

Subject: [Cpre-news] CPRE In-Sites, June 2010

From: "Kelly A. Stanton" <stantonk@gse.upenn.edu>

Date: Wed, 02 Jun 2010 14:52:07 -0400

To: cpre-news@lists.gse.upenn.edu



Center Updates: The Center on Continuous Instructional Improvement (CCII)

CCII Partners with the Vermont Mathematics Project Ongoing Assessment Project (OGAP) and Wireless Generation to facilitate teachers' use of information about students' mathematical understanding

CCII is involved in development work with the [Vermont Mathematics Project Ongoing Assessment Project](#) (OGAP). OGAP is one of the most highly regarded formative assessment projects in mathematics. Under the leadership of Marge Petit, an influential figure in the reform of mathematics education and assessment, OGAP has developed an extensive bank of open-ended assessment items that are designed to reveal students' levels of understanding and skill proficiency in the key late elementary and middle school mathematics areas of fractional, proportional, and multiplicative reasoning.

CPRE is contributing to OGAP development by conducting a secondary data analysis of data collected on teachers' interpretation and use of formative assessments by the Vermont Mathematics Partnership (VMP) in 2005 and 2007. The secondary data analysis will produce findings about the relationships among OGAP professional development, use of OGAP assessments, instructional practice, and student learning. CPRE is also partnering with [Wireless Generation](#) in New York City to develop prototype technology and software platform to facilitate OGAP teachers' use of information about students' understanding of multiplicative reasoning. The prototype is in the final stages of development and will soon be field tested with a sample of OGAP teachers in Vermont.

CCII Assists Massachusetts in Developing Learning Progressions in Science

In [November](#) of 2009, CCII Principal Investigator Tom Corcoran and CCII Research Scientist Aaron Rogat helped the Department of Education in Massachusetts to organize a small panel of experts on learning progressions in science. This panel provided feedback to Massachusetts in their attempt to construct a framework that could be used to develop learning progressions for all the topics in their science standards. CCII also provided funds to Massachusetts so that they could recruit all the necessary panelists in this work. CCII also had a role in encouraging the state to assemble a meeting between staffers developing standards and staffers developing state assessments—a rare occurrence for any state. In addition, Aaron Rogat had a direct role in developing a number of progressions in the Life Sciences that Massachusetts is using. The learning progressions that Massachusetts has developed through outside experts are currently being used by the state's advisory board that is doing the actual work of revising the science standards and they are providing guidance on what ideas to target in their standards.

CCII Principal Investigator Presents at CSSS Annual Meeting

Tom Corcoran recently presented an overview of Learning Progression in Science at the Council of State Science Supervisors Annual meeting. The presentation on learning progressions reflected the meeting's theme--Leading Science

Education into the Future. The meeting took place from March 15-17, 2010 in Philadelphia, PA.

http://www.cpre.org/ccii/images/stories/ccii_pdfs/learning_progression_in_science_csssmar2010.pdf

CPRE Research Featured in Educational Journals and News Media

CPRE Researchers Contribute to the Special Issue on Interim Assessments in the Peabody Journal of Education

[Benchmarks for Success? Interim Assessments as a Strategy for Educational Improvement](#) *Peabody Journal of Education* (April 2010), 85(2). *Note: You must subscribe to this journal in order to download the abstract and full text.

Introduction to the Special Issue by Katrina E. Bulkley, Leslie Nabors Oláh, Suzanne Blanc (pages 115-124).

Building With Benchmarks: The Role of the District in Philadelphia's Benchmark Assessment System by Katrina E. Bulkley, Jolley Bruce Christman, Margaret E. Goertz, Nancy R. Lawrence (pages 186-204)

This article takes a close look at the School District Philadelphia's implementation of a set of Benchmark assessments aligned with its Core Curriculum district-wide in 2004. Researchers examine the overall context for Benchmarks in Philadelphia, the expectations district leaders had for the use of those Benchmarks, the supports put in place to assist those in schools in meeting those expectations, and the challenges encountered in that implementation.

