

ELEVATE



SCHOOL & DISTRICT IMPROVEMENT
2010–2011 PRODUCTS & SERVICES



School Turnaround Center

CONTACT: West: Patti Crotti • 510.302.4203 • pcrotti@WestEd.org • East: Stephen Hamilton • 781.481.1104 • shamilt@WestEd.org

Proven, research-based services for dramatically improving student achievement at low-performing schools

The WestEd Approach to Transforming Low-Performing Schools

WestEd's School Turnaround Center partners with districts nationwide to provide comprehensive school turnaround and transformation services leading to rapid and sustainable improvement in low-performing schools.

- ◆ Our methods are based on rigorous research into what works to improve and support student achievement, especially English learners and students with disabilities.
- ◆ Our approach focuses on multiple dimensions of successful schools including leadership, staff quality, curriculum and assessment, effective classroom instruction, and a safe and positive school environment.
- ◆ We work within the culture and context of each school and district, and create a tailored plan of action that addresses the school's specific needs and strengths.
- ◆ We focus relentlessly on successful implementation. We use our own state-of-the-art technology to develop online action plans for stakeholders to monitor progress.

- ◆ We expect all participants, including ourselves, to be mutually accountable for achieving agreed-upon results.
- ◆ We build support among teachers, administrators, support staff, parents, and the broader community for the school turnaround efforts.

WestEd Builds Key Attributes of Successful Schools

WestEd's School Turnaround Center draws significantly from research on "beating the odds" schools. We know that these schools share the following six characteristics, all of which must coalesce in a single focus on student achievement. We build a tailored action plan for each school that focuses on all seven attributes.

- ◆ They have effective school leadership.
- ◆ They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices.
- ◆ They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals.
- ◆ They incorporate targeted, ongoing professional development to ensure instructional quality and share best practices.
- ◆ They have created a safe school environment and a supportive climate of mutual trust.
- ◆ They align all of their fiscal and human resources to support student achievement.
- ◆ They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services.



Timeline

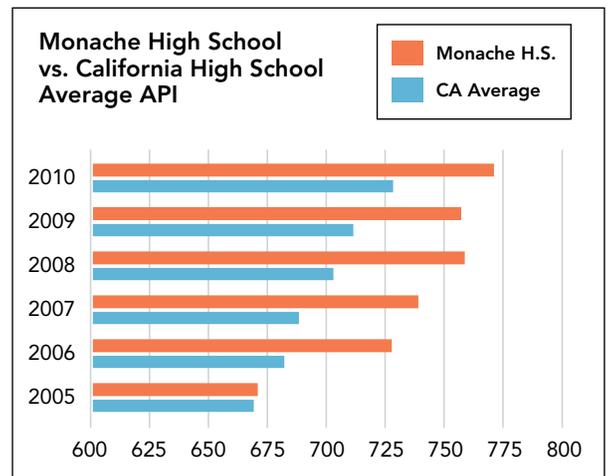
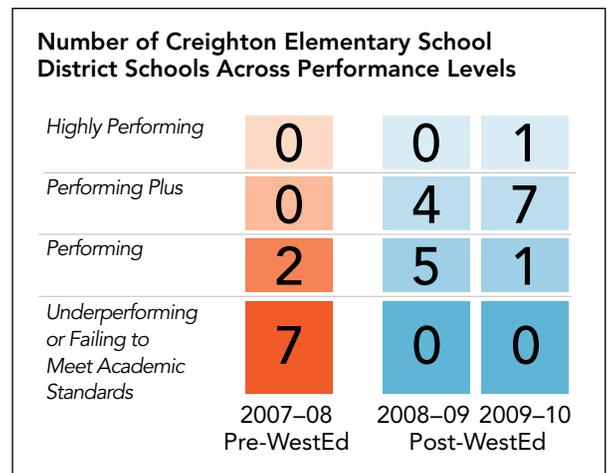
WestEd’s school transformation or turnaround service is carried out over three years. The first two phases — needs assessment and action planning — can be accomplished in two months prior to the beginning of a school year. The action plan is implemented in the first year, with adjustments to the plan based on the results of frequent and focused progress monitoring in years two and three.

Successful Partnerships In Improving Schools

For Creighton Elementary School District in Arizona, WestEd helped move all seven of their underperforming or failing schools to “Highly Performing”, “Performing Plus” or “Performing” in two years. (See top graph.)

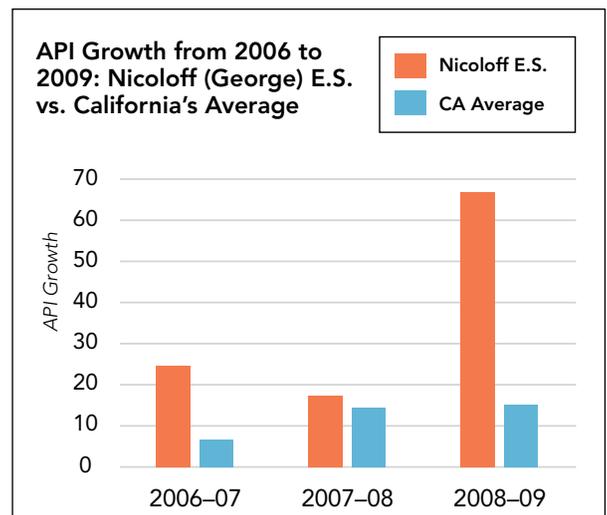
For Monache High School in California, WestEd helped increase the school’s Academic Performance Index (API) from 672 in 2005 to 772 in 2010. In 2010, the school’s API surpassed the California high school average by over 40 points. (See center graph.)

