

Save the date! The next EEPS event will take place on **February 7-8, 2011** in Washington, D.C.

### Edu-joke of the Month:

- Q. Why did the Latin student end up being a bachelor?
- A. Because every time he was asked to conjugate, he declined.

**Emerging Education Policy Scholars (EEPS)** brings up-and-coming scholars to our nation's capital to meet with education-policy experts and to share and brainstorm exciting new directions for K-12 education research. The program's goals are twofold:

- 1) To foster an opportunity for talented, promising scholars to connect with other scholars in their field, as well as to introduce them to key players in the education policy arena; and
- 2) To expand the pool of talent and ideas from which the education policy arena currently draws.

The program is generously supported by the Ewing Marion Kauffman Foundation.

### Greetings EEPS!

This fall finds AEI and Fordham as busy as ever penning articles, hosting events, and publishing reports. In this first edition of *Peeps from EEPS*, you'll find short rundowns of some recent AEI and Fordham projects as well as updates of your own current endeavors. AEI's education shop is convening several interesting keynotes and panel events in the coming months, such as a keynote address by NAACP President Benjamin Jealous on November 4, a post-2010 midterm election panel on November 9, and a keynote address by Education Secretary Arne Duncan on November 17. Fordham is wrapping up a project (authored by fellow EEPS-er David Stuit) that examines district and charter school turnarounds, as well as preparing for a panel discussion on October 26 entitled "Cost-Cutting Strategies and Opportunities for Schools and Districts."

We're pleased to announce that the next EEPS event will take place on February 7-8, 2011 at the Fordham offices in Washington, D.C. Details to follow by email.

If you have any suggestions for improving the newsletter, or questions about the event, please send them our way at [jscull@edexcellence.net](mailto:jscull@edexcellence.net) or [daniel.lautzenheiser@aei.org](mailto:daniel.lautzenheiser@aei.org). We hope you enjoy the newsletter, and we look forward to seeing you in February!

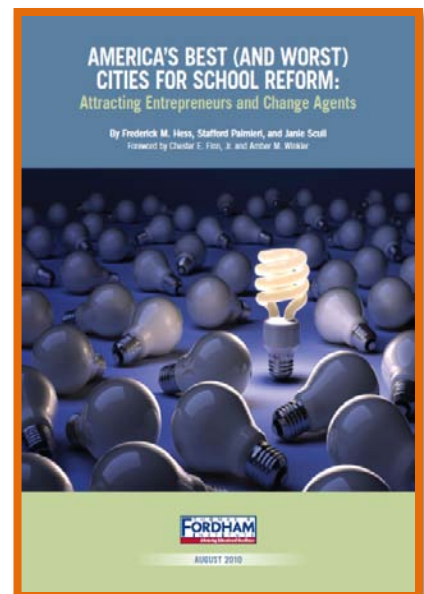
## America's Best (and Worst) Cities for School Reform *Attracting Entrepreneurs and Change Agents*

by Frederick M. Hess, Stafford Palmieri, and Janie Scull

Which American cities have cultivated healthy environments for school reform to flourish? And which American cities provide few—if any—supports for education entrepreneurs? This study evaluates how welcoming thirty American cities—the twenty-five largest and five smaller "hotspots"—are to "nontraditional" problem-solvers and solutions. It assumes that the balky bureaucracies meant to improve K-12 education and hold leaders accountable are so calcified by policies, programs, contracts, and culture that only in the most exceptional of circumstances can they be fixed simply by top-down applications of new curricula or pedagogy.

Analysts examined six domains that shape a jurisdiction's receptivity to education reform: human capital, financial capital, charter environment, quality control, district environment, and municipal environment. Drawing on publicly available data, national and local survey data, and interviews with on-the-ground insiders, the study rates each city on its individual and collective accomplishments in each of these areas.

The results? Few cities roll out the red carpet for education entrepreneurs. No city was awarded an A and just a handful of cities received Bs. Top scorers were New Orleans, Washington D.C., and New York City. The majority fell in the C range, half a dozen in the D to F range, with Philadelphia, Gary, and Detroit rounding out the bottom. Low-scoring cities were characterized by lethargic district administration, inert political leadership, arcane staffing policies, and unsupportive (or silent) local business and philanthropic communities.



## Fresh from AEI and Fordham

### The Same Thing Over and Over

*How School Reformers Get Stuck in Yesterday's Ideas*

by Frederick M. Hess

American Enterprise Institute  
Harvard University Press 2010

In this overview of endless debates over school reform, Hess shows that even bitter opponents in debates about how to improve schools agree on much more than they realize—and that much of it must change radically. Cutting through tangled thickets of right- and left-wing dogma, he clears the ground for transformation of the American school system.