Learning to Learn From Benchmark Assessment Data: How Teachers Analyze Results

by Leslie Nabors Oláh, Nancy R. Lawrence, and Matthew Riggan (pages 226-245)

This article presents findings from a larger CPRE study examining the use of interim assessments and the policy supports that promote use to improve instruction, focusing on elementary school mathematics. The authors address the following questions: (a) How do the Philadelphia teachers in our sample analyze benchmark assessment results, (b) how do they plan instruction based on these results, and (c) what are their reported instructional responses to such results? The results of the study found that although the teachers in this study used interim assessment results to gain information about students' learning in mathematics, teachers did not use interim assessments to make sense of students' conceptual understanding.

This article is based on two CPRE publications recently produced from this study:

CPRE Research Report: [From Testing to Teaching: The Use of Interim Assessments in Classroom Instruction](#) by Margaret E. Goertz, Leslie Nabors Oláh, and Matthew Riggan, December 2009)

CPRE Policy Brief: [Can Interim Assessments be Used for Instructional Change?](#) by Margaret E. Goertz, Leslie Nabors Oláh, and Matthew Riggan, December 2009)

CPRE Research Featured in Recent Issues of Education Administration Quarterly

April 2010 Issue:

Developing a Psychometrically Sound Assessment of School Leadership: The VAL-ED as a Case Study by Andrew C. Porter, Morgan S. Polikoff, Ellen Goldring, Joseph Murphy, Stephen N. Elliott, and Henry May, *Educational Administration Quarterly*, 2010, 46(2): 135-173.

This article examines the Vanderbilt Assessment of Leadership in Education (VAL-ED), an instrument developed by a team of researchers in principal leadership, assessment development, and psychometrics that is designed to assess principal instructional leadership. The purpose of this article is to report on iterative development work where VAL-ED was tested and revised across several cycles. At the end of the development process, VAL-ED represents a promising instrument for assessing principal instructional leadership. The VAL-ED also represents a tool for possible use by

principal leadership researchers in measuring the effectiveness of school principals.

<http://eaq.sagepub.com/cgi/content/abstract/46/2/135>

Developing Instructional Leaders: Using Mixed Methods to Explore the Black Box of Planned Change in Principals' Professional Practice by Carol A. Barnes, Eric Camburn, Beth R. Sanders, and James Sebastian, *Educational Administration Quarterly*, 46(2), 241–279

Based on CPRE's [Study of School Leadership](#), this study examines learning, and both cognitive and behavioral change among a sample of randomly assigned urban principals, half of whom participated in a sustained, district-based professional development program (DPD). The study raises important questions for research, policy, and program design in terms of how to think about planned change for practicing professionals in general, and school leaders in particular.

<http://eaq.sagepub.com/cgi/content/abstract/46/2/241>

***Note:** EAQ requires a subscription to download full text.

February 2010 issue:

How Principals and Peers Influence Teaching and Learning

by Jonathan Supovitz; Philip Sirinides; Henry May, *Educational Administration Quarterly*, 46(1), 31-56.

This paper examines the effects of principal leadership and peer teacher influence on teachers' instructional practice and student learning. According to the authors, the results indicate the importance of principals work for student learning because of their indirect influence on teachers' practices through the fostering of collaboration and communication around instruction.

<http://eaq.sagepub.com/cgi/content/abstract/46/1/31>

...More CPRE Publications

Planning Ahead: Making Program Implementation More Predictable

by Elliot H. Weinbaum and Jonathan A. Supovitz, *Phi Delta Kappan*, 91(7) (April 2010): pp. 68-71.

Based on the book, *The Implementation Gap: Understanding Reform in High Schools* (Jonathan Supovitz and Elliot Weinbaum, 2008), this article highlights findings from CPRE's in-depth investigation of what actually happens when externally designed reforms enter school environments; particularly focusing on high schools, the sites of the greatest challenges in current school improvement efforts. Researchers found that the implementation process has junctures that can be identified, making the process more predictable. That knowledge can be used to make sure that reforms are not weakened as they are adapted by schools.