In 2007, WestEd began providing district and school improvement services to the then low-performing South Bay Union Elementary District in California. In 2009, Nicoloff (George) Elementary School met its API growth targets schoolwide, and for all subgroups. Also in 2009, Nicoloff’s API increased by 67 points, more than quadrupling the state average for API growth. (See bottom graph.)



Our success is a great story about continuous improvement, constant refinement, and consistent focus. We thank WestEd for the patience and the partnership.

— Patricia Portwood, Associate Superintendent Academic Learning Community A, Modesto City Schools



DistrictsMovingUp®

CONTACT: West: Ruth McKenna • 360.472.1876 • rmckenn@WestEd.org • East: Stephen Hamilton • 781.481.1104 • shamilt@WestEd.org

Build your capacity to increase academic achievement and improve learning for all students with WestEd's data-driven and results-driven strategies.

Who Should Participate

- ◆ Elementary, secondary, and K–12 districts in program improvement or corrective action
- ◆ Districts with a firm commitment to improving student achievement and learning

What Is WestEd's DistrictsMovingUp?

DistrictsMovingUp is a comprehensive, coherent, and intensive team-based process that ensures improved student achievement.

- ◆ We build district capacity to increase student achievement.
- ◆ We help district personnel create sustainable accountability systems.
- ◆ We use data-driven and results-driven strategies to help districts improve learning for all students.

WestEd knows from research and decades of experience that a one-size-fits-all approach does not work. That's why the DistrictsMovingUp team develops a customized proposal based on individual district strengths and

needs. Each DistrictsMovingUp action plan is customized by a leader who is familiar with your district's culture and goals — and most importantly, your student achievement data. While an implementation will differ based on each district's unique characteristics and needs, the DistrictsMovingUp process remains the same.

Ten evidence-based principles guide our work:

1. Focus unwaveringly on good instruction that reflects sound research and best practices.
2. Align standards, curriculum, assessment, and instruction.
3. Analyze and use data effectively to make decisions at all levels.
4. Develop and use effective common formative assessments at regular intervals throughout the school year to monitor progress and make adjustments accordingly.
5. Use fiscal and human resources effectively to support student achievement.
6. Build capacity by providing high-quality, ongoing, job-embedded professional development that helps all personnel acquire the knowledge and skills they need to perform their jobs effectively.
7. Hold all people in the system appropriately accountable for improved student achievement.
8. Develop effective leaders at all levels of the district who can implement and manage ongoing improvement.
9. Gain active engagement from family, community, and all stakeholders at all levels of the educational system.
10. Create safe and supportive school climates that enhance school connectedness and engage students in learning.



How Do We Measure Success?

Our goal is to improve teaching, learning, administration, and leadership so that your district attains — and exceeds — these student achievement targets:

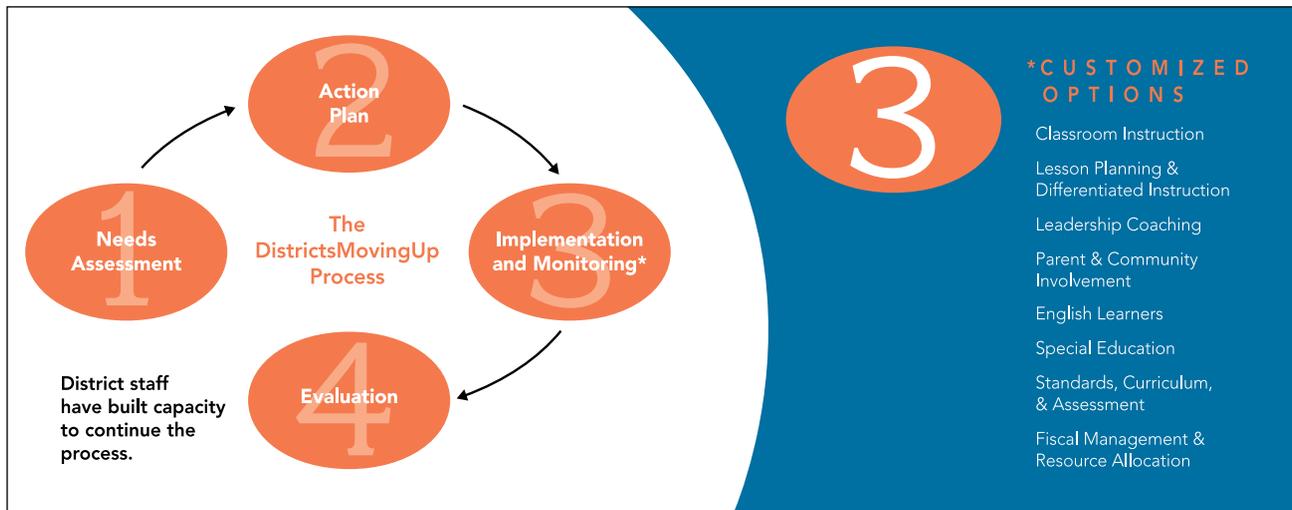
- ✦ Your district performance results will increase at a rate higher than the state average.
- ✦ Your district will exceed the expected performance for similar districts in the state.
- ✦ Achievement gaps among ethnic groups and between low-income and non-low-income students will be reduced at a rate greater than the state average.
- ✦ Your graduation rates will increase (high school only).

Format and Cost

The DistrictsMovingUp proposal is structured into phases. The foundation for all proposals is the number of consultants required to complete the services described in each customized plan (we only charge for the days on site). WestEd's fixed-price daily consultation rate is \$2,550, including consulting services, travel, materials, and program evaluation. WestEd products and tools will be provided as needed.

