

In-Sites

From: "Kelly A. Stanton" <stantonk@gse.upenn.edu>
To: <cpre-news@lists.upenn.edu>
Sent: Monday, January 07, 2008 4:46 PM
Subject: CPRE In-Sites, January 2008



CPRE *In-Sites*, January 2008

Greetings!

CPRE is looking forward to another productive year, continuing our effort to improve the quality of and expand the use of policies, systems, and tools that support improvements in the classroom and the functioning of public schools. In this newsletter, we are excited to share our newest publications, including the recently published volume, *The State of Education Policy Research*, a culmination of two decades of CPRE research, evaluating the strengths, weaknesses, and future course of education policy research in the United States.

We also encourage you to visit CPRE's recently redesigned website (www.cpre.org), enhanced with a new search engine and homepage features to better serve our communities. There you will find links to CPRE publications and detailed information about our research, past and present.

We sincerely thank you for your continued support of CPRE over the years. As always, we appreciate and welcome your feedback, and we thank you for sharing our research with your colleagues.

Best wishes and Happy New Year.

Susan Fuhrman
 Chair, CPRE Management Committee

New from CPRE

In a research report, CPRE researchers Henry May and Marian Robinson examine Ohio's PARS program.

In the 2006-07 school year, the Ohio Department of Education launched a pilot of its Personalized Assessment Reporting System (PARS) for the Ohio Graduation Tests including several new graduation test score reports for teachers, administrators, students, and parents along with two new websites. By providing clear and detailed information about student performance, along with tools for making sense of the data and resources for improving and targeting instruction, PARS has the potential to inform numerous aspects of instruction. This research report presents program evaluation findings from the first-year pilot of PARS.

Visit [CPRE's Website](http://www.cpre.org) to download a copy of this research report.

CPRE researchers write on education policy, big-city schools leadership, and

teacher leadership in several newly published volumes.

Richard Ingersoll, CPRE Senior Researcher at the University of Pennsylvania, is among the distinguished contributors to the new book, *Letters to the Next President: What We Can Do About the Real Crisis in Public Education*, Carl Glickman, Editor, Teachers College Press.

Visit [Teachers College Press](#) for more information and to purchase a copy of this book.

CPRE Senior Researchers Richard Elmore, Harvard University, and Allan Odden, University of Wisconsin, Madison, are among the stellar group of contributors to *Breaking Through*, John Simmons, Editor, Teachers College Press. The book examines the way that leaders of urban school systems seek to transform big-city districts into effective learning communities.

Visit [Teachers College Press](#) to order a copy of this book.

CPRE Senior Researchers Eric Camburn, University of Wisconsin, Steven M. Kimball, University of Wisconsin, and Jonathan Supovitz, University of Pennsylvania, are contributors to *Effective Teacher Leadership* (Melinda Mangin & Sara Ray Stoeling, Editors, Teachers College Press). The volume is a research-based analysis of nonsupervisory, school based, and instructional leadership.

Visit [Teachers College Press](#) to purchase a copy.

Fritz Mosher, Susan Fuhrman, and David Cohen describe the challenges to *The Research That Policy Needs* in a new article.

Drawing from their work in the new volume, *The State of Education Policy Research*, Fritz Mosher, Susan Fuhrman and David Cohen have published an article in *Educational Horizons*, a publication of Pi Lambda Theta. The essay represents a reprise of the conclusion to the book and considers what might increase the chances that research can produce the knowledge and tools needed to enable policy, and schools to succeed.

Click here to download a copy of [The Research That Policy Needs](#).

Their book, *The State of Education Policy Research* (LEA 2007) is appropriate for advanced courses in education administration, politics, and policy. It will also appeal to policy researchers in education, economics, and political science, to policy makers at the federal, state, and local levels and to the academic libraries serving them. The volume includes chapters authored or coauthored by CPRE senior researchers Susan Fuhrman, David Cohen, Tom Corcoran, Margaret Goertz, Elliot Weinbaum, James Spillane, Michael Kirst, Richard Ingersoll, Allan Odden Anthony Milanowski and Herbert Heneman. David Cohen, Susan Fuhrman and Fritz Mosher are the book's editors.

