

R&D A L E R T



Student Well-being essential to academic success

A growing body of research supports what many educators have always understood intuitively: academic performance is strongly linked to whether students' basic developmental needs are met — needs such as health, security, respect, and love.

IF OUR GOAL IS TURNING
AROUND LOW-PERFORM-
ING SCHOOLS, PART OF THE
SOLUTION MUST BE
ADDRESSING YOUNG PEOPLE'S
WELL-BEING AND REDUCING
HEALTH RISKS.

"Youth development and learning are complementary processes," says Greg Austin, Director of WestEd's Health and Human Development Program. "If our goal is turning around low-performing schools, part of the solution must be addressing young people's well-being and reducing health risks that are barriers to learning."

Austin bases his assertion, in part, on analyses of 1998–2002 data from the California Healthy Kids Survey (CHKS), administered by WestEd for the California Department of Education. Funded by the Stuart Foundation, the analyses revealed a strong tie between academic achievement and CHKS's indicators of students' overall health and resilience.

Even after controlling for socioeconomic conditions, WestEd researchers found a

significant relationship between the annual standardized achievement test scores of secondary schools and a variety of nonacademic factors, including students' physical exercise, nutrition, substance use, and safety at school. Moreover, longitudinal analyses revealed that health risks and low levels of resilience assets impede the progress of schools in raising test scores.

Overall, the data suggest that schools have higher levels of academic achievement when students have fewer health-risk factors (e.g., drug use) and more protective factors (e.g., caring relationships with teachers).¹

The federal *No Child Left Behind Act* acknowledges this connection, holding schools accountable for their health programs in much the same way as for their

(continued on page 8)



FROM THE
CEO

As a parent, I'm often reminded of how many influences – intended and unintended – shape how children grow up.

Family members are perhaps the biggest influence. Peers play a role. The media, movies, and music; the types of communities where children live; their games and myriad other activities – all affect children's minds and bodies. And somewhere in this mix are schools.

As an agency committed to improving education and youth development, WestEd tries always to take a comprehensive approach to understanding and addressing these factors. In this issue of *R&D Alert*, we share some of our knowledge on the intersections of youth development, the health of communities, and schooling.

COMPREHENSIVE DEVELOPMENT & RESILIENCE

As a WestEd Board member once noted, trying to improve schools without addressing the broader context of their communities is like trying to freshen the air on one side of a screen door. Many influences, both good and bad, pass through this door every day.

Consistent with this perspective, our lead article argues that improving the lives of children means much more than improving the schools. New research from WestEd's Health and Human Development Program demonstrates a strong connection between how students perform in school and numerous non-school factors related to health and well-being.

The article also suggests some of the approaches that WestEd staff have found effective for strengthening healthy youth development. As education reformer Ted Sizer confirms, our attention on academic success must not blind us to development needs beyond the intellectual alone.

Subsequent articles expand upon these approaches. One shares early lessons on establishing a multidisciplinary initiative to help revitalize a low-income community. Drawing on WestEd's Bay Point Community Laboratory, the article describes some key strategies for collaboratively engaging with a community to improve prospects particularly for its young people.

An article on "Healing Battered Agencies" describes often ignored factors related to work with low-income communities. Based on a recent WestEd publication, the article provides a sample of what staff from WestEd's Center for Child and Family Studies have learned about supporting embattled service agencies.

And on a key concept in the field of youth development, we provide a brief summary of some of the research-based information offered in *Resiliency: What We Have Learned*, a new book by WestEd's Bonnie Benard.

We hope you find the information here to be helpful in your own efforts to strengthen communities and improve the health, safety, and opportunities of the children and adults who live there.

Glen H. Harvey
Chief Executive Officer

Starting a Community Partnership

The Bay Point Experience

In Bay Point, California, hope is sometimes hard to find. Located at the far reaches of the San Francisco Bay Area, this community of 27,000 suffers from depleted housing, entrenched poverty, gang activity, violence, and poor schools. Serving as a terminus for a commuter rail line, Bay Point is perceived by many youth to be a personal dead-end.

But a partnership between Bay Point and WestEd is mobilizing resources — both internal and external — to strengthen the community's future and, in the process, gain a better understanding of how to help other communities turn around as well.

The Community Laboratory initiative draws on WestEd's broad-based expertise, resources, and networks. In addition, the Bay Point work is guided by a WestEd advisory group and national advisors. The work so far has included professional development for improving secondary student literacy and resiliency-support training for after-school program staff. WestEd has also helped with creation of a new teen center, tutoring center, and summer job corps. More work is planned. All of it directly or indirectly builds capacity for local youth because, says project director BethAnn Berliner: "They are a big part of the solution for improving the quality of community life."