APPROVED DAIT (DISTRICT ASSISTANCE AND INTERVENTION TEAM) PROVIDER IN CALIFORNIA

WestEd is a State Board of Education-approved DAIT provider in California. In addition to supporting Program Improvement districts as they implement state guidelines under NCLB, we focus on building district capacity to increase achievement for all students. To learn more, please email dait@WestEd.org.



Local Accountability Professional Development Series

CONTACT: West: Joseph Sassone • 520.247.7111 • jsasson@WestEd.org • East: Stephen Hamilton • 781.481.1104 • shamilt@WestEd.org

Who Should Participate

District Training: A leadership team representing curriculum and assessment supervisors, principals, and language arts/mathematics subject-matter experts who will identify and use essential standards, build benchmark assessments and review items, and monitor student achievement.

School Training: Grade-level or subject teams that will set the instructional calendar and develop common formative assessments. Site administrators and all support staff working in classrooms should join appropriate grade-level/subject groups.

What Is the Local Accountability Professional Development Series (LAPDS)?

LAPDS helps district and school teams create custom accountability plans, and then through a series of workshops, planning and coaching sessions, implement the plans. The LAPDS system quickly and effectively boosts performance, and ensures full alignment with the National Assessment of Educational Progress (NAEP) item specifications and state assessments. Since 2003, 42 districts in five states have called upon LAPDS to provide the training and research base needed to implement their local accountability plans. The LAPDS goals are:

Noralto Elementary School has been a “school on the move” for the last three years. California API (Academic Performance Index) scores have consistently, and rapidly, risen from 672 in 2006 to 777 in 2009.

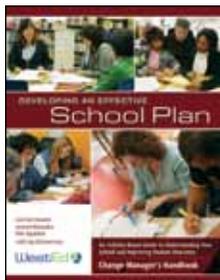
- ◆ Agreement on district essential standards for all subjects and grade levels
- ◆ Agreement on proficiency levels for each subject area, K–12, to align with the state definition of “proficient”
- ◆ Agreement on district standards-based assessments to evaluate student progress toward proficiency
- ◆ Development of a scope and sequence for each subject and grade level to ensure alignment with essential standards
- ◆ Development of a system of standards-based lesson planning that draws on data from multiple measures, allowing teachers to adapt lessons to student needs
- ◆ Agreement on the pacing and performance levels of essential standards in an instructional calendar
- ◆ Agreement on common formative assessments to place students in intervention classes

Format and Cost

The cost for each day of service per consultant is \$3,220, including consulting services, materials, and travel. The training and coaching services will be developed specifically for each district/school based on an assessment of needs.



Useful Resources



Developing an Effective School Plan

An Activity-Based Guide to Understanding Your School and Improving Student Outcomes

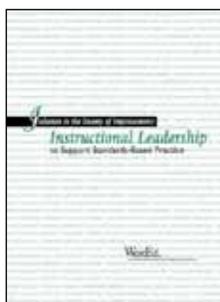
Lori Van Houten, Jeanne Miyasaka, and Kim Agullard, with Joy Zimmerman

A one-stop resource for school planning, *Developing an Effective School Plan* includes a Change Manager's Handbook, Facilitation Notes, and a CD-ROM of interactive tools and customizable activities, checklists, templates, data organizers, goals, meeting agendas, and more. The inquiry, planning, and implementation process embodied here represents the distillation of WestEd's first-hand work with diverse schools across the country.

\$129.95 • 336 pages
Two trade paper books & CD-ROM
8.5 x 11 • 2006 • WestEd
978-0-914409-26-7
CC-06-03S

PROFESSIONAL DEVELOPMENT.....

- Contact: Sofia Aburto
- 209.839.7255 or
- saburto@WestEd.org



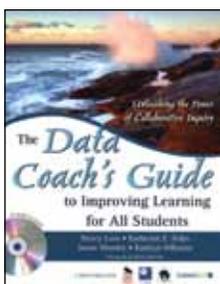
Isolation Is the Enemy of Improvement

Instructional Leadership to Support Standards-Based Practice

Kate Jamentz

This WestEd classic assists principals and teacher leaders in understanding the demands of and fostering the conditions for standards-based instruction. It includes an explanation of the specific teaching skills needed, two annotated classroom vignettes, the types of learning experiences teachers need for acquiring or refining these skills, and tools for guiding instructional leaders and teachers as they focus on standards-driven lesson planning and then reflect on the effectiveness of those lessons.

\$22.95 • 103 pages
Spiral • 8.5 x 11
2002 • WestEd
978-1-4129-13-7
WAC-02-01S



The Data Coach's Guide to Improving Learning for All Students

Unleashing the Power of Collaborative Inquiry

Nancy Love, Katherine E. Stiles, Susan Mundry, and Kathryn DiRanna

This book and CD-ROM provide detailed guidance for helping schools move away from unproductive data practices and toward examining data as a catalyst for systematic and continuous improvement in instruction and student learning. Staff developers, teachers, and administrators can create change using this inquiry process's templates, handouts, PowerPoint slides, resources, and sample goals and agendas.

\$50.95 • 408 pages
Trade paper & CD-ROM
8.5 x 11 • 2007 • Corwin Press
978-1-4129-5001-5
LI-08-01S

PROFESSIONAL DEVELOPMENT.....

