



# CPRE In-Sites

## **New from CPRE**

### **CPRE Senior Researcher Allan Odden to lead a new project: Strategic Management of Human Capital in Public Education (SMHC)**

This ambitious project seeks to redesign the human capital management systems for teachers and other leaders in the nation's largest 100 public school districts. The project is headed by Allan Odden and James Kelly, University of Wisconsin-Madison.

Featuring a prestigious task force, the project will

- 1) create a network of leaders who are actively reengineering human capital management systems in public education,
- 2) document the nature and impact of leading human capital management systems in several districts and states,
- 3) establish Strategic Management of Human Capital (SMHC) as a prominent issue on the nation's education reform agenda, and
- 4) advance local and state policies to support widespread adoption of SMHC in public education.

To accomplish these goals, case studies documenting the impact of SMHC reforms will be conducted in six places: New York City, Chicago, Boston, Long Beach, CA, Fairfax County, VA, and the state of Minnesota's Q-Comp program.

For more information, please visit the [CPRE web site](#).

### **Symposium this month to consider 'Funding Programs That Work'**

The challenge of ensuring that resources are being used effectively to help students achieve their full potential will be addressed in an upcoming symposium, "School Finance and the Achievement Gap: Funding Programs that Work." The event is sponsored by Educational Testing Service and coconvened by CPRE and the Education Law Center of Newark, NJ, and will take place May 21 and 22 at ETS in Princeton, NJ.

The symposium will focus on designing K-and implementing K-12 school finance systems with attention to efficient use of resources. Topics will include (1) framing the achievement and resource gaps; (2) moving from "equity" to "adequacy"; (3) promising practices in resource allocation and accountability; (4) effective programs to close achievement gaps and what they cost; and (5) policy, legislative, state and local perspectives. To register, go to <http://www.ets.org/schoolfinanceconf>

## **Traveling to Italy, CPRE Chair and Teachers College President Susan Fuhrman discusses developments in the field of education policy research.**

Susan Fuhrman traveled to Milan, Italy, in early March to speak at a gathering at ASERI, Postgraduate School of Economics and International Relations, an education and research center with a focus on economic-political world dynamics and the complex phenomena of globalization. She described the landscape of education policy research as it has developed in the United States over the last half century and told the audience that current research increasingly attempts to get inside “the black box”—the classroom—to examine instructional practice and how that practice conforms, or not, to state and federal policy.

## **Richard Elmore to advise the School District of Philadelphia**

Incoming Philadelphia School District CEO Arlene Ackerman has commissioned a panel of 24 local and national experts to evaluate the district and make recommendations before the next school year. The Transition Advisory Team will evaluate the district in several areas, including teaching and learning, safety, public engagement, capacity building, resource allocation, and the outside groups managing nearly 40 of the district's 270 schools. Among the participants is Richard Elmore, Harvard professor of educational leadership and CPRE co-director. For more information, please [click here](#).

## **CPRE researchers to undertake a formative study of the Children First Intensive inquiry team process in New York schools**

The New York City Department of Education has asked the Consortium for Policy Research in Education (CPRE) at Teachers College, Columbia University to conduct a formative study of the new professional learning communities in city schools called Inquiry Teams. Supported by the Children First Intensive (CFI), the Inquiry Teams promote a culture of self-reflection in their schools through the analysis of student data, implementation of instructional strategies to meet students' needs, and ongoing assessment of the effectiveness of their efforts. The teams themselves receive coaching, professional development, and access to analytic tools.

CPRE researchers will visit 40 schools to study how the Instructional Teams use the process, initial successes and challenges, and the usefulness of available resources. CPRE will provide quick turn-around feedback on the CFI process to the department through oral briefings and a final written report in the summer of 2008. For additional information contact Marian Robinson, CPRE, Teachers College, Columbia University, [mrobinson@tc.columbia.edu](mailto:mrobinson@tc.columbia.edu) or 212-678-3498.

## **2008 AERA Annual Meeting**

### **Jon Supovitz' examination of a school reform as it unfolds wins AERA award**

CPRE Senior Researcher Jonathan Supovitz' recent book, *The Case for District-Based Reform*, examining school reform in the Duval County, FL, school system, has been recognized with the 2008 AERA District SIG Outstanding Research and Publications Award. Jon uses the unfolding story of Duval County to develop a sophisticated and thoughtful analysis of the role of the school district in enacting large-scale reform. The book is available from [Harvard Education Press](#)

## Select AERA meeting papers by CPRE researchers are now available online

To view and download these papers, [click here](#).

