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To: "CPRE In-Sites" <CPRENEWS@lists.upenn.edu>
Sent: Wednesday, May 05, 2004 9:59 AM
Subject: CPRE In-Sites, Issue 26 (May 2004)



Issue on: Leadership, Professional Development, and Coaching

Leadership in education is an issue that is becoming increasingly more important as pressure for improving student performance in the current standards-based accountability environment swells and test results are increasingly scrutinized. Today's educational leaders make the everyday decisions that affect the future of children and youth in their schools. School leaders encourage professional development and coaching, to help share new knowledge and tools to promote improvement in education. CPRE has studied these extremely important topics and has published findings in the following publications:

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

Tom Corcoran, Siobhan McVay, and Kate Riordan, December 2003, RR-55

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

Amy J. Bach and Jonathan A. Supovitz, November 2003

[Developing Communities of Instructional Practice: Lessons from Cincinnati and Philadelphia](#)

Jonathan A. Supovitz and Jolley Bruce Christman, November 2003, RB-39

[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, and Jonathan A. Supovitz, May 2003

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

Kate Riordan, March 2003, RR-53

[Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development](#)

Richard F. Elmore, 2002

Published by the Albert Shanker Institute

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

Jonathan A. Supovitz and Susan M. Poglinco, December 2001

[School Leadership and Reform: Case Studies of Philadelphia Principals](#)

Mary Helen Spiri, May 2001, CPRE Occasional Paper

[Learning Policy: When State Education Reform Works](#)

David K. Cohen and Heather C. Hill, 2001

Available from: Yale University Press, Direct Mail Department, PO Box 209040, New Haven, CT 06520-9040

[District Leaders' Perceptions of Teacher Learning](#)

James P. Spillane, February 2000, OP-05

[Building a New Structure for School Leadership](#)

Richard F. Elmore, 2000

Published by the Albert Shanker Institute

[Instruction, Capacity, and Improvement](#)

David Cohen and Deborah Loewenberg Ball, June 1999, RR-43

CPRE Researchers Receive Awards from the American Educational Research Association

At this year's American Educational Research Association's annual meeting, three CPRE researchers were presented with awards at a ceremony on April 14. Deborah Loewenberg Ball, David K. Cohen, and Stephen W. Raudenbush from the University of Michigan received the Palmer O. Johnson Memorial Award, which is given for an outstanding article published in one of the association's publications. The award was given for their article "Resources, Instruction, and Research" which appeared in *Educational Evaluation and Policy Analysis*.

Geoffrey Borman from the University of Wisconsin-Madison was one of four scholars who authored the article "Comprehensive School Reform and Student Achievement: A Meta-Analysis," which appeared in *Review of Educational Research*. Borman, along with the other three authors, won the Review of Research Award for a particularly outstanding review article on education research.

CPRE Researcher Michael Kirst Featured in Film Documentary

Michael Kirst was recently featured in a new film documentary on the state of California's schools. *From First to Worst*, a production of the Merrow Report, details how California's public school system went from the nation's best in the 1950s to its worst by 1994. The documentary is now available on DVD through the Merrow Report. [Click here](#) for more information.

Richard Elmore Speaks to Harvard Graduate School of Education News

CPRE Co-Director Richard Elmore recently sat down for an interview with *Harvard Graduate School of Education News* on reconnecting superintendents to instruction. [Click here](#) to read the interview and listen to sound bytes from Dr. Elmore.

CPRE Co-Director and Researcher Publish Articles in Aspen Institute's Congressional Program Conference Papers

The Aspen Institute Congressional Program is a nonpartisan educational program designed to foster leadership on public policy issues among members of the United States Congress. Since its inception in 1983, the Program has focused primarily on foreign policy and has grown to be a valued educational resource for leading U.S. lawmakers. Over the course of several days, members of Congress have an opportunity to gain in-depth knowledge of selected subjects and to explore various options for U.S. policy with internationally recognized scholars and prominent world leaders. Over 200 members of Congress have participated in 69 conferences.

After the most recent Congressional Program, held from February 17-22, 2004, the Aspen Institute published conference papers titled *The Challenge for Education Reform: Standards, Accountability, Resources, and Policy*. In an article on *The State Context for Implementing the No Child Left Behind Act*, CPRE Co-Director Margaret Goertz outlines the enactment of the No Child Left Behind Act in terms of state accountability policies, state and district support for low-performing schools, and the fiscal context for reform. CPRE researcher Michael Kirst has authored an article titled *New Policies to Better Connect K-12 and Postsecondary Education Systems*, which uses data that was derived from the Stanford University Bridge Project, a six-year national study.

For copies of either or both of these articles, please e-mail us at insites@gse.upenn.edu with your mailing address (these articles are not yet available for download) indicating which piece(s) you would like to receive.

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.

[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.

For print copies of any of the publications listed above, please e-mail us at insites@gse.upenn.edu.

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.

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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If you have a colleague who you think would be interested in this issue of *CPRE In-Sites*, please pass it along!

CPRE In-Sites

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Please note: CPRE In-Sites will have a new Managing Editor, effective next month! Kelly Stanton will be taking over the production and dissemination of the newsletter.

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