- Contact: Susan Mundry
- 781.481.1106 or
- smundry@WestEd.org



To order: Call (888) 293-7833 or online at WestEd.org/bookstore

“High student achievement depends on excellent teaching and classroom instruction has improved countywide in participating school districts using Teach for Success. Thanks to the WestEd development team [T4S] will make a great difference in our schools!”— Superintendent

Who Should Participate

District and school leaders, including principals, instructional coaches, and teachers

What Is Teach for Success?

Teach for Success is a focused, collaborative, research-based framework and process that improves K–12 student achievement by improving classroom instruction.

- ✦ We build the leadership capacities of administrators, academic coaches, and teachers to understand the elements of and provide standards-based instruction and systematically ensure high-quality instruction.
- ✦ We provide professional development and comprehensive support to lead, coach, and teach for success.

The Six Domains of Teach for Success

Teach for Success provides professional development on six domains shown to improve the quality of instruction, and then uses an observation protocol to measure progress:

- 1. Instructional Practices to Support All Learners** to facilitate the transfer of knowledge and skills to all students
- 2. Student Engagement** to actively engage all students in learning
- 3. Assessment Practices** for daily use in the classroom
- 4. Cognitive Level of Questions and Activities**
- 5. Instructional Approaches** to utilize in the classroom
- 6. Learning Environment** to promote a positive classroom climate

Format and Cost

We offer customized classroom observation protocols and professional development as well as job-embedded, on-site coaching. The cost of T4S services varies based on the design of the program with an all-inclusive daily rate of \$2,500.

Success Stories

Calexico Unified School District Calexico, CA

In 2001, six underperforming schools began using a custom T4S protocol. By 2006, Academic Performance Index (API) had increased at all schools by 102 to 159 points.

Yuma Professional Learning and Networking (PLAN)

Yuma County, AZ

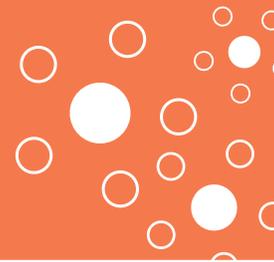
Since 2003, this consortium of eight school districts has used the T4S program to increase the quality of instruction in all classrooms. T4S serves 44 schools, 1,655 teachers, and 29,039 students in Yuma.

South Bay Union School District Imperial Beach, CA

Using a custom T4S protocol for one year, the 2009 California State Test results indicated an 8.21% districtwide increase in the percent of students proficient in English language arts and a 9.19% districtwide increase in mathematics.



Alignment and Linkage Studies for General and Special Population Assessments and Standards



CONTACT: Edynn Sato • 415.615.3226 • esato@WestEd.org

Who Should Use This Service

State and district leaders responsible for instruction, assessment, and accountability for general and special populations

What Are Alignment and Linkage Studies?

Alignment and linkage studies help states and districts understand and report on their assessment and accountability systems for general education, special education, and English language learner student populations. The studies address:

- ◆ Does the assessment test what it intends to test?
- ◆ Does the assessment test the full range of content it ought to test?
- ◆ Does the assessment reflect the appropriate range of difficulty of content?
- ◆ To what degree are the alternate achievement standards linked to the academic content standards?
- ◆ To what degree are the English language development standards linked to the academic content standards?
- ◆ How can my standards be improved?
- ◆ How can my assessment and/or assessment system be improved to meet the requirements of No Child Left Behind (NCLB)?

What You Learn About Your Assessments and Standards

Alignment studies examine the content validity of assessments for accountability and formative or diagnostic purposes, and report the degree to which a test assesses what it is intended to measure, in terms of content breadth, depth, and complexity. Linkage studies examine the relationship between core curriculum standards and the assessments and standards for special populations. Your study results will include:

- ◆ Item-level and form-level information
- ◆ Information regarding the appropriateness of item banks and shelf-products for specific state or district use
- ◆ Information regarding the assessed domain
- ◆ Help ensuring accurate and meaningful measurement of student achievement and instructional effectiveness
- ◆ Information about the relationship between one set of standards to another (e.g., English language development standards and English language arts or mathematics standards)
- ◆ Help ensuring that these students are exposed to the types of language and relevant content they need to be successful in academic contexts
- ◆ Help ensuring equitability and inclusiveness of the assessment system, with evident and irrefutable linkage being the goal of NCLB
- ◆ Valid and reliable data on which to base programmatic and policy decisions

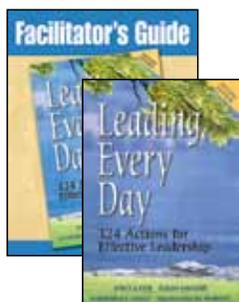
Cost

Prices start at approximately \$5,000 per grade in a content area, depending on number and type of items, number of test forms, and units of analysis.



For more information, visit www.WestEd.org/alignmentlinkage

Useful Resources



Leading Every Day 124 Actions for Effective Leadership, Second Edition

Joyce Kaser, Susan Mundry, Katherine E. Stiles, and Susan Loucks-Horsley

This National Staff Development Council 2003 Book of the Year illustrates that leadership exists in everyone, novice or veteran, and that understanding leadership styles, roles, and practices enhances impact. Includes inspirational stories, quotations, actionable advice, and discussion invitations, all in the context of the latest research on leadership, change, and professional development. An accompanying facilitator's guide provides materials to plan a workshop or study group.

Book: \$38.95 • 328 pages
Trade paper • 7 x 10
2005 • Corwin Press
978-1-4129-1641-7 • LI-06-01S

Facilitator's Guide:
\$16.95 • 80 pages • Trade paper
8.5 x 11 • 2005 • Corwin Press
978-1-4129-2776-5 • LI-06-02S

PROFESSIONAL DEVELOPMENT.....