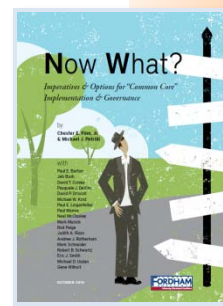
Arguing that a nineteenth century system can't be right for a twenty-first century world, Hess suggests that uniformity gets in the way of quality. He urges us to create a much wider variety of schools, to meet a greater range of needs for different kinds of talents, needed by a more complex and demanding society.

### Now What?

*Imperatives & Options for "Common Core" Implementation & Governance*

by Chester E. Finn, Jr. & Michael J. Petrilli  
Thomas B. Fordham Institute

This Fordham publication asks "What comes next?" in the journey to common education standards and tests. The "Common Core" standards, already adopted by most states, won't implement themselves; but unless they are adopted in the classroom, nothing much will change. What implementation tasks are most urgent? What should be done across state lines, or be left to individual states, districts, and private markets? Who will "own" these standards and tests ten or twenty years from now? After collecting feedback on some tough questions from two-dozen education leaders, the authors frame three possible models for governing this implementation process. In the end they recommend a step-by-step approach to coordinating implementation of the Common Core.

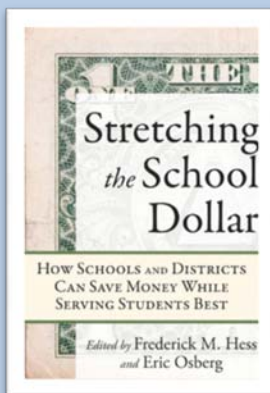


### From AEI & Fordham: Stretching the School Dollar

*How Schools and Districts Can Save Money While Serving Students Better*

Edited by Frederick M. Hess & Eric Osberg  
Harvard University Press 2010

Simultaneous pressures to reduce costs and increase student achievement have never been greater than they are today. Not only is cost-cutting essential in this era of tightened resources, argue Frederick M. Hess and Eric Osberg, but eliminating inefficient spending is critical to freeing up resources to drive school reform. This provocative book brings together a dynamic group of authors—scholars, consultants, journalists, and entrepreneurs—who offer fresh insights into an issue no school or district can afford to ignore.

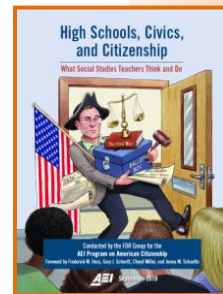


### High Schools, Civics, and Citizenship

*What Social Studies Teachers Think & Do*

by Steve Farkas & Ann Duffett, FDR Group  
American Enterprise Institute

What are teachers teaching our youth about what it means to be an American? This study asks 1,000 high school social studies teachers to report not only on their own attitudes, priorities, and behaviors, but also on what is actually happening inside classrooms in high schools and school districts across the nation.

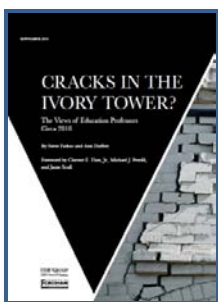


It reveals that teacher attitudes appear to be in step with those of the American public, but that teachers may set too low a bar for what they expect students to know about American history and government. They are not confident that students are learning, and they believe that the subject of social studies is not viewed as a top priority—and testing is partly to blame. Though teachers do take seriously the subject of civics, many lack much-needed guidance from parents, principals, and policy-makers in rethinking and reinvigorating the civic mission of schools in 2010.

### Cracks in the Ivory Tower?

*The Views of Education Professors Circa 2010*

by Steve Farkas & Ann Duffett, FDR Group  
Thomas B. Fordham Institute



The American K–12 education system is under fire—and schools of education are no exception. Even the U.S. Secretary of Education and the presidents and deans of many teachers colleges and education schools themselves number among the critics. This study asks our nation's teacher educators for their perspectives on the pressing ques-

tions surrounding teacher education today. How do they view their own roles and their institutions? How do they respond to criticism? What do they think about No Child Left Behind, teacher tenure, standards, accountability, and alternative certification programs?

Results show that education professors hold divided views on many issues—a remarkable willingness to criticize their own preparation programs alongside a fair degree of defensiveness. In several areas, the views of teacher educators conflict with policies that districts and states pursue in today's public schools—and with the express needs of teachers themselves. Many attitudes have shifted over the past decade, while other attitudes have barely budged.

