



CPRE's new Strategic Management of Human Capital in Public Education project (SMHC) at the University of Wisconsin-Madison gets off to a fast start.

The goal of SMHC is to dramatically improve student achievement by restructuring HR systems to recruit top teacher, principal and central office talent and to performance-manage those individuals so the most effective instruction is deployed in all classrooms. The project is first focusing on the country's largest and most urban districts.

SMHC National Conference, November 18-19, 2008

The first invitational national SMHC conference will be held Nov. 18-19, 2008, in Washington, DC, at the Georgetown University Conference Center. This will be an informative conference on talent and human capital issues facing school districts in America. We encourage you to attend as part of a district team.

Keynote presenters will include **Tim Pawlenty**, Governor of Minnesota; Chair, SMHC Task Force; Chair, Education Commission of the State; immediate past Chair, National Governors Association. **Sir Michael Barber**, Vice Chair, SMHC Task Force and Partner, McKinsey & Co.; Former Chief Advisor on Education Delivery to British Prime Minister Tony Blair. **Carl Cohn**, Vice Chair, SMHC Task Force and Distinguished Leader in Residence, College of Education, San Diego State University; Former Superintendent, San Diego Unified Schools and Long Beach Public Schools. **Michelle Rhee**, Vice Chair, SMHC Task Force; Chancellor, District of Columbia Public Schools. **Sharon Robinson**, SMHC Task Force member; President and Chief Executive Officer, American Association of Colleges for Teacher Education. And **Allan Odden** and **James Kelly**, Codirectors of SMHC.

There will be **breakout session presentations** by teams from several urban districts including SMHC Task Force member superintendents **Carol Johnson** (Boston), **Joel Klein** (New York City), **Jack Dale** (Fairfax County), and Minnesota Commissioner of Education **Alice Seagren**.

The **panel discussions** will be based on case studies conducted by SMHC in **Boston, Chicago, Fairfax County, Long Beach, Minneapolis-the Minnesota Q Comp Program, and New York City**. The case studies examine talent acquisition (mainly focused on teachers and principals), talent management, and reforms of HR systems; the cases will show how these districts are resolving their problems with teacher shortages and teacher quality and are moving towards managing teachers and principals around effective instructional practice and student performance.

Other panels will discuss case studies of teacher and principal recruitment organizations including **Teach for America, The New Teacher Project** and **New Leaders for New Schools**. An additional panel will focus on the **Broad Foundation's** programs to train urban superintendents and HR directors. Please see the agenda for details and names of all conference presenters (<http://cpre.wceruw.org/conference/sep08/agenda.php>).

****To register** go to <http://cpre.wceruw.org/conference/sep08/index.php> . **A code is necessary to enter the registration page and that code is smhcnat**. Space is limited so please register as soon as possible.

More on SMHC ...

About 70 people attended the first Task Force meeting July 21-22, 2008, in Washington, DC, including members of the Task Force and representatives of their organizations. Task Force member names and their biographical sketches are available at www.smhc-cpre.org. All presentations are available at the SMHC web site. Over the summer SMHC

published three documents, the [Action Plan ; Strategic Management of Human Capital in Public Education](#) , the organization's defining document, and [Strategic Talent Management: Lessons from the Corporate World](#) by Edward E. Lawler, SMHC Task Force member and director of the Center for Effective Organizations at the University of Southern California, which shares research from the private sector.

In addition, the CPRE group at the University of Wisconsin-Madison has issued new materials, all of which are available as downloads at no charge. Go to <http://cpre.wceruw.org/publications/newpublications.php>

Update on CPRE's Center on Continuous Instructional Improvement (CCII) www.ccii-cpre.org

Second meeting on learning progressions is convened.

CCII held a second meeting on Learning Progressions in Science, hosted with Joe Krajcik, on Sept. 18-19, 2008, at the University of Michigan in Ann Arbor. In attendance were 15 researchers from several institutions working on projects related to learning progressions. Several presented their work on developing learning progressions in different content areas, and discussions focused on

- the theoretical underpinnings of LPs,
- identifying useful LP structures and criteria,
- testing and validating LPs,
- connecting the work already conducted in different content areas and at different levels of development,
- discussing ways LPs can be used in the field to support teaching and learning, and
- locating gaps in the existing work and advancing the development of a R&D agenda.

Profiles of instructional resource developers are posted online.

CCII has created profiles to identify tools and supports being developed or envisioned by organizations focused on one or all of the four central areas of instructional improvement— learning progressions, formative assessments, adaptive instruction, and knowledge management in support of continuous improvement.

These profiles are based on information supplied by the publisher/developer/provider and do not constitute an independent evaluation by CPRE and/or the Center on Continuous Instructional Improvement. The information contained in these profiles was collected in 2007.