- Contact: Susan Mundry
- 781.481.1106 or
- smundry@WestEd.org



Moving Leadership Standards Into Everyday Work

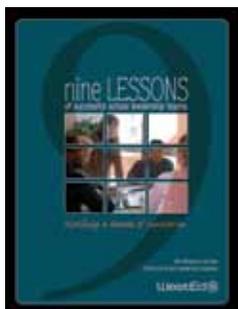
Descriptions of Practice

Edited by Karen Kearney

This publication fleshes out the most widely used leadership standards (ISLLC and CPSELs) describing specific administrator actions, attitudes, and understanding needed to attain underlying goals. These descriptions of practice also depict what each standard looks like across a continuum as an administrator moves from being a tactical manager to a strategic instructional leader whose efforts result in improved student learning.

\$15.95 • 57 pages
Trade paper • 11 x 8.5
2003 • WestEd
978-0-914409-17-5
DOP-03-01S

- Visit WestEd.org/cpsel to view the California Professional Standards for Educational Leaders.



Nine Lessons of Successful School Leadership Teams

Distilling a Decade of Innovation

Bill McKeever and California School Leadership Academy

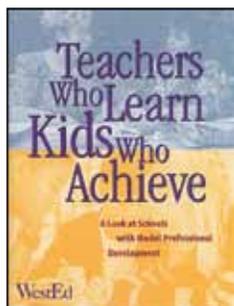
Why do some school leadership teams succeed while others stagnate, snipe, or disintegrate? This book provides on-the-ground innovation and research on what leadership teams can do to increase student achievement. Case studies from schools and districts anchor the discussion of strategies based on more than 23,000 school leaders.

\$21.95 • 117 pages
Trade paper • 7 x 9
2003 • WestEd
978-0-914409-08-3
CSLA-02-01S



To order: Call (888) 293-7833 or online at WestEd.org/bookstore

Useful Resources



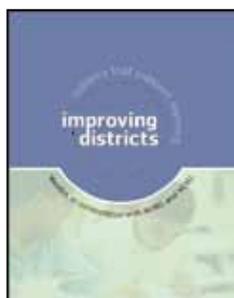
Teachers Who Learn, Kids Who Achieve

A Look at Schools with Model Professional Development

Western Regional Educational Laboratory at WestEd

What does it take to translate teacher professional development into impressive student learning gains? This compelling book condenses lessons learned from a study of eight schools that won the U.S. Department of Education's National Award for Model Professional Development. A culture of learning — for teachers, students, the entire community — pervades these schools, and this book provides a glimpse of what it looks like with teacher voices, vignettes, and annotated lists of resources.

\$14.95 • 70 pages
Trade paper • 7 x 9
2000 • WestEd
978-0-914409-02-1
PD-00-01S



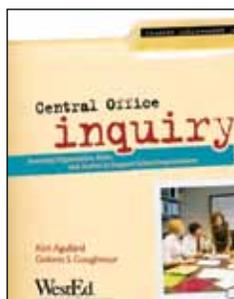
Improving Districts

Systems That Support Learning

WestEd, in collaboration with MCREL and NCREL

What can be learned from school districts that have been able to show improvement — not only in a few schools but throughout the whole district? This book describes how nine award-winning districts conceptualize and structure teacher professional development, the role of vision and communication in moving a whole district into continuous improvement, staff roles and structures, and how data-driven decision-making helps these districts initiate and keep their change efforts on track.

\$12.95 • 64 pages
Trade paper • 7 x 9
2002 • WestEd
978-0-914409-12-0
ID-02-01S



Central Office Inquiry

Assessing Organization, Roles, and Functions to Support School Improvement

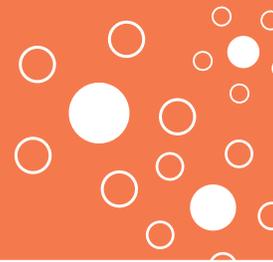
Kim Agullard and Dolores Goughnour

The result of a three-year study, this book's exercises, activities, and tools help districts create a unified, coherent, and aligned approach for supporting school improvement. The authors' inquiry process addresses the impact of local, federal, and state context; provides a cohesive district theory of action with aligned roles and functions; and shows how to support school improvement through implementation of aligned structures.

\$12.95 • 48 pages
Trade paper • 8 x 9
2006 • WestEd
978-0-914409-33-5
REL-06-01S



School Leadership Team Development Workshops



CONTACT: Cheryl Williams • 781.481.1113 • cwillia@WestEd.org

Who Should Participate

This workshop series is intended for multiple school leadership teams from the same district. Teams from different districts can also be accommodated in certain circumstances. Teams can include:

- ◆ Teacher leaders
- ◆ Leaders from schools, districts, and higher education
- ◆ Leaders of content reform efforts (math initiatives, literacy initiatives, special education initiatives)

What Are School Leadership Team Development Workshops?

This workshop series guides leadership teams to take sustained action on local goals. Participants use research, data collection, analysis, professional collaboration, and continuous improvement strategies to build the commitment and skills that focus on improving student learning results:

- ◆ Create and maintain collaborative working groups among teachers, administrators, parents, community members, and others
- ◆ Support standards-based teaching and learning and the changes in classroom practice that may be required

New-initiative buy-in has always been a problem in our school. We identified specific strategies presented in the workshop and applied them to our school improvement plan. For the first time we have whole school buy-in for the math initiative.

— High school principal

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- ◆ Apply leadership practices to specific content areas
 - ◆ Use data from classroom, school, and district profiles to make strategic decisions that sustain improvement

Each workshop series is supported with relevant research and professional reading, models and templates, and practice and application exercises.

