.

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

(Tom Corcoran, March 2003)

For nearly 10 years, CPRE has evaluated the Merck Institute for Science Education's (MISE) 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.

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

(March 2003)

This publication reviews how 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](mailto:cpre@gse.upenn.edu).

**[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 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 print copies of these case studies, please e-mail us at [cpre@gse.upenn.edu](mailto:cpre@gse.upenn.edu).

## Employment Opportunities at CPRE

Do you know of anyone in the Philadelphia area who is looking for employment? CPRE's office at the University of Pennsylvania is currently recruiting for an administrative assistant to provide fiscal and administrative support. This position will aid in managing CPRE's financial monitoring, procurement and reimbursement processing, and will broker information requests about our work. A high school diploma is required, and a college degree is preferred. Candidates should have at least three years experience in an administrative support position using similar skills, and must be experienced users of Windows, Word or Word Perfect, Excel and be able to demonstrate proficiency. Applicants must have excellent and demonstrable communications and mathematical skills. Salary: \$26,247-\$34,285. This position is contingent upon funding. Applicants should send a cover letter and resume to: CPRE Search Committee, 3440 Market Street, Suite 560, Philadelphia, PA 19104-3325. Or fax to (215) 573-7914. *Sorry, electronic submissions of resumes will not be accepted.*

## CPRE-Wisconsin Listserv

CPRE's office at the University of Wisconsin-Madison 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. To subscribe or to view past newsletters, please [click here](#).

## 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)

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