Click [here](#) to access the profiles on CCII's website.

Recent Publications Written by CPRE Researchers

CPRE Senior Researcher James P. Spillane coedits a new volume, [Distributed Leadership in Practice](#).

Dr. Spillane is Spencer T. and Ann W. Olin Chair in Learning and Organizational Change and Professor in the School of Education and Social Policy, Northwestern University. His new work, coedited with John B. Diamond, has been reviewed by Cynthia L. Carver, Ph.D., an assistant professor of teacher education at Michigan State University. Carver says:... “[B]y placing the emphasis on practice, the authors intentionally move away from a focus on the thinking and actions of recognized leaders to the *interactions* of leaders and their followers, as mediated through the use of tools and routines in a particular context. In the authors' words: *This distributed view of leadership shifts focus from school principals and other formal and informal leaders to the web of leaders, followers, and their situations that give form to leadership practice*. Precisely because of this shift in attention, the book has the power to transform how one looks at leadership.”

For the full review, go to <http://edrev.asu.edu/reviews/rev650.htm>

CPRE Senior Researcher Michael W. Kirst publishes commentaries and a book chapter.

The Chronicle of Higher Education (Oct. 10, 2008) has published a commentary by Dr. Kirst, Emeritus Professor of Education and Business Administration at Stanford University and a senior scholar at the National Center for Public Policy and Higher Education, *Schools and Colleges: More rhetoric than Reality*. He makes numerous points including this: “[T]he hard work of getting secondary-school teachers to work with their higher-education counterparts on subject-matter course articulation between the 10th grade and the sophomore year in college has barely begun. Read the commentary at <http://chronicle.com/weekly/v55/i07/07a04001.htm>

Dr. Kirst, with Patrick M. Callan, also published their viewpoint in Education Week’s Diplomas Count special edition (June 5, 2008). The piece, titled “A Push-Pull Strategy for P-16 Cooperation,” includes this excerpt: “In the United States, the disjuncture, or gap, between K-12 and higher education is a major policy issue, one rooted in history and encompassing governance, academic standards, finance, communications, and organizational culture. Most visible and troublesome to college applicants, this gap also plagues admitted students who find themselves unprepared for college-level work. But the gap is barely visible to those who make and implement policy in public schools and colleges. On each side, professional concern is with the problems and opportunities unique to that particular level. In the absence of incentives to do otherwise, each side will continue to show more attention to itself than to the common goal of broad educational opportunity for all Americans.”

Dr. Kirst also authored “The Evolving Role of School Boards: Retrospect and Prospect” in the book The Future of School Board Governance: Relevancy and Revelation, edited by Thomas L. Alsbury. (Published May, 2008, by Rowan & Littlefield). His chapter analyzes the historical roots of the local school board and its evolution in the 19th and 20th centuries, stressing how deeply embedded the institution is in American culture. He then focuses on how the board role has changed through history and gives an overview of proposals to change that role—from incremental reform to abolishing the boards. Click [here](#) for ordering information.

CPRE Senior Researcher Deborah Loewenberg Ball in the news.

Dr. Ball, who is Dean of the University of Michigan School of Education, also is a member of the National Mathematics Advisory Panel, which earlier this year released Foundations for Success, its blueprint for strengthening math education in the United States. The panel calls for immediate focus on teaching core topics and skills and for equipping teachers with the knowledge, skills, and tools to be effective. To learn more, go to <http://www.ed.gov/about/bdscomm/list/mathpanel/index.html>

Dean Ball also was interviewed in Education Week (published online on Aug. 11, 2008; in print, Aug. 13, 2008.) in an article about the Elementary Mathematics Laboratory, a forum that she led during the summer with a focus on lessons that 5th graders struggle with—fractions, for instance. Two video cameras were set up in the class of 26 students from Ypsilanti, Michigan, with images transmitted into other classrooms for researchers and other observers outside the lab to watch.

CPRE Senior Researcher Jonathan A. Supovitz contributes book chapter.

Dr. Supovitz, an Associate Professor of Education in the Graduate School of Education at the University of Pennsylvania, has written “Instructional Leadership in American High Schools,” a chapter in M. M. Mangin and S. R. Stoelinga (Eds.), Effective Teacher Leadership: Using Research to Inform and Reform, New York: Teachers College Press, published in late 2007. Click [here](#) for ordering information.

CPRE Researcher Marian Robinson and colleagues issue report on the first-year citywide implementation of the Inquiry Team process in NYC schools.

