

ADVANCE



SCHOOL & DISTRICT IMPROVEMENT
2011–2012 PRODUCTS & SERVICES



School Turnaround Center

CONTACT: West: Ken Futernick • 916.747.2332 • kfuternick@WestEd.org • East: Stephen Hamilton • 781.481.1104 • shamilt@WestEd.org

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

Our Approach to Transforming Low-Performing Schools

The WestEd 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.

Districts that partner with WestEd:

- ✦ Gain an on-the-ground reform partner, not just an advisor
- ✦ Work with our cadre of reform experts to create and deliver solutions that specifically address their school's most pressing challenges
- ✦ Grow in multiple dimensions, including leadership, staff quality, curriculum and assessment, effective classroom instruction, and a safe and positive school environment
- ✦ Learn from our years of rigorous research into what works to improve and support student achievement, especially with English language learners and students with disabilities

- ✦ Apply real-time feedback mechanisms to monitor and evaluate their improvement
- ✦ Increase their internal capacity for sustainable long-term success

WestEd Builds Key Attributes of Successful Schools

The WestEd School Turnaround Center draws significantly from research on “beating-the-odds” schools. We know that these schools share the following 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 attributes.

Successful schools:

- ✦ Have effective school leadership
- ✦ Are staffed with committed, highly qualified teachers who use effective and equitable instructional practices
- ✦ Provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals
- ✦ Incorporate targeted, ongoing professional development to ensure instructional quality and share best practices
- ✦ Create a safe school environment and a supportive climate of mutual trust
- ✦ Align all of their fiscal and human resources to support student achievement
- ✦ 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

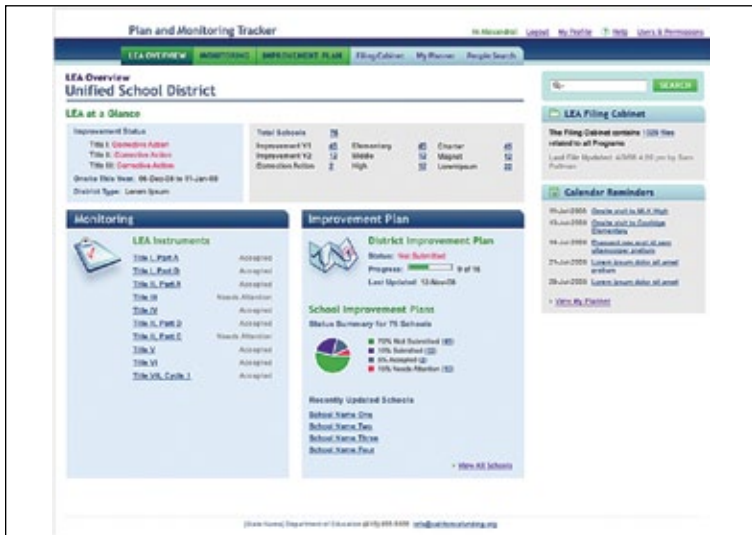
WestEd's school transformation or turnaround service is carried out over three years. The first two phases — needs assessment and action planning — can be accomplished in two months prior to the beginning of a school year. The action plan is implemented in the first year, with adjustments to the plan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

Streamline Program Planning and Compliance Monitoring

With the WestEd Planning and Monitoring Tracker (PMT), schools and districts can focus more on the implementation and effectiveness of their turnaround programs and less on the paperwork and process of monitoring for compliance or improvement planning. PMT transforms the burdensome, paper-driven process of program planning and compliance monitoring into a logical, easy-to-use, web-based system for documentation, communication, and dissemination.

With PMT, state education agencies and local education agencies can increase efficiency, reduce costs, and improve coordination and communications for all those working to support ongoing improvement planning and management.

The costs of implementing PMT services are individually negotiated with clients and depend on such factors as the scope of the application (monitoring and/or planning), the scope of the pilot, the level of customization, and training and documentation requirements.