## EEPS Updates

**Daphna Bassok** is currently working on a project with Maria Fitzpatrick and Susanna Loeb that examines the availability and characteristics of early childhood caregivers in the United States. They're finding strong evidence that children in communities characterized by high levels of poverty and high proportions of black and Hispanic residents, as well as those who live in rural communities, have substantially fewer early childhood workers per child than do wealthier, whiter, and more urban communities. Workers in poor, minority, and rural communities are also much more likely to interact with children in their homes (rather than in schools or centers) and to have low levels of educational attainment. Daphna is also teaching a new data management course with Jim Wyckoff that teaches students how to prepare and use large datasets for education-policy research.

**Zoe Burkholder** had two articles published this summer and fall: "From Wops and Dagoes and Hunkies to 'Caucasian': Changing Racial Discourse in American Classrooms during WWII" in the *History of Education Quarterly* and "From Forced Tolerance to Forced Busing: War-time Intercultural Education and the Rise of Black Educational Activism in Boston" in *Harvard Educational Review*. This fall finds her teaching at Montclair State University, preparing for academic conferences, and working like mad to finish the final revisions for her forthcoming book *Color in the Classroom: How Schools Taught Race, 1900-1954*.

**Erin Cocke** is finishing the first paper in her dissertation and is about to submit it for publication. Her dissertation is tentatively titled "Teachers & Accountability: Impacts on Teacher Practice and Sorting." She is also applying for jobs and upcoming conferences.

**Diana D'Amico** is a visiting assistant professor of education at Brown University and is teaching two courses this term: The History of Education in the U.S. and Politics and Public Education. She is also working on an article on the history of

teacher education that explores curricular changes, recruitment patterns, and the rise of alternative programs like the Teacher Corps.

**Todd Grindal** is preparing to present a paper with Hirokazu Yoshikawa and Jocelyn Bowne at the Association for Public Policy Analysis and Management conference in November. The paper draws on the National Forum on Early Childhood Program Evaluation's meta-analytic database of U.S. early childhood programs from 1960-2007 and examines whether the combination of early childhood education and family support services (such as home visiting or parenting education) yield greater impacts on child cognitive development and physical health than programs that provide early childhood education only.

**Jason Grissom** is spending most of his time on research on school administrators. This includes a couple of articles on how principals affect teacher work decisions, a project on the impact of pension rules on the principal and teacher labor markets (with Cory Koedel, among others), and a big ongoing data collection from principals and other personnel in four urban school districts. He's also teaching intro statistics to MPA students.

In August, **Michael Hartney** was notified that his article, "From the Schoolhouse to the Statehouse: Teacher Union Political Activism and State Education Reform Policy," was accepted for publication at *State Politics and Policy Quarterly*. It will appear in the Fall 2011 issue.

**Julia Kaufman** is finishing up work on a progress report for Pittsburgh Public Schools, which is mailed out to City of Pittsburgh residents. She's also just starting a RAND project on the evaluation of teaching, and completing a draft report on outcomes of early and universal algebra policies.

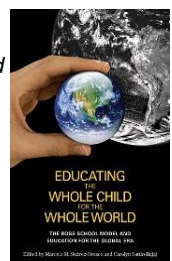
**Cory Koedel** is working on a project that examines the link between teacher pension systems and the labor market for school principals. He is also pursuing sev-

eral projects related to the quantitative evaluation of curricular effectiveness, and he recently released a new working paper that evaluates the relative performance of Head Start. Finally, Cory is working on an Education Outlook piece (AEI) and corresponding research article about evaluation standards for teachers.

**Ashlyn Nelson** is working on a journal article on school-based budgeting in California, and is preparing for an upcoming FDIC-Federal Reserve System Research Symposium and the annual meeting of the Association for Public Policy Analysis and Management. She's teaching two courses for the master's in public administration program: Statistics and Program Evaluation.

**Karen Rambo** is currently working on getting two papers under review—a validation study for a new quasi-experimental design used for school evaluations (Virtual Comparison Groups) and another on teacher attitudes and behaviors towards subject acceleration. The former matches each student in a school—based on characteristics like starting score—with a group of students from similar schools to compare performance. It seeks to determine the impact of different selection criteria on school evaluations. The latter surveys teachers and finds that those who recommend acceleration have supportive administrations, possess high self-efficacy toward acceleration, and object to common "objections." Karen is also teaching two classes this semester on the assessment of student learning.

