

In-Sites

From: "Kelly A. Stanton" <stantonk@gse.upenn.edu>
To: <cpre-news@lists.upenn.edu>
Sent: Monday, September 17, 2007 11:34 AM
Subject: CPRE In-Sites, September 2007



New from CPRE

CPRE's Center on Continuous Instructional Improvement (CCII) Launches a New Interactive Website.

With the launch of the website (www.cci-cpre.org), CCII becomes a one-stop interactive resource for understanding and implementing formative assessment strategies, adaptive learning tools, and other instructional improvements. The website bolsters the Center's efforts to link, coordinate, and strengthen the research and development efforts of practitioners, developers, and researchers. The website will enable the Center to share research syntheses and papers for dissemination to policymakers and school leaders. CCII was formed in the spring of 2006, with funding provided by the William and Flora Hewlett Foundation.

The New CPRE book, *The State of Education Policy Research*, Offers an Overview of Education Policy Issues and Initiatives and Highlights Key Questions for Further Study.

The volume—edited by David K. Cohen, Susan H. Fuhrman and Fritz Mosher, with chapters written by leading researchers and policy experts in education, economics and related disciplines—discusses key issues related to the connections of policy, research and practice. The book also assesses what we know about the design and implementation of policies, about whether they work in schools, and about the extent to which research knowledge informs policies themselves. The book will be useful to policymakers seeking research to inform their decisions and to researchers seeking to improve the quality of their efforts.

Topics include the politics of education, education governance issues, issues related to race and equity, early childhood education issues, K-12/post-secondary policies, teacher quality and teacher policy issues. To purchase a copy, go to http://www.routledge.com/shopping_cart/search/search.asp?search=Susan%20H.%20Fuhrman

A Large-Scale Study of Instructional Improvement Produces a Bounty of Products and Accomplishments.

The Study of Instructional Improvement (SII) is a program of comprehensive research that seeks to understand the impact of school improvement programs on instruction and student performance in elementary schools. Over a six-year period, CPRE principal investigators David Cohen, Deborah Loewenberg Ball, and Brian Rowan at the University of Michigan conducted both survey and qualitative research of three of the most widely disseminated Comprehensive School Reform (CSR) programs in the United States: the *Accelerated Schools Project*, the

America's Choice Program, and *Success for All* (SFA). This project sought, among other things, to uncover the relationships among technical instructional capabilities, school professionals' conceptions of their students' capabilities, and external reform efforts to improve instructional performance.

Over the course of the study, the project team has produced an array of products currently featured on the SII project website (<http://www.sii.soe.umich.edu/>). Visit the website for more information about the study and to download papers, technical report, book chapters, conference papers, and survey instruments including the parent and school leaders surveys, the teacher and student motivation questionnaires, instructional logs, and a set of release items used in the study to measure teachers' content knowledge for teaching reading and mathematics.

Allan Odden Authors a CPRE Policy Brief, *Redesigning School Finance Systems: Lessons From CPRE Research*.

In the policy brief, Odden discusses how finance research has begun to link the level and use of resources with strategies that districts and schools can deploy to improve student performance. This brief provides a summary and synthesis of the last 15 years of CPRE research, policy analysis, and policy suggestions in school finance. Topics addresses include how education dollars are spent, education resource reallocation, school finance adequacy, use of dollars after a school-finance reform, pricing adequacy recommendations, and policy and practice implications.

To download a free copy of this policy brief click [here](#).

With a View Toward Asia, CPRE Publishes New Report, *A Comparative Study of Teacher Preparation and Qualifications in Six Nations*.

The report, edited by Richard M. Ingersoll, examines the preparation and qualifications of elementary and secondary teachers in six nations and one autonomous region: China, Hong Kong, Japan, South Korea, Singapore, Thailand and the United States. The study discusses how each system defines teacher qualifications and standards, revealing both commonalities and differences in the preparation and qualifications of teachers among the seven systems examined. The objective was to describe the pre-employment preparation and qualification standards as well as the educational and professional training levels of teachers in each system. The larger goal was to address the questions: how well are the different educational systems succeeding in ensuring all students are taught by qualified teachers? How can this study help understand where problems may lie in meeting these needs?

A CPRE policy brief, of the same title and written by Richard Ingersoll, summarizes the key findings of the detailed research report and concludes with a brief description of possible implications of the research findings relative to the United States.

Visit the project page on [CPRE's website](#) to read more about the international study. Both the research report and policy brief are available for download.

CPRE-UPenn Researcher Elliot Weinbaum Presents on Formative Assessments at CCSSO National Conference on Large-Scale Assessment.

The session titled "Balanced and Coherent Formative Assessment Systems: Building State and Local Capacity for Cost-Effective, High-Quality Professional Development" discussed a 10-state collaborative that is combining two innovative strategies—classroom-based formative assessment and individual learning plans—with the goal of improving motivation and learning of high school students in high-poverty schools. Teams from the state, district and high school levels receive professional development in the effective implementation of a balanced learning and assessment system. CCSSO, Rick Stiggins of ETS, CPRE, and Edvantia are collaborating in this effort. For more information, contact Elliot at elliottw@gse.upenn.edu or visit [CCSSO's website](#) to download select presentations from the 2007 national conference.