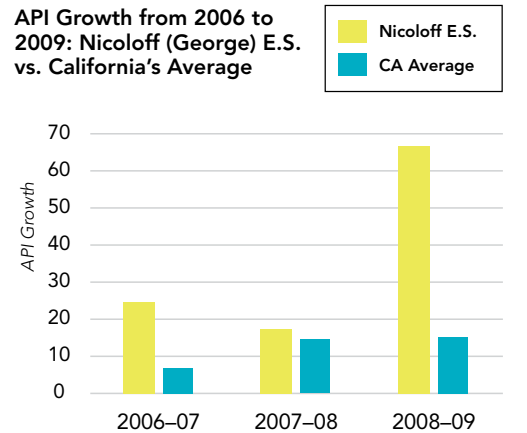


Success Stories

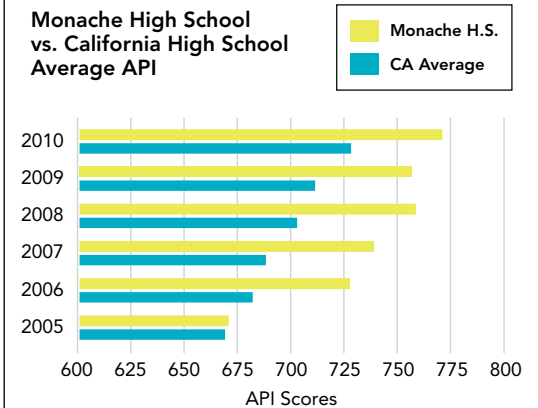
Number of Creighton Elementary School District Schools Across Performance Levels

Performance Level	2007-08 Pre-WestEd	2008-09 Post-WestEd	2009-10 Post-WestEd
Highly Performing	0	0	1
Performing Plus	0	4	7
Performing	2	5	1
Underperforming or Failing to Meet Academic Standards	7	0	0

API Growth from 2006 to 2009: Nicoloff (George) E.S. vs. California's Average



Monache High School vs. California High School Average API



DistrictsMovingUp®

CONTACT: West: Joseph G. Sassone • 520.247.7111 • jsasson@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- 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 DistrictsMovingUp?

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

- ◆ Building district capacity
- ◆ Helping district personnel create sustainable accountability systems
- ◆ Using data- and results-driven strategies

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 stakeholders at all levels of the educational system.
10. Create safe and supportive school climates that enhance school connectedness and engage students in learning.



Over the course of only three years, our schools have seen growth as high as 50-70 points in our API scores and one of our schools has exited program improvement. I cannot speak highly enough of the guidance, support, and encouragement provided by WestEd.

— JoAnn Isken, Assistant Superintendent of Instructional Services, Lennox School District

How Do We Measure Success?

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

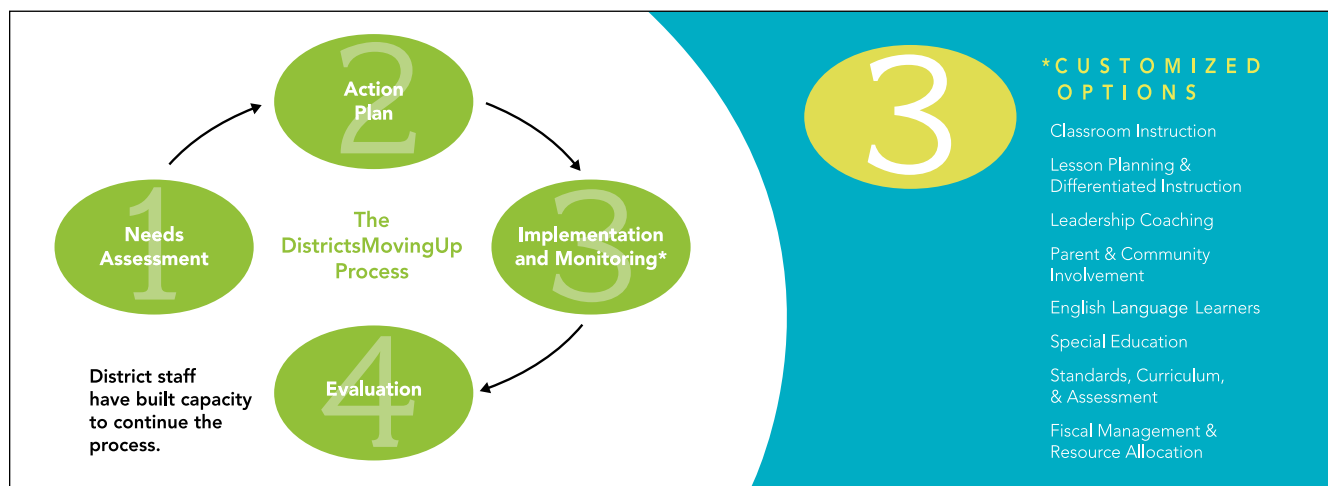
- ✦ Your district performance results will increase at a rate higher than the state average.
- ✦ Your district will exceed the expected performance for similar districts in the state.
- ✦ Achievement gaps among ethnic groups and between low-income and non-low-income students will be reduced at a rate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