The newly released report, with research conducted in the spring semester of the 2007-08 school year, provides formative feedback on the implementation of the Inquiry Team process now in place in all 1,470 New York City schools. Inquiry Teams are an important new component of the city’s ambitious Children First initiative, which aims to

heighten the focus on student performance and to promote the development and use of data-driven accountability tools to support organizational and instructional improvement. The school-level Inquiry Teams use performance data and other information to diagnose student learning issues and respond with instructional “change strategies” to improve student performance.

Robinson’s report concludes while there were promising accomplishments during the first full year of implementation, there is room for improvement among the Inquiry Teams as they get under way this school year. To view the report, which includes an executive summary, visit [CPRE's website](#).

CPRE Senior Researcher Leslie Nabors Olah presents findings at CCSSO Conference.

Dr. Nabors Olah presented “Teacher Analysis of Interim Assessment Results in Elementary Mathematics: A Two-District Study” at the CCSSO Education Leaders Conference on Using Data to Improve Instruction Sept. 8-10, 2008, in Milwaukee, WI. The presentation was based on CPRE’s current research study, *Using Formative Assessments: The Role of Policy Supports*, funded by the National Science Foundation.

Visit [CPRE's website](#) to download the presentation and to access more information about the research study.

News of Interest and New CPRE Research Projects

Susan Fuhrman, CPRE Founding Director and Teachers College President, will moderate education debate between Obama and McCain advisors.

On Tuesday, Oct. 21, Teachers College will host "Education and the Next President," a debate between Linda Darling-Hammond, education advisor to Democratic Presidential nominee Barack Obama, and Lisa Graham Keegan, education advisor to Republican nominee John McCain.

TC President Susan Fuhrman will moderate the debate, which will take place at 7 p.m. in the College's 600-seat Cowin Conference Center. The audience will consist primarily of Teachers College faculty, students and staff. The event will be live-streamed by Education Week and edweek.org at <http://www.edweek.org/go/tcdebate>, and by Teachers College at www.tc.edu/edadvisorsdebate. Both Education Week and Teachers College will archive the Webcast of the debate. The Education Week Webcast is being supported by the National Association of Secondary School Principals (NASSP).

For more information about the debate visit the [Teachers College Columbia University website](#).

Susan Fuhrman will serve as President of National Academy of Education

Susan Fuhrman has been elected the next President of the National Academy of Education (NAEd), a post she will hold while continuing to serve as President of Teachers College. Dr. Fuhrman, currently NAEd Board Member and Secretary/Treasurer, will hold the title of the organization’s President-elect until October, 2009. At that time she will begin a four-year term as President, succeeding Lorrie A. Shepard, Dean of the School of Education at the University of Colorado at Boulder.

Click [here](#) to read more about this story.

CPRE Researchers win NSF and IES grant awards.

CPRE Senior Researcher Richard M. Ingersoll, Professor of Education and Sociology at the University of Pennsylvania, has been awarded a three-year grant from the National Science Foundation to study The Effects of Accountability and Teacher Preparation on Mathematics and Science Teacher Retention. CPRE Researcher and Statistician Dr. Henry May, Research Assistant Professor at UPenn, will participate in the project as researcher specialist.

This project builds on Dr. Ingersoll’s established record of research using existing large-scale data from teachers. It seeks to expand our knowledge relevant to a set of important, but not well understood, issues central to the goals of

NSF and the REESE Program: How are some of the most significant contemporary educational reforms impacting the ability of schools, especially those serving disadvantaged students, to retain qualified mathematics and science teachers?

The broader goal of this project is to identify promising tools and strategies that policymakers, school officials, administrators, and educators can use to improve the retention of mathematics and science teachers, to enhance the quality, quantity, and diversity of the mathematics and science teacher workforce, and ultimately, to improve mathematics and science student performance.

CPRE Senior Researcher Elliot Weinbaum, Research Assistant Professor at the University of Pennsylvania, has been awarded a three-year grant from the Institute of Education Sciences to examine the effects of school classification under No Child Left Behind on school improvement and student achievement. Rather than focus on low-performing schools in general, his project will focus on schools that fail to meet adequate yearly performance (AYP) goals due to one student subgroup, or another. Identification of schools as “not meeting AYP” due to subgroup performance has been the subject of much political debate. By conducting this research beginning in the year after a large jump in proficiency requirements, Dr. Weinbaum has the ability to document school responses and track achievement *immediately* following what is perceived by many to be a significant event in the life of a school. He will study how school leaders respond to the designation of not meeting AYP, what reforms (if any) are introduced into schools following the designation, and the relationship of student performance to the designation and subsequent reforms.

For detailed information about all CPRE research projects, visit our web site (www.cpre.org) and click on the “Research” tab.

CPRE on the World Wide Web

For more information about CPRE research, check out our websites

[CPRE-University of Pennsylvania website](#)

[Center on Continuous Instructional Improvement \(CCII\)](#)

[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.

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