The Bay Point initiative is still young itself, so the lessons that Berliner shares focus mainly on the early steps of setting up a collaborative, multidisciplinary approach to rejuvenating an impoverished community. These strategies are informed by an extensive literature review and interviews with more than 40 experts and practitioners in such realms as education, social work, family support, and community mobilization.

LEARN THE LAY OF LAND. Chatting over coffee, perusing postings at the local Laundromat, participating in endless meetings, studying official reports, hanging out at the local park talking with youth and others passing by — all such activities are part of the ongoing investigative work needed to understand a community and how it operates: Who are its informal leaders and where does their power come from? Who are the chronic naysayers? What are some important community successes and failures, and what contributed to them? What good things are already happening and what gaps exist? "This kind of information is important," says Berliner, "because you need to be able to mobilize community assets and, at the same time, avoid getting caught in any sticky local politics." This fact-finding is like "courting," she adds, because the community also gets to know the outsider, and the seeds of important relationships that will influence future collaboration are sown.

(continued on page 4)

(continued from page 3)

DON'T OVERPROMISE. Accustomed to receiving empty promises, high-need communities may be very suspicious of outsiders offering help. Follow-through is essential in earning trust. Berliner made a point of being clear herself and to the community about WestEd's capacity and commitment: what it could bring to the effort and what it could *not* bring. She let people know that WestEd should not be seen as a primary funding source, but could offer important services and skills, including expertise in grant-writing. WestEd then helped the community win a

set the stage for longer-term work. This approach requires understanding the community's highest priorities and knowing which institutional strengths can be readily mobilized to help meet them. Berliner knew that while opening a teen center and a tutoring center were considered important, the community lacked capacity to collect and use data to guide programming decisions for the centers. So, she marshaled WestEd expertise to develop and conduct a series of surveys for and about Bay Point youth, and to put together teen focus groups. Opinions were elicited from some 200 young adults. Results informed the kinds of activities and support that the new centers would need to offer in order to attract and serve local youth effectively.

CAUTIOUSLY PUSH FOR MORE. Small, quick wins can help build commitment and momentum for reform. Equally important is maintaining and promoting a more far-reaching vision. One of Berliner's long-term hopes, for example, is the development of a teacher-preparation "pipeline"

CHOOSE A FEW ACTIVITIES THAT CAN QUICKLY YIELD SUCCESSES

AND THEREBY SET THE STAGE FOR LONGER-TERM WORK.

few grants: \$1.8 million for the high school, \$50,000 to staff the new teen center, and \$10,000 to start the summer job corps.

HELP CONNECT THE DOTS. An outsider can bring important perspective. People inside a system or community under great stress are often so overwhelmed by their own work that they're not fully aware of what others in the same system or community are doing. As an "inside-outsider," says Berliner, "you can more easily get the big picture, spotting duplicative work or holes and identifying leverage points."

FIND YOUR NICHE. Choose a few activities that can quickly yield successes and thereby

through which local youth would be encouraged and supported to become teachers in their own community. "Every time we experience success with local youth," she says, "I find myself saying, 'Remember the pipeline.'" **W**

For more information, contact Berliner at 510.302.4209 or bberlin@WestEd.org.

Scarce Resources. Low Morale. Lack of Respect.

The very factors that affect many low-income communities can also hinder the agencies that serve them. This is what Doug Quiett discovered when he worked closely with community agencies in Marin City, California, an isolated, predominantly African-American community where one-third of families live below the poverty line and two-thirds reside in public housing.

“Disadvantaged families weren’t getting the help they needed because the agencies supporting them were themselves in crisis and struggling to survive,” explains Quiett, Senior Program Associate with WestEd’s Center for Child and Family Studies.

Quiett and his colleagues realized that to effect real change in the agencies — so they in turn

One of the primary areas addressed in the report is staff burnout, a distinct type of occupational stress characterized by emotional exhaustion, reduced confidence, and negative feelings toward clients. “Burnout is pervasive in struggling agencies,” Quiett explains, “and the impact of this can be detrimental to the agency’s effectiveness.”

Because the pressures and problems of agency workers are unique, Quiett and his team concluded that agency managers must be specially selected and trained to address those stressors. The WestEd team recommends a supervisory model specifically tailored to “battered agen-

HEALING BATTERED AGENCIES

Helping those that help others

could provide better support for families that rely on them — something had to be done. “We all saw first-hand what these agencies were going through and began documenting the issues, working on ways to resolve them.”

A team headed by Quiett began collecting data, holding focus groups, interviewing members of the Marin City social service community. After years of intensive research, the results of this study were published earlier this year in *Battered Agencies: Supporting Those Who Serve Low-Income Communities*. The report goes beyond just identifying the problems that face agencies by offering some solutions as well.

The term “battered agency” emerged from the striking parallels between the kinds of stressful issues faced by both the agencies and their client families.

cies.” The foundations of this model are providing support for staff and fostering a therapeutic alliance between manager and staff.