Format and Cost

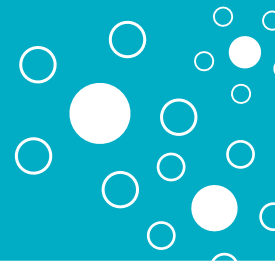
The DistrictsMovingUp proposal is structured into phases. The foundation for all proposals is the number of consultants required to complete the services described in each customized plan (we only charge for the days on site). Our fixed-price daily consultation rate is \$2,625, including consulting services, travel, materials, and program evaluation. WestEd products and tools will be provided as needed.

APPROVED DISTRICT ASSISTANCE AND INTERVENTION TEAM (DAIT) 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 the Elementary and Secondary Education Act, we focus on building district capacity to increase achievement for all students. To learn more, email us at 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

This professional development series is designed for district curriculum and assessment teams and school staffs, up to 40 people per trainer.

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

WestEd's Local Accountability Professional Development Series (LAPDS) allows you to tailor curriculum to quickly and effectively boost performance — ensuring that all students meet state and federal requirements. For more than eight years, LAPDS has offered training services that can be customized to meet the accountability needs of school districts as well as individual schools. This system helps teachers and administrators create and implement research-based standards, assessment, and interventions for a comprehensive local accountability system.

Our training programs are based on research in mastery learning theory and the alignment of curriculum, lesson planning, instruction, and assessment to provide students with specific, immediate feedback and multiple opportunities to demonstrate mastery of the academic standards at proficient and advanced performance levels.

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.

Is Your District or School Ready to Transition to Common Core State Standards?

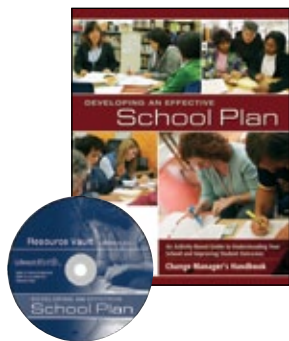
- ✦ Have you taken immediate steps to prepare your teachers and students for the new expectations of the Common Core?
- ✦ Have you provided your students with the curriculum needed in earlier grades to be successful with the new standards?
- ✦ Have you identified the gaps in knowledge and skills students must master to succeed with the new performance measures?
- ✦ Have you revised your balanced assessment approach to measure student mastery?

Format and Cost

This professional development consists of 2–3 day training sessions. The cost for each day of service per consultant is \$3,220, including materials and travel. The training and coaching services will be developed specifically for each district or 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

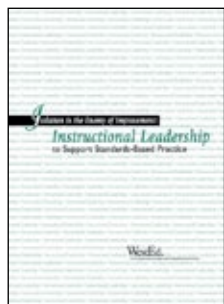
Lori Van Houten, Jeanne Miyasaka, and Kim Agullard, with Joy Zimmerman

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



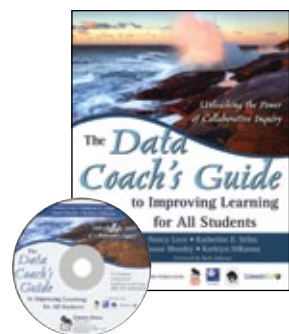
Isolation Is the Enemy of Improvement

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, a description of 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
978-0-914409-13-7
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 • 2008
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

“Classroom instruction has improved countywide in participating school districts using Teach for Success. Thanks to the WestEd development team. Teach for Success 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 Teach for Success services varies based on the design of the program with an all-inclusive daily rate of \$2,500.

