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From: "Christine Jenter" <jenterc@gse.upenn.edu>
To: "CPRE In-Sites" <CPRENEWS@lists.upenn.edu>
Sent: Wednesday, November 26, 2003 10:01 AM
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Developing Communities of Instructional Practice: Lessons from Cincinnati and Philadelphia

In a new brief, researchers Jonathan A. Supovitz of CPRE and Jolley Bruce Christman of Research for Action examine 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. For an electronic copy of the brief, please click [here](#) to download it from our website. To order a print copy, please e-mail us at cpre@gse.upenn.edu.

The Use of Research Evidence in Instructional Improvement

In a new policy brief by Tom Corcoran, 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 are examined. 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. To download a copy of this brief, please click [here](#). For a print copy, e-mail us at cpre@gse.upenn.edu.

Changing District Culture and Capacity: The Impact of the Merck Institute for Science Education Partnership

The third in a series of four research reports presenting findings from CPRE's ten-year long evaluation of the Merck Institute for Science Education (MISE) and its partnership with four school districts in New Jersey and Pennsylvania, this report by Tom Corcoran and Nancy Lawrence 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. For an electronic copy of this report, please click [here](#), or for a print copy, please e-mail us at cpre@gse.upenn.edu.

Teacher and Coach Implementation of Writers Workshop

in America's Choice Schools, 2001 and 2002

This report follows a line of inquiry started with a 2002 CPRE report titled [Implementation of the America's Choice Literacy Workshops](#). Authors Amy Bach and Jonathan A. Supovitz report on the progress of teachers and literacy coaches to implement the writers workshop component of the America's Choice design, which is a key component of rollout in the first year of implementation. Results indicate that America's Choice has made substantial progress in teachers' implementation of writers workshop from 2001-2002. To download a copy of this publication, please click [here](#).

Calling All Parents

Communication staff from selected national education research centers and regional educational laboratories will be writing a book for parents about education. Members of CPRE's communications team will contribute a chapter in an effort to help parents better understand the basics and implications of education policymaking. We plan to intersperse throughout the chapter practical examples of parents who have made a difference in education by getting involved in policy decision-making. We would like to conduct short interviews with parents who have had an impact in education policymaking so that we can include your experiences, both positive and negative, in our chapter. If you are interested in being interviewed and contributing to this effort, please contact Robb Sewell at robbs@gse.upenn.edu.

National Staff Development Council Annual Conference in New Orleans

This year, the National Staff Development Council (NSDC) will host its 35th annual conference in New Orleans from December 5-10. The theme for the conference is "Celebrate! A Rich Culture of Learning and Leading." The conference will be held at the New Orleans Marriott and the Sheraton New Orleans.

CPRE Executive Board Member, and Director of the El Paso Collaborative for Academic Excellence, Susana Navarro will be giving a presentation on Tuesday, December 9 from 3:00-5:00 on "Using Professional Learning to Close the Achievement Gap." Dr. Navarro, along with her colleagues, will explain how El Paso Collaborative for Academic Excellence supports high-quality, intensive professional development focused on continued learning regarding content and pedagogy.

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 booth #225 and visit us!

For more information on the conference, please visit the [NSDC website](#).

Recent Publications by CPRE Researchers

[External Support to Schools on Probation: Getting a Leg Up?](#)

(Kara Finnigan and Jennifer O'Day, July 2003)

This joint report by CPRE and the Consortium on Chicago School Research focuses on the core of a new accountability system, the Chicago school probation policy. It is based on a two-year study of the design and implementation of the probation policy in Chicago's elementary schools. The lessons learned are relevant not only to Chicago Public Schools, but also to other jurisdictions instituting similar policies.

[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)

Schools throughout the nation are increasingly relying upon the leadership of coaches to establish an effective

professional development environment to train teachers on techniques and practices. This report examines multiple aspects of the coach's role in the implementation of the America's Choice school design in 27 schools across the United States. The results reveal consistent factors and influences that either hindered or perpetuated effective coaching and subsequently impacted teachers' implementation of standards.

[The Impact of Standards-based Reform in Duval County, Florida, 1999-2002](#)

(Jonathan A. Supovitz and Brooke Snyder Taylor, May 2003)

This report examines elementary and middle school reading, writing, and mathematics results from the spring of 1999 to the spring of 2002 on the Florida Comprehensive Assessment Test in Duval County relative to seven other similar counties in Florida. It includes data results from the 1998-1999 school year to represent the year before Duval began implementing standards-based reform, as well as the most current data results available (2001-2002). All school-level data that were available from the Florida Department of Education were included in this study. The results provide evidence to support the authors' hypothesis that Duval's efforts to systematically change the practices of teachers and school leaders across its system are improving the achievement of its elementary schools at a faster rate than in other comparable districts.

[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.

[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.

[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.

[Redesigning Accountability Systems for Education](#)

(Susan H. Fuhrman, September 2003)

This policy brief summarizes a book of the same title that is scheduled to be released this winter. It focuses on questions addressed by the book's authors, reviews the many issues that states are confronting as they implement accountability systems, and provides guidance for states looking to fine-tune or redesign accountability systems to help meet policies as they were intended.

[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.

To obtain print copies of any of these publications, please e-mail us at cpre@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)

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