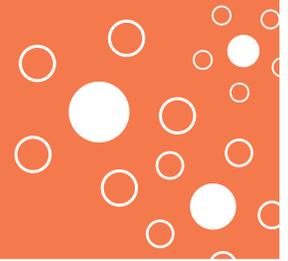
Format and Cost

Teams come together eight times over the course of a school year for day-long sessions. Additional sessions are scheduled for principals only. During the sessions, teams work on their school improvement plans and participants meet in role-alike groups. The cost is dependent on the size of the team and the number of teams. For example, a workshop series with ten teams of six would cost each team approximately \$5,000.



For more information, visit www.WestEd.org/leadershipteam

Collaborative Evaluation of School-Based or District-Based Initiatives



CONTACT: Nancy Hurley • 781.481.1105 • nhurley@WestEd.org

What Is Collaborative Evaluation?

WestEd offers this professional learning experience to help teams of school- and district-based educators plan and conduct ongoing evaluation of their local initiatives in ways that:

- ◆ Inform local decisions
- ◆ Build buy-in for the initiatives
- ◆ Engage school colleagues in collaborative study of initiatives designed to improve student outcomes

Participating teams learn:

- ◆ How to plan a study that takes into account the context, critical issues, and goals of the initiative being evaluated. Planning includes developing clear evaluation questions and selecting appropriate data-gathering strategies that will best answer those questions — and that will promote staff buy-in to the work.
- ◆ How to conduct data gathering, with strategies such as developing and administering questionnaires, conducting interviews and focus groups, conducting observations of local initiatives and classroom teaching, and analyzing student activities, products, and test scores.
- ◆ How to analyze qualitative and quantitative data, summarize findings, and lead discussions with colleagues about evaluation-based implications for improvement of future work.

The investment of time and planning for program did afford a more complete, robust product than the type of assessment we'd done before. The experience gave us data to use with future grants, and skills and tools we can use for many years to come. Without the coaching, I doubt that we would have completed the project as successfully.

— Assistant superintendent

Format and Cost

Phase One: During a two-day initial institute, teams identify the initiative they wish to evaluate, learn evaluation strategies geared for use by local educators, and plan a manageable and informative evaluation of their selected initiative. WestEd provides ongoing advising, coaching, and feedback by email and telephone as teams implement evaluation plans.

Phase Two: In a two-day follow-up institute several months later, the teams complete their data analysis, summarize and share key findings, and draft implications and recommendations for program improvement.

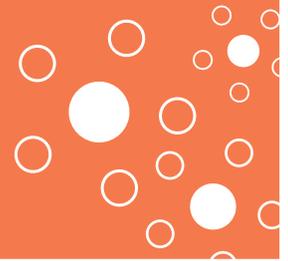
The cost of the two-part institute and coaching is \$12,000 for a group of up to six school teams of five members each.



For more information, visit www.WestEd.org/collaborativeevaluation

Mentoring and Coaching New Teachers:

A Comprehensive Approach to New Teacher Induction



CONTACT: Kathy Dunne • 781.481.1102 • kdunne@WestEd.org

Who Should Participate

- ◆ Mentor teachers
- ◆ Building and district administrators, including mentor program coordinators and professional developers
- ◆ Teacher education faculty
- ◆ State education agency staff

What Is this Professional Development All About?

WestEd offers five sessions ranging from two- or three-day workshops up to yearlong strands to support site-based implementation based on three key resources:

- ◆ *Mentoring New Teachers Through Collaborative Coaching: Linking Teacher and Student Learning*
- ◆ *Mentoring New Teachers Through Collaborative Coaching: Facilitation and Training Guide*
- ◆ *Mentoring Programs for New Teachers: Models of Comprehensive Induction and Support, Second Edition*

The sessions build school and district capacity to:

- ◆ Provide content-based mentoring and coaching of new teachers
- ◆ Create structures and strategies that support effective and sustained implementation of mentoring/coaching programs
- ◆ Assess and evaluate the impact of mentoring/coaching programs

This was one of the best institutes I've been involved with because it balanced theory with practice [and provided] many practical applications.

— Assistant superintendent

Themes and topics include:

- ◆ Qualities and roles of effective mentor teachers
- ◆ How new teachers' needs shift throughout the year, and how to meet them
- ◆ Teaching and learning standards in the context of mentoring
- ◆ Research-informed practices and critical elements of content-based coaching
- ◆ Practical techniques for applying the essential mentoring and coaching skills
- ◆ Tools for monitoring implementation and evaluating mentoring programs

Format and Cost

Session I: Essential Skills for Mentoring New Teachers 3-5 day workshop plus 1-3 full-day follow-up sessions

Session II: Essential Skills for Mentoring New-Teacher Alternative Certification Candidates 3-5 day workshop plus 1-3 full-day follow-up sessions

Session III: Lead Mentor Training: Enhancing Teacher Leadership to Mentor and Coach New Teachers 1-4 workshop days plus up to 6 site-based days

Session IV: The Administrator's Role in Mentoring and Coaching New Teachers 3-day workshop

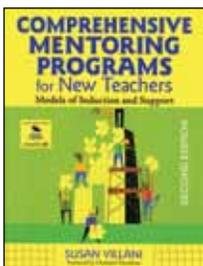
Session V: A Professional Development Design Course for Professional Developers 3-day workshop

Workshops and technical assistance days range from \$2,000–\$4,000 per day. There may be an additional materials fee.