Success Stories

South Bay Union School District (Imperial Beach, CA)

Using a custom Teach for Success protocol for one year, the 2009 California State Test results indicated an 8 percent districtwide increase in students proficient in English language arts and a 9 percent districtwide increase in mathematics.

Douglas County School District (Jacks Valley, NV)

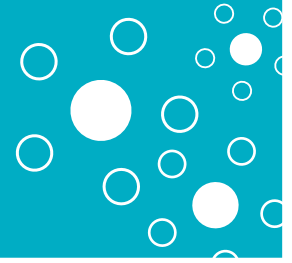
By using the Teach for Success program, Jacks Valley Elementary School in one year saw a 26 percent increase in instruction time. The percentage of students proficient in reading on the statewide test rose 11 percent. In mathematics, the percentage of proficient students rose 8 percent.

Central Union High School District (El Centro, CA)

Over the course of five years, Southwest High School moved from underperforming to one of the most successful California high schools using the Teach for Success program for classroom observation and student achievement data. Their Academic Performance Index rose from 526 in 1999 to 667 in 2006.



Alignment, Linkage, and Crosswalk Studies of Standards and Assessments



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 education and special student populations (e.g., English language learners, students with disabilities)
- ◆ States and districts interested in understanding and addressing the academic language needed by students to access and achieve rigorous academic content
- ◆ The academic language needed to access and achieve the content in state standards
- ◆ How standards can be improved
- ◆ The degree to which the assessment
 - tests what it intends to test, and
 - tests the full range of content it ought to test at the appropriate range of difficulty and level of rigor
- ◆ How the assessment and/or assessment system can be improved to meet federal accountability requirements
- ◆ The degree to which curricula correspond to the full range of content and appropriate range of difficulty and rigor reflected in the standards

What Are Alignment, Linkage, and Crosswalk Studies?

Alignment, linkage, and crosswalk studies examine content correspondence between sets of standards, assessments, and curricula and help states and districts understand and report on the content validity of their assessment and accountability systems, as well as inform instructional planning and professional development.

These studies can address the following.

- ◆ The degree to which:
 - Alternate achievement standards and English language development standards are linked to the academic content standards
 - Common Core State Standards and existing state standards cover the same content

What You Learn About Your Assessments and Standards

Your study results can include:

- ◆ Information about the relationship between one set of standards, assessments, and or curricula to another in terms of breadth, range of complexity, and rigor of content
- ◆ Information regarding the appropriateness of item banks and tests for specific state or district use
- ◆ Data-based recommendations that can help ensure accurate and meaningful measurement of student achievement and instructional effectiveness
- ◆ Help ensuring equitability and inclusiveness of the assessment system
- ◆ Valid and reliable data on which to base programmatic and policy decisions

Cost

Prices depend on the number of grades evaluated, the number and type of assessment items and number of test forms analyzed, the structure of the standards, and units of analysis. Costs for studies begin at \$25,000.



For more information, visit WestEd.org/alignmentlinkage

Useful Resources



Moving Leadership Standards Into Everyday Work

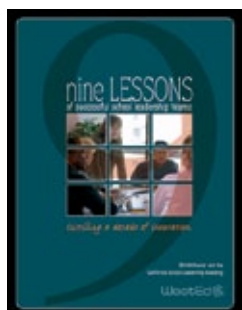
Descriptions of Practice

Edited by Karen Kearney

This best-selling 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.

\$16.95 • 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 the California School Leadership Academy

Why do some school leadership teams succeed while others stagnate 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

Visit WestEd.org/principals to download these free resources.