**Carolyn Sattin-Bajaj** co-edited a new book with Marcelo Suárez-Orozco entitled *Educating the Whole Child for the Whole World: The Ross School Model and Education for the Global Era*. It was published by NYU Press and released in mid-September. In September she presented a new report she also co-wrote with Marcelo Suárez-Orozco, "English Language Learners and Charter Schools in New York State: Challenges and Opportunities," at an event sponsored by the NYC Charter Center. She has co-authored two forth-



## EEPS Updates, cont'd

coming journal publications: "Making Migration Work" to appear in *Peabody Journal of Education* in November 2010; and "Are ELL Students Underrepresented in Charter Schools? Demographic Trends in New York City, 2006-2008" to appear in *Journal of School Choice* 5(1).

**Arnold Shober** is working on an undergrad public-policy/education-policy textbook for Westview Press due out next year, and is completing an article on the effect of the presence of school choice on referendum success. Short answer: school choice (meaning magnets and charters) increases the likelihood of success—3.3 percent for a standard-deviation increase in charter enrollment and 4.8 percent for a standard-deviation increase in magnet enrollment.

**Katharine Strunk**, along with the Los Angeles Unified School District and two

co-PIs, was recently awarded an i3 grant from the Department of Education to study LAUSD's Public School Choice Initiative. This will be a three-year study. In addition, she and fellow EEPS-er Jason Grissom had an article published in the most recent edition of EIPA that examines the relationship between school board-reported union power and the strength of collective bargaining agreements.

**David Stuit** is finalizing a paper on teacher turnover in charter schools for submission to a special charter-school edition of the *Economics of Education Review*, preparing for the release of a Fordham study that examines the likelihood of turn-arounds and shutdowns of chronically bad district and charter schools, drafting a final evaluation report on pay-for-performance for the Texas Education Agency, and about to launch a federally-

funded study that compares teachers' value-added rankings when NWEA data are used in place of state test scores.

**Jennifer Wallner** just recently had two articles accepted. The first argues that the centralizing logic of the Canadian political system has helped the provinces establish a national education framework without federal intervention. The fragmenting logic of the American system, however, has stymied U.S. efforts in this regard. The second article explains why the Toronto District School Board rather suddenly decided to introduce Afrocentric education in the city. Jennifer is also working on a paper with Paul Manna for an AEI project entitled *Carrots, Sticks, and the Bully Pulpit*. It looks at Washington's efforts in the accountability stream of education reform to assess the success of certain objectives.

## EEPS Publications

### Michael Hansen

Value-added models (VAMs) that estimate teacher effectiveness are front and center in current teacher policy debates, but prior research provides little guidance about the stability of these estimates over extended periods of time. This study uses a ten-year panel of VAM estimates to address this issue. The authors find that VAM estimates change over time, but they reject the notion that these changes are due to measurement error alone. In other words, teacher performance itself is not stable over time, which is generally assumed in proposed policy uses of VAMs. Their investigation, however, shows that a part of teacher performance does appear to be stable over a long period. The findings suggest policies using VAMs intended to weed out ineffective teachers to raise overall productivity could have an effect, but it's likely considerably less than what prior research had concluded.

**Goldhaber, Dan & Michael Hansen.** "Is It Just a Bad Class? Assessing the Stability of Measured Teacher Performance." Seattle WA: CEDR Working Paper, 2010.

### Julia Kaufman

Stein and Kaufman studied implementation of two standards-based elementary school mathematics curricula—*Everyday Mathematics* and *Investigations*—in two large urban school districts. The authors found that the teachers who used *Investigations* had much higher-quality lessons than those who implemented *Everyday Mathematics*. Not because of "human capital" measures like teachers' knowledge of mathematics or years of teaching experience; instead, better implementation followed teachers' lesson preparation, especially reviews of "big ideas" in the lesson. Teachers' reviews of "big ideas" were supported by extensive professional development around *Investigations* and the curriculum itself, which provides direction and support for teachers to understand big ideas. In contrast, *Everyday Mathematics* does not provide that support. The authors conclude that school districts should find a curriculum that provides support for teachers to locate and understand the big mathematical ideas in a lesson and commit to offering sustained, targeted professional development.

**Stein, Mary K. & Julia H. Kaufman.** "Selecting and supporting the use of mathematics curricula at scale." *American Educational Research Journal* 47 (September 2010): 663-693.

### Jonna Perrillo

In this article, Perrillo argues that teacher educators are uniquely qualified to help teachers to develop their political voices and write about education issues for the public, and the article provides readers with methodologies for preparing teachers to do so. An analysis of four teacher-written columns sets out specific roles teachers can envision and assume in advocating for school reform and in taking greater ownership over their work. For teachers such as these, an enhanced professionalism that comes from writing for the public about their education objectives is an important step in developing teacher leadership skills.

**Perrillo, Jonna.** "Writing for the Public: Teacher Editorializing as a Pathway to Professional Development." *English Education* (October 2010): 11-33.