For more information, visit www.WestEd.org/mentoringnewteachers

Useful Resources



Comprehensive Mentoring Programs for New Teachers

Models of Induction and Support, Second Edition

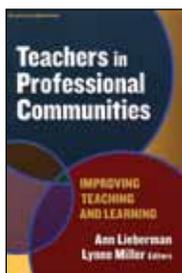
Susan Villani

The second edition of this classic book contains the most current and practical information to establish a quality comprehensive mentoring program and improve teacher retention rates. Based on over 30 years of experience working with thousands of new and experienced teachers and administrators, the author outlines mentors' roles, mentor preparation, and the ways mentoring programs can support new educators.

\$35.95 • 240 pages
Trade paper • 7 x 10
2009 • Corwin Press
978-1-4129-6613-9
LI-09-01S

PROFESSIONAL DEVELOPMENT.....

- ○ Contact: Susan Villani
- ● 781.481.1112 or
- ○ svillani@WestEd.org



Teachers in Professional Communities

Improving Teaching and Learning

Edited by Ann Lieberman and Lynne Miller

Essays in this resource explore what research and practice have revealed about how professional communities develop and flourish, and how best to negotiate the inherent tension that comes with improving competence and building community simultaneously. The authors discuss the five themes that emerged from their studies of practice: context, capacity, content, commitment, and challenge.

\$21.95 • 120 pages
Trade paper • 6 x 9
2008 • Teachers College Press
978-0-8077-4889-3
MS-08-02S

15



Mentoring New Teachers Through Collaborative Coaching Set

Kathy Dunne and Susan Villani

This complete professional development toolkit provides a stunningly effective research-based mentoring and coaching model, complete with activities, agendas for multiday trainings, and other do-it-yourself resources.

Save 10% off the individual prices when you order the set:
\$154.00 • Book and Facilitation and Training Guide
2007 • WestEd • LI-07-01S

Book: \$21.95 • 112 pages
Trade paper • 7 x 9
2007 • WestEd
978-0-914409-30-4
LI-06-04S

Facilitation and Training Guide:
\$149.95 • 300 pages
Binder & CD-ROM
2007 • WestEd
978-0-914409-31-1
LI-06-05S

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- ○ Contact: Kathy Dunne
- ● 781.481.1102 or
- ○ kdunne@WestEd.org



To order: Call (888) 293-7833 or online at WestEd.org/bookstore

Promoting Resilience and Youth Development in School Communities

CONTACT: Bo De Long-Cotty • 510.302.4218 • bdelong@WestEd.org

Who Should Participate

- ◆ School board members, and district and site administrators
- ◆ Teachers, counselors, prevention specialists, health coordinators, and student assistance teams
- ◆ Law enforcement and juvenile justice officers and administrators
- ◆ Staff from after-school programs, community-based organizations, and preschools
- ◆ Schools that have administered the Healthy Kids Survey

Goals of the Professional Development Workshops

Research indicates that youth development, health-risk behavior prevention, and academic success are inextricably tied. Participants in these workshops are shown a process for using data from the Resilience and Youth Development Module of the Healthy Kids Survey to improve school community through data-driven decision-making. Attendees receive a manual containing supportive materials, a list of useful resources, a CD-ROM of workshop slides, and *Resiliency: What We Have Learned*. Participants will leave the workshops with a clear understanding of the research base for resilience and youth development approaches to prevention, education, and human services. Participants will learn asset-based strategies including:

- ◆ Using student focus groups to increase student involvement in school community improvement efforts

Thank you so much for a fantastic workshop! I've been getting e-mails from folks who had a great experience. Best of all, you have educated and inspired district and school leaders to embrace resiliency and carry this work further.

— District Title IV Coordinator

- ◆ Engaging students' intrinsic motivation
- ◆ Creating action plans that foster caring relationships, high/positive expectations, and opportunities for participation and contribution

Format and Cost

The following four independent workshops can each be presented in three formats: 1) as a half-day presentation, 2) as a one-day introduction and interactive session, or 3) as a more comprehensive two-day workshop. Additional follow-up days are available.

Workshop 1: From Risk to Resilience: Principles and Strategies of Youth Development

Workshop 2: Listening to Youth: Using Youth Assets Data for School Community Improvement

Workshop 3: Closing the Achievement Gap by Fostering Resilience and Youth Development

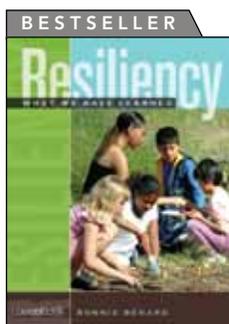
Workshop 4: "You Matter!" Promoting Resilience and Youth Development in Your After-School Program

Half-day presentations or keynotes are \$1,700. An interactive workshop with two facilitators is \$3,000 for one day or \$5,000 for two days. Travel time and expenses are not included.



For more information, visit www.WestEd.org/promotingresilience

Useful Resources



Resiliency

What We Have Learned

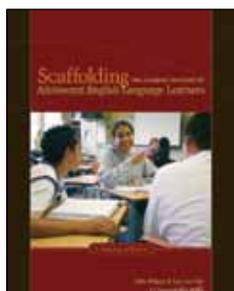
Bonnie Benard

A few years ago, resiliency theory was relatively new to the fields of prevention and education. Today, it is at the heart of hundreds of school and community programs that recognize in all young people the capacity to lead healthy, successful lives. The key, as Benard reports in this bestselling synthesis of a decade of resiliency research, is the role that families, schools, and communities play in supporting, and not undermining, this biological drive for normal human development.