Download Free Principal Development and Evaluation Resources

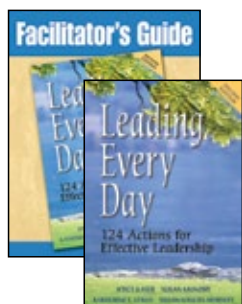
These resources provide research, policy snapshots, promising practices, and examples to help school districts plan and implement principal development and evaluation systems.

- ◆ Effective Principals for California Schools
- ◆ The Policies and Practices of Principal Evaluation
- ◆ A Brief Overview of Principal Evaluation Literature
- ◆ Key Features of a Comprehensive Principal Evaluation System
- ◆ How Six States Are Implementing Principal Evaluation Systems
- ◆ How Four Districts Crafted Innovative Principal Evaluation Systems



To order: Call 888.293.7833 or online at WestEd.org/bookstore

Useful Resources



Leading Every Day

124 Actions for Effective Leadership, Second Edition

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

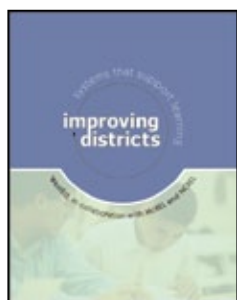
This National Staff Development Council 2003 Book of the Year illustrates that leadership exists in everyone, novice or veteran, and that understanding leadership styles, roles, and practices enhances impact. It includes inspirational stories, quotations, actionable advice, and discussion invitations, 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: \$41.95 • 328 pages
Trade paper • 7 x 10 • 2006
Corwin Press
978-1-4129-1641-7 • LI-06-01S

Facilitator's Guide: \$19.95
80 pages • Trade paper
8.5 x 11 • 2006 • Corwin Press
978-1-4129-2776-5 • LI-06-02S

PROFESSIONAL DEVELOPMENT

Contact: Susan Mundry
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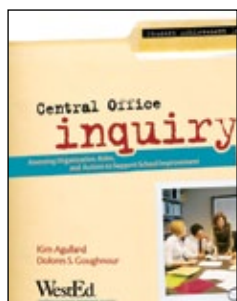
Improving Districts

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.

\$13.95 • 64 pages
Trade paper • 7 x 9 • 2002
WestEd
978-0-914409-12-0
ID-02-01S



Central Office Inquiry

Assessing Organization, Roles, and Actions to Support School Improvement

Kim Agullard and Dolores S. Goughnour

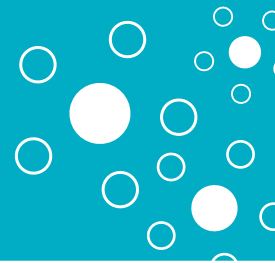
The result of a three-year study, this book's exercises, activities, and tools help districts create a unified, coherent, and aligned approach for supporting school improvement. The authors' inquiry process addresses the impact of local, federal, and state context; provides a cohesive district theory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

\$13.95 • 48 pages
Trade paper • 8 x 9 • 2006
WestEd
978-0-914409-33-5
REL-06-01S



To order: Call 888.293.7833 or online at WestEd.org/bookstore

School Leadership Team Development Workshops



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

Who Should Participate

This workshop series is intended for school districts that want to make smarter strategic decisions about improving student learning results and see those decisions have wider, longer-lasting impact.

The workshop format supports multiple school leadership teams from the same district. Teams can include:

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

In certain circumstances, teams from different districts can also be accommodated.

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.

Participants learn to:

- ◆ Create and maintain collaborative working groups among teachers, administrators, parents, community members, and others

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

-
- ◆ Support standards-based teaching and learning and the changes in classroom practice that may be required
 - ◆ 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.

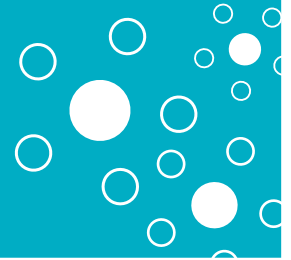
Format and Cost

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 and number of teams. For example, a workshop series with ten teams of six would cost each team approximately \$5,000.



For more information, visit 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

What You 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.
- ◆ 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.