## CCII Meeting in February draws researchers to Philadelphia

In late February, the [Center on Continuous Instructional Improvement](#) convened a meeting of researchers intended to spur an ongoing discussion on how to understand and to advance research on the related topics of learning progressions, formative assessment, adaptive instruction and knowledge management in support of continuous instructional improvement. The meeting was held in Philadelphia with support from the William and Flora Hewlett Foundation. Participants—leading researchers in these areas of instructional improvement—took the opportunity to share current research, including promising approaches and programs affecting teachers and students; to compare and contrast approaches to managing and analyzing knowledge and evidence that can support teaching and learning; and to consider lines of inquiry and next steps for research and development, including the role the Center might best play.

[Available for download](#) are the meeting details, including a comprehensive summary of the meeting, and distributed presentations and papers.

## New Publications from CPRE Researchers

### *The Implementation Gap: Understanding Reform in High Schools*

edited by CPRE senior researchers Jonathan A. Supovitz and Elliot H. Weinbaum

This volume, with a foreword by Michael Fultan, just published by Teachers College Press, examines the ways externally designed reforms change schools—and how schools alter the intent of reforms. Contributors focus on schools that are using a variety of well-known improvement programs. They consider data from a diverse sample of schools, ranging from urban to rural, high performing to low performing, racially homogeneous to ethnically diverse. The book includes specific chapters on the impact of program design, the influence of teacher communication patterns, the roles of both formal and informal leadership, and the support of the central office. To order, please visit [Teachers College Press](#).

### *A Randomized Evaluation of Ohio's Personalized Assessment Reporting System*

by CPRE senior researchers Henry May and Marian A. Robinson.

This research report by Henry May and Marian A. Robinson presents program evaluation findings from the first-year pilot of PARS, an initiative that includes test-score reports for teachers, administrators, students and parents as well as two new websites for educators and students. The idea behind PARS is to provide detailed information about student performance and also to give teachers resources for improving performance. Henry and Marian found that while the PARS system shows promise, there should be an effort to improve teacher training, awareness and access to the tools. Visit the [CPRE web site](#) to download a copy of the research report.

### *The fourth edition of School Finance: A Policy Perspective*

by Allan Odden and Lawrence Picus has been published by [McGraw Hill](#).

## CPRE in the News

### Ed Week Commentary: Building a Knowledge Base for Educational Leadership

A commentary in the Jan. 30 edition of [Education Week](#) by CPRE senior researcher Richard F. Elmore discusses recent trends in the training of educational leaders, including work by academics and policymakers to develop and implement standards for the preparation of education leaders through the Interstate School Leaders Licensure Consortium, under the aegis of the Council of Chief State School Officers. Elmore says the “challenge to those who are interested in reforming leadership *practice* in the education sector is how to make the *content* and *pedagogy* of leadership-preparation programs match the aspirations of reformers, and how to make powerful new ideas about the practice of leadership in the sector accessible to a broader audience of individuals and institutions ... .” Richard is the Gregory Anrig professor of educational leadership at Harvard University’s graduate school of education, in Cambridge, MA, and a co-editor of *Managing School Districts for High Performance: Cases in Public Education Leadership* ([Harvard Education Press](#), 2007).

### Expert opinion from Mike Kirst—in print and on his blog

The State of California in March released a long-delayed report warning that public schools are in need of sweeping change and more money to serve the state’s 6.3 million children. The news media including the Associated Press and the Christian Science Monitor called on CPRE Senior Researcher Michael Kirst for perspective. Mike, professor emeritus of education and business administration at Stanford University in Palo Alto, told CSM that the crisis in California “carries important lessons for how American states fund their public education.” Visit Mike’s blog for a discussion of the important and complex subjects of **college completion**, **college success**, student risk factors (for failing), **college readiness**, and academic preparation. Mike explores the pieces of the college puzzle that heavily influence, if not determine, college success rates.

### CPRE Senior Researcher and University of Michigan Dean Deborah Lowenberg Ball Addresses American Association of Colleges of Teacher Education meeting

In an invited address to 1,200 teacher educators and deans in New Orleans in February, Dean Deborah Loewenberg Ball urged her colleagues to work together to make the teaching of skillful practice the core of teacher education. Noting that skillful teaching is needed to reduce serious achievement disparities in the United States, she argued that good teaching requires professional training for large numbers of people to do it well. “We need a system of initial and continuing teacher education that can reliably help prepare ordinary people for effective professional practice in teaching.”

## CPRE on the World Wide Web

For more information about CPRE research, check out our websites.

[CPRE-University of Pennsylvania website](#)

[CPRE-University of Pennsylvania website](#) (Center on Continuous Instructional Improvement)

[CPRE-University of Pennsylvania website](#) (Study of School Leadership)

[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](mailto: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 on 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!

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