Note: PDK requires a subscription to download full-text. [Click here to read the abstract and order the full text.](#)

The Implementation Gap: Understanding Reform in High Schools (Jonathan Supovitz and Elliot Weinbaum, 2008) is available from [Teachers College Press](#).

CPRE Co-Director Margaret Goertz Contributes Chapter to NCTM's Yearbook on Mathematics Curriculum

The National Council of Teachers of Mathematics Seventy-second Yearbook titled, *Mathematics Curriculum: Issues, Trends, and Future Directions*, focuses on the timely issues that the field is currently discussing in effort to both guide

and stimulate thinking about the past, present, and future of the mathematics curriculum.

CPRE Co-director Margaret Goertz explored the issue of national standards in her chapter titled, "National Standards: Lessons from the Past, Directions for the Future."

Visit [NCTM](#) to read the preface (free download) and to purchase a copy.

Gaining Ground in the Middle Grades: Why Some Schools Do Better

by EdSource in collaboration with CPRE Senior Researcher Mike Kirst, Edward Haertel, Jesse Levin, William Padia

Growing research shows the importance of the middle grades in determining whether students will succeed in high school and beyond, but very little research has been conducted on the relationship between particular middle grade practices and policies and improved academic outcomes. Recently a team of researchers, under the direction of EdSource, embarked on an extensive study surveying more than 4,000 teachers, principals, and superintendents in California about a wide range of middle grades practices. As the report states, this study contributes to the field by identifying a broad range of traditional and newer middle grade policies and practices, and determining in California which of these differentiate higher- from lower-performing schools serving similar student populations, with performance measured by the state's standards-based tests.

Visit EdSource to download the full report free-of-charge: <http://www.edsource.org/middle-grades-study.html>

Middle Grades Study Featured in Education Week

Recently *Education Week* featured a commentary about the middle grades study. The authors Trish Williams and Michael Kirst summarize the study's key findings and outline a set of effective practices that can be implemented, in tandem with strong leadership, by any middle-grades school, regardless of the grade configuration or the organization of teaching and instruction.

<http://www.edweek.org/ew/articles/2010/03/04/24kirst.h29.html?tkn=ZWWFbzB9F7ROpJo7wNbZ3vV0PYbEUWI72iMG>

Assessing Success in School Finance Litigation: The Case of New Jersey

by Margaret Goertz and Michael Weiss. *Education, Equity, and the Law: No. 1*. New York: The Campaign for Educational Equity.

Education finance policy in New Jersey has been shaped by over 30 years of school finance litigation. Through its decisions in *Robinson v. Cahill* (1973-1976) and *Abbott v. Burke* (1985-2005), the justices of New Jersey's supreme court have defined the state's constitutional guarantee of a "thorough and efficient" education, set parameters for how the state's urban schools should be funded, and provided guidance on how education dollars should be spent in these communities (the so-called Abbott districts). In January 2008, the legislature enacted a new funding formula, the School Finance Reform Act of 2008, which jettisons the court's remedies. The court upheld the constitutionality of this law in its 20th Abbott ruling issued in May 2009. The purpose of this paper is to examine the impact of court-mandated school finance reform in New Jersey and describe the School Finance Reform Act (SFRA) of 2008 and its potential impact.

http://www.tc.columbia.edu/i/a/document/11775_EdEquityLawNo1.pdf

CPRE Senior Researcher Michael Kirst Discusses K-12 and Postsecondary Alignment in ECS Paper

Stagnant college completion rates, high postsecondary remediation rates—and the high costs associated with postsecondary remediation—make clear that better alignment is needed between K-12 and postsecondary education. The Education Commission of the States (ECS) Perspective Paper by CPRE Senior Researcher (Stanford University) Michael Kirst sets forth four policy levers necessary for true reform to take place, and evaluates state progress to date in each of the four areas. To read the paper, please visit the ECS website.

http://www.mmsend9.com/lc.cfm?r=179509574&sid=7687437&m=843193&u=ECS_&s=http://www.ecs.org

</clearinghouse/82/15/8215.pdf>

Recent Books by CPRE Researchers

CPRE Researchers Matthew Riggan and Margaret Goertz Offer Ideas on Sustainable Leadership in the School of the Future

In 2006, the school district of Philadelphia teamed up with the Microsoft Corporation to redesign the American high school. The fruit of this effort was the School of the Future, a high-tech school built fundamentally on a new approach for teaching and learning. *What's Next? Educational Innovation and Philadelphia's School of the Future* offers a detailed study of the school's first three years (2006–2009) revealing what the School of the Future can teach us about high school redesign, public-private partnerships, and the use of technology in school reform.