\$21.95 • 148 pages
Trade paper • 7 x 9
2004 • WestEd
978-0-914409-18-2
HD-04-015

PROFESSIONAL DEVELOPMENT.....

- ○ Contact: Bo De Long-Cotty
- ○ 510.302.4218 or
- ○ bdelong@WestEd.org



Scaffolding the Academic Success of English Language Learners

A Pedagogy of Promise

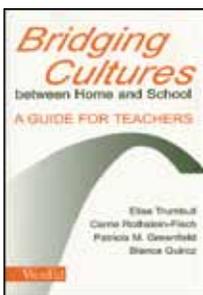
Aída Walqui and Leo van Lier

This book is the result of a decade-long effort to implement challenging instruction that is designed for classrooms that include English learners, raises the bar, and increases engagement for all learners. Classroom vignettes, transcripts of student interactions, and detailed examples of intellectually engaging middle school and high school lessons provide a concrete picture of the instructional approach developed by coauthor Aída Walqui, founder and director of WestEd's Quality Teaching for English Learners (QTEL) initiative.

\$27.95 • 240 pages
Trade paper • 7.38 x 9.22
2010 • WestEd
978-0-914409-75-5
PD-09-015

PROFESSIONAL DEVELOPMENT.....

- ○ Contact: Leslie Hamburger
- ○ 415.615.3180 or
- ○ lhambur@WestEd.org



Bridging Cultures between Home and School

A Guide for Teachers

Elise Trumbull, Carrie Rothstein-Fisch, Patricia M. Greenfield, and Blanca Quiroz

Teaching students from a range of cultural backgrounds is made easier when teachers understand the cultural norms of both the mainstream culture of schools and the cultures of their students. This guide explains the individualism/collectivism framework, ways to improve working with parents, the cross-cultural parent-teacher conference, and more.

\$26.95 • 184 pages
Trade paper • 6 x 9
2001 • Lawrence Erlbaum and WestEd
978-0-8058-3519-9
LCD-01-015

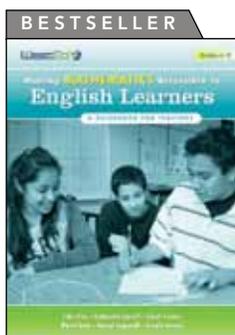
PROFESSIONAL DEVELOPMENT.....

- ○ Contact: Noelle Caskey
- ○ 415.615.3178 or
- ○ ncaskey@WestEd.org



To order: Call (888) 293-7833 or online at WestEd.org/bookstore

Useful Resources



Making Mathematics Accessible to English Learners

A Guidebook for Teachers

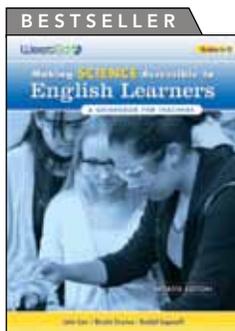
John Carr, Catherine Carroll, Sarah Cremer, Mardi Gale, Rachel Lagunoff, and Ursula Sexton

This bestselling book offers an integrated approach to teaching mathematics content and English language skills, including best instructional practices from the field, powerful and concrete strategies, and sample lesson scenarios that can be implemented immediately in any mathematics class.

\$24.95 • 128 pages
Trade paper • 8.5 x 11
2009 • WestEd
978-0-914409-68-7
CC-09-01S

PROFESSIONAL DEVELOPMENT.....

- Contact: Cathy Carroll
- 650.381.6422 or
- ccarrol@WestEd.org



Making Science Accessible to English Learners

A Guidebook for Teachers, Updated Edition

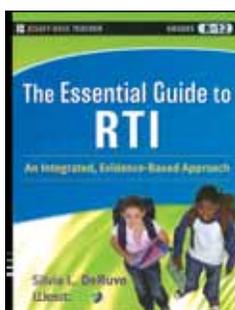
John Carr, Ursula Sexton, and Rachel Lagunoff

This updated edition of the bestselling guidebook helps upper elementary, middle, and high school science teachers reach English learners in their classrooms. The guide offers practical guidance and lesson scenarios that can be implemented immediately in any science class.

\$24.95 • 132 pages
Trade paper • 8.5 x 11
2007 • WestEd
978-0-914409-40-3
CC-07-01S

PROFESSIONAL DEVELOPMENT.....

- Contact: John Carr
- 925.673.0801 or
- jcarr@WestEd.org



The Essential Guide to RTI

An Integrated, Evidence-Based Approach

Silvia L. DeRuvo

This new book provides practical tools and step-by-step guidelines for school and district teams to effectively implement Response to Intervention (RTI) with all students — including students with disabilities and English language learners — within an integrated, standards-aligned system.

\$32.95 • 228 pages
Trade paper • 8.5 x 11
2010 • Jossey-Bass
978-0-470-54801-1
CC-10-01S



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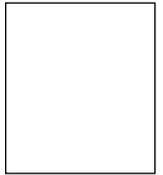
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Math Pathways and Pitfalls Intervention Curriculum

Carne Barnett-Clarke, Alma B. Ramirez,
with Debra Coggins

Exposure to the *Math Pathways & Pitfalls* intervention curriculum raises standardized test scores, according to an experimental study funded by the U.S. Department of Education.

This K-8 intervention curriculum helps students tackle stubborn pitfalls head-on and transform them into pathways for learning key standards. Each grade-span volume includes more than 20 complete lessons, a teaching manual, DVD with classroom footage, CD-ROM with black line masters of handouts, quizzes, and resources, *Discussion Builders* classroom poster, and teacher professional development tasks, activities, and video footage.

For more information,
visit us at WestEd.org/MPP.

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