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Special Issue: CPRE Researchers Contribute Knowledge of Assessing Teacher, Classroom, and School Effects in the *Peabody Journal of Education*

CPRE researchers at the University of Wisconsin-Madison served as guest editors in the recently released issue of the *Peabody Journal of Education*. The researchers contributed six articles focusing generally on new directions in assessing and measuring teacher, classroom, and school effects on improvements in student academic achievement, and more specifically analyzing the criterion validity and surrounding human resources strategies of new efforts to implement performance-based teacher evaluations — the results of which in some cases are linked to new knowledge-and skills-based teacher salary schedules. A brief description of each article follows.

Please e-mail insites@gse.upenn.edu to obtain copies.

Introduction to the Special Issue: Assessing Teacher, Classroom, and School Effects (Allan Odden)

This introductory article explains the purpose and sequence of the six articles, providing background on the inter-related focus and overall conclusions drawn from the research.

Assessing Teacher, Classroom, and School Effects, Including Fiscal Effects (Allan Odden, Geoffrey Borman, and Mark Fermanich)

This article provides a general conceptual framework for the three articles to follow. The focus of this article surrounds the authors' position that too much previous research has tended to assess the effects of student, classroom, and school variables in isolation from other variables and has often used statistical techniques that ignored the nested nature of the three classes of factors. The authors identify an alternative educationally oriented framework to assess the effects of various student, classroom/teacher, and school variables on student learning.

The following three articles use the developed general framework to study the criterion validity of new performance-based teacher evaluation systems, which provide one measure of teacher quality. All three places described below use some version of the teaching standards and evaluation rubrics developed by Charlotte Danielson.

The Relationship Between Teacher Performance Evaluation Scores and Student Achievement: Evidence From Cincinnati (Anthony Milanowski)

This article studies the system in Cincinnati, Ohio, the results of which were initially to be linked to a performance pay structure. Milanowski presents the results of an analysis of the relationship between teacher evaluation scores and student achievement on district and state tests in reading, mathematics, and science.

Examining the Relationship Between Teacher Evaluation and Student Assessment Results in Washoe County

(Steven Kimball, Brad White, Anthony Milanowski, and Geoffrey Borman)

Kimball et al. study the system in Washoe County (Reno, Nevada), which is not linked to pay, and describe the findings from an analysis of the relationship between the scores on a standards-based evaluation system and student achievement measures.

Vaughn Elementary's Innovative Teacher Evaluation System: Are Teacher Evaluation Scores Related to Growth in Student Achievement?

(H. Alix Gallagher)

This article examines the validity of a performance-based, subject-specific teacher evaluation system by analyzing the relationship between teacher evaluation scores and student achievement.

Alignment of Human Resource Practices and Teacher Performance Competency

(Herbert Heneman III and Anthony Milanowski)

The authors of this article argue that human resource (HR) management practices are important components of strategies for improving student achievement in an accountability environment and that these HR systems, within which ambitious evaluation and compensation systems are managed, need to be strengthened. The authors conclude with recommendations on developing more effective HR systems.

Lessons Learned About Standards-Based Teacher Evaluation Systems

(Allan Odden)

This concluding article outlines a set of "lessons learned" from the above articles, focusing largely on the lessons learned about designing, implementing, and using performance-based evaluation systems that could be linked to teacher pay increases.

Recent Publications

>From Whole School to Whole System Reform

Whole school or comprehensive school reform can claim varied accomplishments specific to the school environment and improvement of student performance. Through this process, important lessons about system capacity for change and methods for advancing school reform efforts have come to light. Highlighting these lessons and expanding on them, the National Clearinghouse for Comprehensive School Reform, in conjunction with the Annenberg Institute for School Reform, the Consortium for Policy Research in Education, and New American Schools, has created a multi-tiered set of policy recommendations for the future of the whole school reform movement. These guidelines provide for using whole school reform as an effective means for improving student achievement while supporting states and districts to meet adequate yearly progress goals. Drawing on the strengths and contributions of various stakeholders, this report goes beyond simply advocating continued federal support for comprehensive school reform. Rather, it provides a multi-tiered set of policy recommendations that can provide a supportive infrastructure at the school level. It recognizes that whole or comprehensive school reform by itself is an incomplete theory of action and that whole district reform is needed to create the environment for improving learning of all students—the central aim of policymakers at all levels.

This report is available on the NCCSR website at: www.goodschools.gwu.edu/fromwholeschool.pdf and also on the website of the Institute for Educational Leadership at: www.iel.org/pubs/fromwholeschool.pdf

Do Teacher Induction and Mentoring Matter?

This article, written by Richard Ingersoll and Thomas Smith and published in the *National Association of Secondary School Principals Bulletin*, features a study examining the support, guidance, and orientation programs — collectively

known as induction — for beginning elementary and secondary teachers during the transition into their first-year teaching jobs. In particular, this study focuses on whether such supports have a positive effect on the retention of beginning teachers. The study also focuses on different types and components of induction, including mentoring programs, collective group activities, and the provision of extra resources and reduced workloads.