Excellent presentation and assistance.

Good foundation for differentiating qualitative versus quantitative evaluations. The knowledge of how to conduct a program evaluation has been invaluable.

— Special education director

Format and Cost

The interactive, hands-on format of the workshop with individual attention and opportunities for practicing the data-gathering strategies result in educators equipped to:

- ◆ Plan a manageable evaluation of a program or initiative
- ◆ Build buy-in and engage others in their district to assist in data collection
- ◆ Analyze data and make sense of their findings
- ◆ Develop a plan to share those findings with district stakeholders

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.

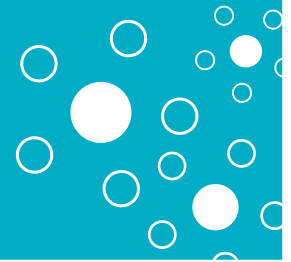
Phase Two: In a two-day follow-up institute several months later, the teams complete their data analysis, summarize and share key findings, and draft implications and recommendations for program improvement.

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 [WestEd.org/collaborativeevaluation](https://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 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*
- ✦ *Comprehensive Mentoring Programs for New Teachers: Models of 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 1: Essential Skills for Mentoring New Teachers (3–5 day workshop, plus 1–3 full-day follow-up sessions)

Session 2: Essential Skills for Mentoring New-Teacher Alternative Certification Candidates (3–5 day workshop, plus 1–3 full-day follow-up sessions)

Session 3: Lead Mentor Training: Enhancing Teacher Leadership to Mentor and Coach New Teachers (1–4 workshop days, plus up to 6 site-based days)

Session 4: The Administrator's Role in Mentoring and Coaching New Teachers (3-day workshop)

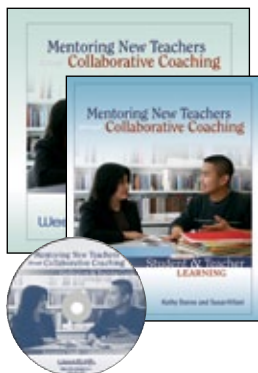
Session 5: A Professional Development Design Course for Professional Developers (3-day workshop)

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



For more information, visit WestEd.org/mentoringnewteachers

Useful Resources



Mentoring New Teachers Through Collaborative Coaching Set

Kathy Dunne and Susan Villani

What are the best approaches for developing effective mentors and improving the professional growth of new teachers? This complete professional development toolkit provides a highly effective research-based mentoring and coaching model, complete with activities, agendas for multiday trainings, and other do-it-yourself resources. Perfect for professional developers, teacher leaders, mentor and/or teacher induction program coordinators, building- and district-level administrators, and faculty from institutions of higher education.

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WestEd
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LI-06-04S

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

PROFESSIONAL DEVELOPMENT.....

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



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. Drawing upon 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. This resource includes descriptions of successful, real-world, comprehensive mentoring programs; a list of factors to consider when developing a comprehensive mentoring initiative; a rubric based on components of comprehensive mentoring programs; and more.

\$38.95 • 240 pages
Trade paper • 7 x 10 • 2009
Corwin Press
978-1-4129-6613-9
LI-09-01S

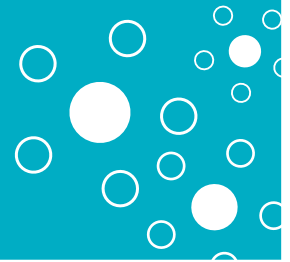
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- Contact: Susan Villani
- 781.481.1112 or
- svillani@WestEd.org



To order: Call 888.293.7833 or online at WestEd.org/bookstore

School Climate Assessment and Professional Development



CONTACT: Survey Info: Kiku Annon • 562.799.5127 • kannon@WestEd.org • PD Info: Bo De Long-Cotty • 510.302.4218 • bdelong@WestEd.org

What Is the Healthy Kids School Climate Survey?

The Healthy Kids School Climate Survey System (HKSCS) for students, staff, and parents is a comprehensive, U.S. Department of Education-recognized* tool for providing the local data schools need to foster positive learning conditions as part of their school improvement efforts. HKSCS is comprised of three interrelated surveys for students, staff, and parents.