CPRE Researcher Matthew Riggan and CPRE Co-director Margaret Goertz coauthored a chapter in this book titled, "The Challenge of Sustainable Leadership."

This book is available in paperback from [Harvard Education Press](#).

Favorable Review for CPRE's Book on Understanding Reform in High Schools

The International Reading Association recently reviewed *The Implementation Gap: Understanding Reform in High Schools* along with other recently published books on high school reform and highly recommended *The Implementation Gap* as a resource that "can help literacy professionals develop a flexible disposition toward reform." [Click here](#) to read the review featured in the *Journal of Adolescent and Adult Literacy* (December, 2009).

[The Implementation Gap: Understanding Reform in High Schools](#) by Jonathan A. Supovitz and Elliot H. Weinbaum (2008, Teachers College Press)

CPRE-Michigan Senior Researcher David Cohen Coauthors a Book Examining the Development and Progression of the Title I Program

The Ordeal of Equality: Did Federal Regulation Fix the Schools? by David K. Cohen and Susan L. Moffitt, provides an historical policy analysis of K-12 education and federal regulation. Published this fall by Harvard University Press, the book looks at the development of the Title I program and examines its accomplishments and downfalls, and the contributing factors for each. With incisive clarity and wit, the authors argue that enormous gaps existed between policies and programs, and the real-world practices that they attempted to change.

To order a copy of the book, please visit [Harvard Education Press](#).

CPRE Researchers in the News

President Obama Nominates CPRE Senior Researcher and University of Michigan School of Education Dean Deborah Ball to Administration Post

On February 23, President Obama nominated Deborah Ball to serve as a member of the National Board for Education Sciences. The fifteen-member board meets three times yearly to evaluate the work of the Institute of Education Sciences (IES), the research arm of the U.S. Department of Education, and shape its research priorities. Members consist of highly qualified researchers and education experts and must be approved by the U.S. Senate.

To read more about the board, please visit the IES website at: <http://ies.ed.gov/director/board/index.asp>

To read the White House press release, please visit: <http://www.whitehouse.gov/the-press-office/president-obama-announces-more-key-administration-posts-22310>

New York Times Magazine Features Efforts at University of Michigan School of Education—a CPRE Consortium Partner—to Improve Teacher Training and Teacher Quality

The cover story of the March 2, 2010 issue of the New York Times Magazine features work that CPRE Senior Researcher and University of Michigan School of Education Dean Deborah Ball and her colleagues have been doing to improve teaching through research and development efforts. The article, titled, “Building a Better Teacher” by Elizabeth Green, includes Ball and her colleagues’ research on the mathematical knowledge used in the work of teaching. The efforts of the Teacher Education Initiative to redesign the University of Michigan teacher preparation program with a special focus on professional practice combined with content knowledge for teaching is also highlighted. To read the article, please visit the New York Times: <http://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html>

Editor's Notes

We appreciate your interest in CPRE research and welcome any comments or questions. Please e-mail us at insites@gse.upenn.edu.

Also, we respect your privacy and will not share or sell your email/contact information. To unsubscribe, click on the link below. Write "Remove" in your subject heading, and we will promptly remove you from our listserv: insites@gse.upenn.edu.

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

Managing Editor:

Kelly Stanton Fair

Copyright 2010 by the Consortium for Policy Research in Education

Cpre-news mailing list

Cpre-news@lists.gse.upenn.edu

<http://lists.gse.upenn.edu/mailman/listinfo/cpre-news>

Part 1.2	Content-Type: text/plain
	Content-Encoding: 7bit