Elliot Weinbaum also offers perspective on the emergence of formative assessment as an instructional strategy

in “10-State Pilot Preparing Teachers to Develop Tests” in Education Week.

To view the article, visit <http://www.edweek.org/ew/index.html>

Note: You must subscribe to *Education Week* to download this article. Upon entering the site, you can locate the article by searching the archives for Vol. 26, Issue 45, Page 10; or searching the article by title, “10-State Pilot Preparing Teachers to Develop Tests”.

Recent CPRE Publications

Teaching Matters: How State and Local Policymakers Can Improve the Quality of Teachers and Teaching

The policy brief, written by Thomas B. Corcoran reviews findings on issues related to teacher quality in the chapter he authored in the book, [The State of Education Policy Research](#). The brief 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. The brief identifies issues in need of research attention and advocates for broad dissemination of research findings on key issues related to teaching.

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

Misdiagnosing the Teacher Quality Problem

The policy brief, written by Richard 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. The brief is drawn from the chapter authored by Ingersoll in the book, [The State of Education Policy Research](#). According to the author, the data point to out-of-field assignments, raising issues related to human-resource management in schools. He concludes that attention should be paid to how schools are managed and how teachers are supported once they are on the job.

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

Teacher Performance Pay: Synthesis of Plans, Research, and Guidelines for Practice

A CPRE Policy Brief by Herbert G. Heneman III, Anthony Milanowski, and Steven Kimball provides 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 download a free copy of this policy brief.

High School and the 3Rs: Student Perspectives on “Good Work”

In an online report, Matthew Goldwasser and Amy Bach present the findings from their study of 11th and 12th graders at nine schools in New Jersey and New York to gather students’ perspectives on “good work” and personal success in school. In a climate of scrutiny and accountability, this research seeks to better understand what students have to say about their experiences in school, what academic achievement means to them, what roles their teachers and families play as motivators, and where state exit exams fit into their concepts of academic achievement.

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

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

What will it take to prepare a new generation of teachers who are able to work successfully with an increasingly diverse student population and help their students achieve new rigorous learning goals? For state policymakers, university leaders, and district officials charged with ensuring that all children are taught by highly qualified teachers, it is imperative to answer these questions about teacher quality. Through its Teachers for a New Era (TNE) initiative, Carnegie Corporation of New York, with support from the Annenberg and Ford Foundations, is stimulating a thoughtful search for answers by supporting ambitious reforms in selected teacher education programs across the country. 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](#).

Case Studies of External School Reform Organizations

Thinking about high school improvement? Wondering about instructional improvement programs in high schools? CPRE presents five case studies of high school reform efforts. Each of these in-depth accounts offers districts, schools, and school improvement organizations a window into the experiences of high schools working with promising externally designed school improvement programs. The case studies look at *First Things First*, *High Schools That Work*, *Penn Literacy Network*, *Ramp-Up to Literacy*, and *SchoolNet*. These case studies will be of interest to practitioners, program designers, and policymakers wrestling with the challenge of high school improvement.

Click [here](#) to learn more about CPRE's study on high school strategies for instructional improvement and to download the five case studies.

Data Use, English Language Learners, and Literacy Programs in California High Schools: A Principal Survey

Are schools responding to calls for greater school accountability with measures likely to improve student performance? This important question guides new CPRE research in a survey of almost 300 California high schools in 2005-2006. The survey gathered information about how high schools are responding to pressure from the state to meet higher standards primarily in math and English and to meet higher standards for all groups, including disadvantaged minorities. We focused on three areas: the use of data to improve a school's academic performance index, greater focus on programs for English language learners, and greater focus on literacy programs for students who enter ninth grade with reading difficulties. The report is by Frank Adamson, Martin Carnoy, Nii Addy, Brooke Ricalde, and Lori Rhodes at CPRE-Stanford University.

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

More to read from CPRE...

CPRE-UMichigan Senior Researcher **David K. Cohen** has coauthored an article, "[Policy and practice: The dilemma](#)" in the American Journal of Education. Read it online at <http://www.journals.uchicago.edu/AJE/journal/contents/v113n4.html>

David K. Cohen coauthored, with CPRE colleague **Deborah Loewenberg Ball**, a chapter, "[Educational Innovation and the Problem of Scale](#)" in the book, [Scale-Up In Education: Ideas in Principle \(Volume I\)](#), edited by B. Schneider & S. McDonald (Lanham, MD: Rowman & Littlefield.) An earlier draft of this paper was presented at a 2003 meeting ("Conceptualizing Scale-Up"), sponsored by the Data Research and Development Center of The University of Chicago, and supported by the National Science Foundation, in connection with the Interagency Research Initiative.

CPRE-Stanford Senior Researcher Mike Kirst contributed "Overcoming Educational Inequality: Improving Secondary Education Linkage with Broad Access Postsecondary Education," in Stacy Diekert-Conlin and Ross Rubenstein (eds.), [Economic Inequality and Higher Education](#) (New York: Russell Sage Foundation, 2007).

Editors' Notes

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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