HKSCS provides schools and districts with critical information about:

- ◆ The learning and teaching environment
- ◆ The safety, health, and well-being of students
- ◆ The supports parents, school staff, and students need to foster engaged learning, positive youth development, and school success

The surveys are **low-cost**, available for both online and written administration, and fully supported by online and print materials, “how-to” workshops, and technical assistance.

HKSCS began as the *California School Climate, Health, and Learning Survey* (Cal-SCHLS) data system developed for and supported by the California Department of Education. Since 2003, these surveys have been administered biennially by almost every school district in California.

Who Should Use the Healthy Kids School Climate Survey System?

- ◆ School districts, individual schools, and afterschool or other youth program providers

Because the surveys contain many common items across student, staff, and parent forms, the data can be used by a wide range of educators and other professionals looking for ways to improve student, staff, and community engagement both in and out of school.

Professional Development

We also offer a full array of practical professional development opportunities to enhance participants’ knowledge and skills in understanding how to foster school climates that will drive school improvement efforts and promote positive youth development and resiliency during and outside of school. Below is a partial listing of these offerings.

- ◆ *Making the Most of Your Healthy Kids School Climate Survey Data*
- ◆ *From Risk to Resilience: Principles and Strategies of Youth Development*
- ◆ *Resilience, Youth Development, and Closing the Achievement Gap*
- ◆ *Listening to Youth: Using Youth Assets Data for School Community Improvement*
- ◆ *“YOU MATTER!” Promoting Resilience in After- and Outside-School Programs*

Cost

For surveys. For information on survey cost, contact us at 888.841.7536.

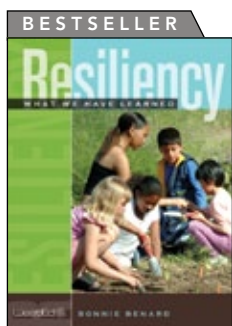
For technical assistance and professional development. General technical assistance (via phone or email) and teleconference workshops on survey administration, data analysis, and using results are free.

Costs for customized and professional development workshops and presentations vary, but are generally \$500 per 1/2 day (up to 4 hours), and \$1,000 per full day, per trainer or presenter. Preparation is charged at the custom services rate of \$100/hour. Travel expenses are additional.

* The Healthy Kids School Climate Survey System is recognized in the U.S. Department of Education’s Blueprint for reauthorization of the Elementary and Secondary Education Act. The staff survey has been approved for use by the U.S. Office of Management and Budget.



Useful Resources



Resiliency

What We Have Learned

Bonnie Benard

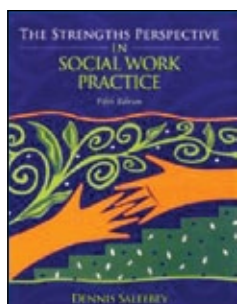
A few years ago, resiliency theory was relatively new to the fields of prevention and education. Today, it is at the heart of hundreds of school and community programs that recognize in all young people the capacity to lead healthy, successful lives.

The key, as Bonnie Benard reports in this best-selling 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. Of special interest is the evidence that resiliency prevails in most cases by far—even in extreme situations, such as those caused by poverty, troubled families, and violent neighborhoods.

\$21.95 • 148 pages
Trade paper • 7 x 9 • 2004
WestEd
978-0-914409-18-2
HD-04-01S

PROFESSIONAL DEVELOPMENT.....

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



The Strengths Perspective in Social Work Practice, Fifth Edition

Edited by Dennis Saleebey

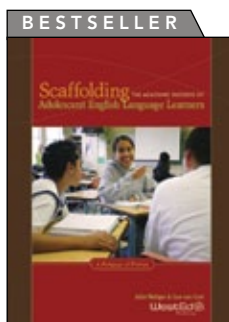
Featuring eight new chapters, this unrivaled collection of essays explains the strengths-based philosophy, demonstrates how it works, and provides clear and practical tools for its application. Each contribution is written by an expert in the field to present a balanced approach to social work practice that explores the strengths and assets of clients. An exceptionally wide range of subjects (ideas and populations) is covered in each essay.