To order a copy of *The State of Education Policy Research*, visit [Taylor and Francis/Routledge](#).

James Spillane, CPRE Senior Researcher, is coeditor of a new book, *Distributed Leadership in Practice*.

Senior CPRE Researcher James Spillane of Northwestern University School of Education and Social Policy and John B. Diamond of Harvard are editors of this new volume that provides an expert view of distributed leadership in action. It represents a thorough examination that will be useful to policymakers and researchers interested in improving school leadership. The volume is part of the Critical Issues in Educational Leadership Series from Teachers College Press.

To purchase a copy of this book, visit [Teachers College Press](#).

CPRE in the News

Essay Discusses *Why We Need District-Based Reform*.

This commentary by CPRE Senior Researcher Jonathan Supovitz, featured in *Education Week* (Nov. 28, 2007), explores one of the thorniest challenges facing district leaders today—that of improving teaching and learning across entire systems of schools. Supovitz synthesizes some of the central lessons from recent research into ways to support systemwide instructional improvement.

Supovitz's commentary was based on research featured in a recently published volume, *The Case for District-Based Reform* (Harvard Education Press, 2007). This volume examines comprehensive school reform in one representative district. In 1999, under the superintendency of retired Air Force major John Fryer, the Duval County (Fla.) school system set out to improve every school in the district. Over the next five years, the district achieved stunning results that have drawn nationwide attention.

Visit Harvard Education Press to order a copy of [*The Case for District-Based Reform*](#).

Short on Power, Long on Responsibility

Published in the September, 2007 issue of *Educational Leadership*, CPRE Senior Researcher Richard Ingersoll writes a four-page brief, drawn from his book, *Who Controls Teachers' Work? Power and Accountability in America's Schools*. The above book, summarizing what the data indicate about the balance, or imbalance, between the power and control over school decisions held by teachers and the accountability increasing required of teachers. Copies can be downloaded from:
http://www.gse.upenn.edu/faculty_research/docs/EL-RMI-2007.pdf

A Selection of other 2007 Publications by CPRE Researchers

Teaching Matters: How State and Local Policymakers Can Improve the Quality of Teachers and Teaching (CPRE Policy Brief No. 48)—Thomas B. Corcoran considers state policies that influence teacher quality in six domains: licensing and alternative routes to certification, teacher education policies, teacher induction programs, professional development, compensation and evaluation, and the use of data by states to improve teaching.

Click [here](#) to obtain a copy of this policy brief.

Misdiagnosing the Teacher Quality Problem (CPRE Policy Brief No. 49)—Richard M. Ingersoll examines issues related to the hiring and retention of qualified teachers, including restrictive entry barriers to the occupation, teacher shortages, and underqualified and underprepared teachers. According to the author, the data point to out-of-field assignments, raising issues related to human-resource management in schools.

Click [here](#) to obtain a copy of this policy brief.

A Comparative Study of Teacher Preparation and Qualifications in Six Nations (CPRE Policy Brief No. 47)—Richard M. Ingersoll summarizes the results from a collaborative, comparative study of the qualifications of elementary and secondary teachers undertaken by a group of scholars, policymakers and senior education officials from six nations and one region—the United States, the Republic of Korea, the Republic of China, the district of Hong Kong, Singapore, Thailand, and Japan. Among other findings, the experts conclude that teacher quality problems cannot be solved if large numbers of teachers receive assignments outside their field of training.

Click [here](#) to obtain a copy of this policy brief.

Teacher Performance Pay: Synthesis of Plans, Research, and Guidelines for Practice (CPRE Policy Brief No. 46)—Herbert G. Heneman III, Anthony Milanowski, and Steven Kimball provide a summary and synthesis of CPRE research, policy analysis, and policy and practice suggestions for teacher compensation. The authors outline a set of guidelines for policy and to help states and districts do a better job of using teacher performance pay. The suggestions call for major changes in practice and will be relevant to emerging innovations in teacher compensation plans.

