



CCII releases new report on Learning Trajectories in Mathematics

[Learning Trajectories in Mathematics: A Foundation for Standards, Curriculum, Assessment, and Instruction](#)--

authored by Phil Daro, Frederic A. Mosher, and Tom Corcoran; with Jeffrey Barrett, Michael Battista, Douglas Clements, Jere Confrey, Vinci Daro, Alan Maloney, Wakasa Nagakura, Marge Petit, and Julie Sarama-- aims to provide:

--a useful introduction to current work and thinking about learning trajectories for mathematics education,

-- why we should care about these questions, and

--how to think about what is being attempted in the field, casting some light on the varying, and perhaps confusing, ways in which the terms trajectory, progression, learning, teaching, and so on, are being used by the education community.

Specifically, the report builds on arguments published elsewhere to offer a working definition of the concept of learning trajectories in mathematics and to reflect on the intellectual status of the concept and its usefulness for policy and practice. It considers the potential of trajectories and progressions for informing the development of more useful assessments and supporting more effective formative assessment practices, for informing the on-going redesign of mathematics content and performance standards, and for supporting teachers' understanding of students' learning in ways that can strengthen their capability for providing adaptive instruction. The authors conclude with a set of recommended next steps for research and development, and for policy.

Visit CCII's website (www.cci-cpre.org) for more information about the Center and its work promoting the use of research to improve teaching and learning.

CPRE Co-Director Allan Odden publishes new book, *Strategic Management of Human Capital in Education*

Strategic Management of Human Capital in Education, offers a comprehensive and strategic approach to address what has become labeled as "talent and human capital." Grounded in extensive research and examples of leading edge districts, this book shows how the entire human resource system in schools--from recruitment, to selection/placement, induction, professional development, performance management and evaluation, compensation, and career progression--can be reformed and restructured to boost teacher and principal effectiveness in ways that dramatically improve instructional practice and student learning.

The book guides educators toward putting more effective teachers, teacher leaders, and principals in the country's schools—especially in poverty-impacted urban and rural communities—equipping those teachers and principals with instructional and leadership expertise, and rewarding and retaining those who are successful in attaining these objectives. Drawing from cases, experiences, and deliberations from a national task force, this book outlines a comprehensive framework for how to transform current human resource management practices into authentic, strategic talent management systems in order to improve student achievement.

Ordering information:

Strategic Management of Human Capital in Education was published by Routledge Press in mid-January (2011). It is now available at [Routledge Press](#) and [Amazon](#).

Formative evaluation of collaborative inquiry in New York City schools

At the invitation of the New York City Department of Education, CPRE has been conducting a series of studies of a promising data-informed improvement process for schools known as collaborative inquiry. This new process is a core component of the Department's Children First initiative, which is guided by principles of leadership, empowerment, and accountability. CPRE's recent report, [School Perspectives on Collaborative Inquiry: Lessons Learned From New York City, 2009-2010](#), authored by CPRE senior researcher Marian Robinson, shares lessons learned about the conditions, structures, relationships, and leadership practice that support teacher participation in inquiry. The report also presents perceived benefits of collaborative inquiry as reported by school leaders and teachers.

Visit [CPRE's website](#) for more information about this research project and additional resources.

Changes in attitude: Peer influence in high school reform

Elliot Weinbaum, CPRE Senior Researcher, and Russel P. Cole, Mathematica Policy Research, Inc., co-authored the chapter, "Changes in Attitude: Peer Influence in High School Reform," in the newly-published book, [Social Network Theory and Educational Change](#) (Alan J. Daly, Ed.). This chapter examines the relationships among high school teachers and how these relationships influence teachers' attitudes about school improvement efforts.