To obtain a copy of this article, send your request to insites@gse.upenn.edu

[A Longitudinal Study of the Impact of America's Choice on Student Performance in Rochester, NY](#)

This report, written by Henry May, Jonathan A. Supovitz, and David Perda, offers a rare opportunity to examine the effects of interventions over multiple years. CPRE examined 11 years of student performance data from Rochester, New York, to determine the effects of America's Choice on student learning from 1998 to 2003. The study sought to answer three core questions regarding the effectiveness of the America's Choice design in relation to increasing students' rates of learning, improving the performance of particularly low-achieving students, and making education more equitable for minority students. Results indicate positive gains for America's Choice students in both reading and mathematics — particularly in grades 4 to 8 where students gained slightly more than two months of additional learning per year — in comparison to other Rochester schools. In addition, results show the design significantly improved the learning opportunities for low-achieving and minority students — particularly Hispanics and African Americans — thus making strides to reduce the achievement gap between White and minority students.

The following two articles are recent contributions to the *Journal of Education Finance*. Please e-mail insites@gse.upenn.edu for print copies.

Inside the Black Box of School District Spending on Professional Development: Lessons from Five Urban School Districts Karen Hawley Miles, Allan Odden, Mark Fermanich, and Sarah Archibald, 2004

Assessing the Equity of Kentucky's SEEK Formula: A 10-Year Analysis Lawrence Picus, Allan Odden, and Mark Fermanich, 2004

CPRE in the News

The America's Choice school design, developed by the National Center on Education and the Economy, was recently highlighted by the U.S. Department of Education as one promising school improvement model that is succeeding at closing the achievement gap and lifting more students to high standards. The article also recognizes CPRE's external evaluation of the school reform design, citing the series of reports written by CPRE that examine the impact and implementation of the program. To read this featured article in its entirety click [here](#).

To read more about CPRE's external evaluation of the America's Choice school design click [here](#).

Books by CPRE Researchers

Political Education: National Policy Comes of Age

Christopher T. Cross (CPRE Executive Board member), Foreword by Richard Riley and Ted Sanders

This book traces the evolution of federal education policy during the latter half of the 20th Century — from World War II to the present, including a separate chapter on the new federal law, No Child Left Behind, by Paul Manna. *Political Education: National Policy Comes of Age* is the only book to cover public K-12 education policy in the modern era and is based on research conducted in several presidential libraries and interviews with more than 20 people who held key positions during that time. Cross chronicles how the federal role in education has been transformed over the years, including a look at the major organizations, interest groups, and policymakers to influence federal policy; how and why the U.S. Department of Education came into existence; how the Title I program came to emphasize whole school reform; the history behind the development of the federal government special education policy; and the justification for

the federal role in the No Child Left Behind Act of 2001.

To order copies of this book, contact Teachers College Press directly at <http://store.tcpres.com/0807743976.shtml>.

>From High School to College: Improving Opportunities for Success in Post Secondary Education

Michael W. Kirst and Andrea Venezia (Eds.)

This recently released book presents findings of a major research project that examined the fit between high-school-level policies regarding college preparation, and what colleges considered when admitting first-year students and placing them into college-level courses. Edited by Michael W. Kirst and Andrea Venezia, this study reveals the fragmentation of current K-12 and postsecondary education systems resulting in unnecessary barriers for students, sending students and parents inaccurate messages about what is expected at the postsecondary level. The book offers recommendations for changes in several policy areas — including curriculum development and assessment — that could result in improved opportunities for all students to succeed at the postsecondary level.

Copies of this book can be ordered directly through John Wiley and Sons, Inc. at <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-078797062X.html>.

Whitewashing Race: The Myth of a Color-Blind Society

Martin Carnoy, Michael K. Brown, David Wellman, Elliott Currie, Troy Duster, Marjorie M. Shultz, and David B. Oppenheimer

This book takes a new look at the role of race in U.S. society, showing the cumulative effects of inequality on blacks and the long-term positive effects of institutional discrimination on whites. The authors provide analysis of the institutional roots of racial disparity throughout U.S. history, and they discuss ways to transform these institutions in today's post-affirmative-action era; arguing as an alternative to affirmative action, a combination of public-sector spending and institutional change to eradicate the perpetual pattern of inequality fostered by routine organizational rules and practices that serve as barriers to racial equality.

This book recently received the Benjamin L. Hooks Outstanding Book Award from the Benjamin L. Hooks Institute for Social Change.

Copies of this book can be ordered directly through the [University of California Press](http://www.ucpress.edu).

Upcoming Meetings

Registration is now open for the 2004 National Conference on Teacher Compensation and Evaluation to be held November 11-12, 2004, in suburban Chicago. The 5th annual conference will focus on districts, states, and schools that are implementing teacher compensation and evaluation innovations, along with research findings from the project's ongoing work. Registration is only \$200 and includes continental breakfast and lunch each day, as well as conference materials. Go to the CPRE Wisconsin website at www.wcer.wisc.edu/cpre for more information and to register.

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](http://www.cpre-wisc.edu) 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 web sites.

[CPRE-University of Pennsylvania web site](#)

[CPRE-University of Michigan web site \(Study of Instructional Improvement\)](#)

[CPRE-University of Wisconsin-Madison web site](#)

[CPRE-University of Wisconsin-Madison web site \(School Finance\)](#)

[CPRE-University of Wisconsin-Madison web site \(Teacher Compensation\)](#)

Editors' Notes

Beginning with this issue, *In-Sites* will now be published on a bimonthly basis. As always, we appreciate your interest in CPRE research and welcome any comments or questions. Please e-mail us at insites@gse.upenn.edu.

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With the growing use of anti-spam filters, we have seen an increase in the number of returned e-mails when we send out this newsletter. If you think that you may have missed an issue of *CPRE In-Sites*, you can view previous newsletters at our website by [clicking here](#).

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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