Click [here](#) to obtain a copy of this policy brief.

Redesigning School Finance Systems: Lessons from CPRE Research (CPRE Policy Brief No. 50)—Allan Odden provides a summary and synthesis of the last 15 years of CPRE research, policy analysis, and policy suggestions in school finance.

Click [here](#) to download a copy of this publication.

In addition to this report, the CPRE group at the University of Wisconsin-Madison, specializing in school finance and teacher compensation research and led by CPRE Co-director Allan Odden, has recently issued a series of new publications on the issues of school finance and teacher compensation. Click [here](#) to visit the CPRE University of Wisconsin-Madison website to download new publications free-of-charge.

State Policy Profiles: Teachers for a New Era (TNE) Initiative

Through its Teachers for a New Era (TNE) initiative, Carnegie Corporation of New York, with support from the Annenberg and Ford Foundations, is supporting ambitious reforms in selected teacher education programs. CPRE has developed policy profiles that explore the interaction of state policies and teacher education programs at 11 institutions in 10 states—California, Connecticut, Massachusetts, Michigan, New York, Texas, Virginia, Washington, and Wisconsin.

To read more about the TNE initiative and to download the state policy profiles, visit [CPRE's website](#).

How to Create World Class Teacher Compensation

This book by Allan Odden and Marc Wallace covers a variety of issues related to designing new compensation structures for teachers, including a chapter on developing a compensation strategy, ideas for creating a variety of pay elements based on knowledge and skills, an appendix on a new performance assessment or evaluation system for teachers, and a balanced scorecard for providing bonuses to individual teachers or groups of teachers based on improvements in student performance. The book is available for download at no charge at: www.freeloadpress.com. Follow the links to the log in section.

Rewarding Teacher Excellence

Allan Odden and Marc Wallace have completed a teacher compensation handbook for state and local policymakers interested in redesigning teacher salary structures so pay levels are adequate, all classrooms have quality teachers, and teacher compensation structures support the strategic goal of the education system: vastly improved student academic achievement. Available at www.wcer.wisc.edu/cpre/publications/newpublications.php.

Research Activity

CPRE's new Center on Continuous Instructional Improvement invites you to join our community.

The Consortium for Policy Research in Education (CPRE) has established a new Center on Continuous Instructional Improvement (CCII), a research center designed to address current issues in standards-based reform through a “continuous cycle of instructional improvement.” The center is funded by the William and Flora Hewlett Foundation. We invite you to visit CCII’s website (www.cci-cpre.org) and join our listSERV, submit your field research, and/or submit your product, resource, or event.

CPRE Senior Researchers update policymakers on CCII.

The meeting in Washington, DC, on Oct. 18, 2007, focused the center's efforts to inform policy discussions on the potential for improving teaching and learning through the use of adaptive instruction in the classroom. Participating in the meeting were CPRE researchers and staff along with Jackie Ancess, Co-Director, National Center for Restructuring Education, Schools and Teaching; Rolf Blank, Project Director, Council of Chief State School Officers; Cindy Brown, Director of Education Policy, Center for American Progress; Noelle Ellerson, Policy Analyst, American Association of School Administrators; Larry Friedman, Chief Officer, Evaluation, Planning and Research, Learning Point Associates; Heidi Glidden, Assistant Director, Educational Issues Department, American Federation of Teachers; Kati Haycock, President, Education Trust; Mariana Haynes, Director of Research, and Michelle Dinkes, Project Associate, National Association of State Boards of Education; Eugenia Kemble, Executive Director, and Burnie Bond, Director of Programs, Albert Shanker Institute; Traci Maday, Program Associate, Center for Comprehensive School Reform and Improvement; Alissa Peltzman, Policy Analyst, Achieve, Inc.; Robert Strange, Legislative Analyst, National Conference of State Legislatures; and Judy Wurtzel, Senior Fellow, Education and society Program, Aspen Institute.

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

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 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

Managing Editor
Kelly Stanton Fair

Editor

Connie Lngland

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