\$91.40 • 336 pages
Trade paper • 7 x 9 • 2009
Pearson
978-0-205-62441-6
HD-09-02S



To order: Call 888.293.7833 or online at WestEd.org/bookstore

Useful Resources



Scaffolding the Academic Success of Adolescent English Language Learners A Pedagogy of Promise

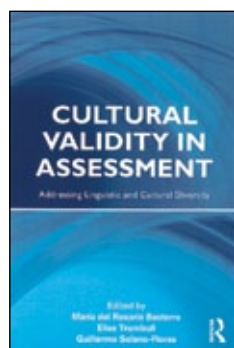
Aída Walqui and Leo van Lier

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

\$27.95 • 240 pages
Trade paper • 7 x 9 • 2010
WestEd
978-0-914409-75-5
PD-09-01S

PROFESSIONAL DEVELOPMENT.....

- Contact: Sarah Hamilton
- 415.615.3282 or
- shamilt2@WestEd.org

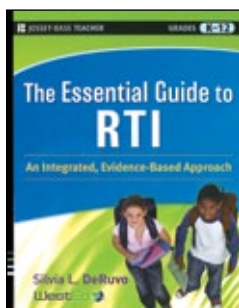


Cultural Validity in Assessment Addressing Linguistic and Cultural Diversity

Edited by María del Rosario Basterra, Elise Trumbull, and Guillermo Solano-Flores

This resource for practicing and prospective teachers — as well as others concerned with fair and valid assessment — provides a thorough grounding in relevant theory, research, and practice, and is essential reading for addressing this important topic. The book presents criteria and recommends strategies that teachers can use to design and implement culturally valid classroom assessments.

\$44.95 • 320 pages
Trade paper • 6 x 9 • 2010
Routledge
978-0-415-99980-9
PD-10-03S



The Essential Guide to RTI An Integrated, Evidence-Based Approach

Silvia L. DeRuvo

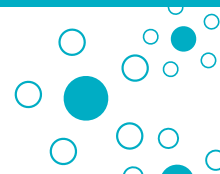
This book provides practical tools and step-by-step guidelines for school and district teams to effectively implement Response to Intervention (RTI) with all students — including students with disabilities and English language learners — within an integrated, standards-aligned system.

\$32.95 • 240 pages
Trade paper • 8.5 x 11 • 2010
Jossey-Bass
978-0-470-54801-1
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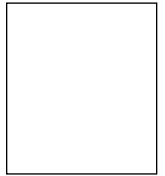
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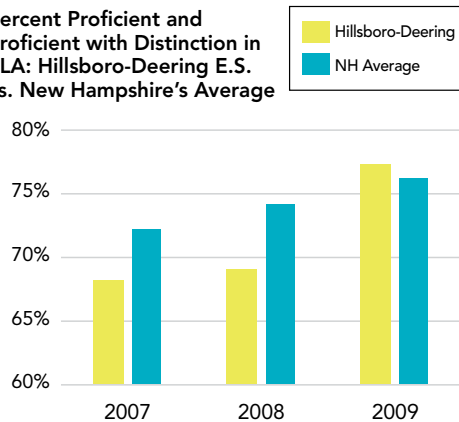
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By working with WestEd, Hillsboro-Deering Elementary School in New Hampshire improved their English Language Arts program to reduce non-proficient students by one third, increase proficient students by more than 12 percent, and meet performance targets for all student groups.

For the past 10 years, the WestEd School Turnaround Center has successfully transformed low-performing schools and districts. WestEd staff works within the culture and context of each school and district, adapting our research- and evidence-based approach to address specific challenges and take advantage of existing assets. We draw on a vast array of approaches, professional development services, and more than 600 professionals and experts nationwide to create high performance schools.

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

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WestEd, a nonprofit research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. It has 17 offices nationwide, from Washington and Boston to Arizona, Southern California, and its headquarters in San Francisco.

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