AERJ article explores the school administrative response to the shifting policy environment

The institutional environment of America's schools has changed substantially as government regulation has focused increasingly on the core technical work of schools—instruction. Authors James Spillane (CPRE and Northwestern University), Leigh Mesler Parise (Northwestern University), and Jennifer Zoltners Sherer (University of Pittsburgh) explore the school administrative response to this changing environment, describing how government regulation becomes embodied in the formal structure of four schools. Working at coupling government regulation with classroom teaching, school leaders transformed the formal structure, paying particular attention to designing new organizational routines.

Visit [AERJ's website](#) to download the article

CPRE in the News

CPRE Co-Director Jonathan Supovitz awarded three-year \$2.5 million grant to evaluate the GE Foundation's Developing Futures in Education program

Since 2005, The General Electric (GE) Foundation has been supporting work in seven U.S. school districts (Atlanta, GA; Cincinnati, OH; Erie, PA; Louisville, KY; Stamford, CT; New York, NY; and Milwaukee, WI) through its *Developing Futures™ in Education* program, a high-impact initiative created to improve academic achievement and better prepare students for college and career opportunities; with a focus on improving math and science curricula and management capacity in schools. CPRE's mixed-method evaluation of the program is designed to both retrospectively investigate evidence of the program's impact and help to design the roll-out of subsequent initiatives so that they can be rigorously evaluated.

CPRE's research team includes Jonathan Supovitz (PI), Elliot Weinbaum (Co-PI), Matthew Riggan (Co-PI), and Henry May.

Visit [CPRE's website](#) for more information about this research project.

CPRE Researcher and Statistician Henry May awarded \$4 million to evaluate Reading Recovery program

The U.S. Department of Education recently awarded a \$45 million grant to a consortium of 16 universities for a project to implement and evaluate the Reading Recovery program. CPRE's Henry May has been awarded \$4 million of that total to lead the evaluation component.

Reading Recovery is a research-based short-term literacy intervention of individualized instruction for the lowest-achieving first graders. Through its established network of university training centers, Reading Recovery will be scaled up to target persistently low-performing schools, many of which serve high proportions of ELL students and/or students who live in rural areas. Scaling Up What Works has 15 partner institutions of higher education (IHE) participating in the project to facilitate implementation of Reading Recovery in 1,500 schools across 40 states. The overarching goal of the project is to increase the reading achievement levels of students in persistently low-performing schools. CPRE's role is to evaluate whether Reading Recovery continues to produce large and positive effects when implemented on a large scale.

Visit [CPRE's website](#) for more information about this project.

CPRE Senior Researcher Elliot Weinbaum receives AERA award

CPRE Senior Researcher Elliot Weinbaum, along with colleagues Kara Finnigan and Alan Daly, at the University of Rochester and the University of California San Diego respectively, have been awarded an AERA Research Conference Award to convene researchers for a conference entitled "Thinking Systematically: Advancing Knowledge of School Districts Under Pressure." The funding from AERA will support a conference and follow up publications to enhance the study of districts as units for analysis and improvement. The conference will be held at the University of Rochester in the fall.

CPRE Senior Researcher Michael Kirst, newly appointed President of the CA State Board of Education, recognized as "the one to watch"

A recent editorial appearing in *The Sacramento Bee*, talks about Gov. Jerry Brown's (CA) decision to eliminate the secretary of education position and instead look to the state board of education as the vehicle for setting education policy. The article recognizes Michael Kirst, newly appointed president of the state board, as "the one to watch – neither a reform activist nor a union pushover, he has solid academic and policy credentials, plus an understanding of the politics of education as a former state board member."

[Click here to read the article](#)

Elliot Weinbaum weighs in on the debate over tenure for teachers

http://www.nytimes.com/2011/02/07/opinion/l07tenure.html?_r=1&partner=rssnyt&emc=rss

CPRE job posting

CPRE-Penn is hiring research specialists to join our research team. [Visit CPRE's website to learn more...](#)

Attending AERA?

If so, look for CPRE's annual electronic brochure featuring a complete listing of all CPRE presentations scheduled throughout the AERA conference, April 8-12. CPRE's brochure will be sent via e-mail in March.

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 Fair

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