This “reflective” supervisory approach contributes to a more encouraging and attuned workplace in which staff are better trained. In discussing their concerns and solving problems jointly with supervisors, agency workers experience — and see modeled — the same supportive process they would use with their clients and colleagues. “This is the first step to creating real change,” Quiett comments.

(For agencies where supervisors don’t have the time or resources to fill this vital role, Quiett and his colleagues suggest bringing in an outside specialist to provide positive feedback and unencumbered support.)

(continued on page 9)

Heartwarming stories of individuals succeeding against all odds are a favorite of the popular press.

Time and again, though, these stories depict their subjects as extraordinary, almost superhuman. By doing so, they give an impression that is misleading and ultimately more harmful than good, according to WestEd's Bonnie Benard.

Based on decades immersed in research on how children and adults overcome adversity, Benard argues that the capacity commonly called resilience is not unique to a few exceptional individuals. It is a normal potential within every human being.

It is also the subject of Benard's new book, *Resiliency: What We Have Learned*, in which she clears up numerous common misunderstandings about this key concept in the field of youth development. Here is a brief sampling of just a few of the "myths" that her work seeks to dispel:

Myth #1: Some people are resilient, others are not.

Contrary to popular belief, resilience is a normative process of human development and adaptation. On this subject, the words of a leading resiliency researcher, Ann Masten, are a keystone for Benard: "Resilience does not come from rare and special qualities, but from the everyday magic of the ordinary, normative human resources in the minds, brains, and bodies of children, in their families and relationships, and in their communities."¹

Resilience
Superhuman strength, or
NORM

Myth #2: Identifying sources of "risk" for children is more important than focusing on their resilience.

Early in Benard's career, she grew dissatisfied with the practice of identifying children as "at risk" and anticipating how they would mess up. She began asking, "If we want to know what works, why not focus on how kids mess up?" In fact, when Benard started digging into the data, she found that "risk factors" are relatively poor predictors of how a person will turn out. Only about 10 percent of a population facing adversity (e.g., poverty, abuse, family stress) go on to experience the negative outcomes one might expect later in life.

In contrast, the existence of "protective factors" (e.g., caring relationships, high academic achievement) can predict positive outcomes in anywhere from 50 to 80 percent of a "high-risk" population. That's why Benard argues that a shift from "risk" to "resilience" offers a more effective framework for supporting children and youth.

IAL human capacity?

Myth #3: Young children are resilient but gradually grow less so as they age.

People of all ages have reversed their life trajectories. Politicians and the public have yet to recognize the policy implications of resilience research: that all young people, not just children up to age three, have the capacity for positive development — and that it is never too late to help them achieve it. Some of the most exciting work on resilience, Benard says, is being conducted in juvenile halls and prisons.

Myth #4: Skills programs can strengthen resiliency.

A long history of prevention program evaluation testifies to the short-lived effects of eight-week programs, for example, that attempt to directly teach the skills and attitudes associated with resilience (e.g., social competence, problem-solving).² Resilience is not enhanced — for the most part or in a lasting way — through any such program.

Instead, the best way to strengthen resilience is by focusing on the *quality of the environment*. Young people learn what is lived around them.

The available supports, messages, and opportunities that young people find in the people, places, and experiences in their lives have the most significant impact on their ability to overcome adversity. So, resilience can best be engaged and strengthened through what Benard calls “the big three”: caring relationships, high expectations, and opportunities for meaningful participation and contribution. Not surprisingly, these three supports are beneficial to all young people, not just those facing risk.

ren
than
ence.

with the approach of
w they were likely to fail.
why is all this research looking
g into the research, she found that
develops. Only about 20 to 49
(separation) actually develops the problems

n expectations) that strengthen resilience appears to
population. For this and many other reasons, Benard argues
g healthy development, including successful learning.



For a more thorough discussion of these and related issues, including guidance on how to strengthen resilience through supportive environments (families, schools, and communities), order a copy of *Resiliency: What We Have Learned* by visiting www.WestEd.org/catalog or using the product order form at the end of this newsletter.

Or, for more information, contact Benard at 510.302.4208 or bbenard@WestEd.org.

¹ Masten, A. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56, 1–12.

² Gorman, D. (2002). The “science” of drug and alcohol prevention: The case of the randomized trial of the Life Skills Training program. *International Journal of Drug Policy*, 13, 21–26.

(continued from page 1)

academic programs. The law requires schools to gather student health data² and establish performance indicators based on both risk factors and protective assets.

Another recent WestEd study reveals that many of the high-poverty school districts along the U.S./Mexico border are finding that addressing the connection between student learning and student well-being is essential. Many of the districts are creating school–community service partnerships — for example, working with health providers to offer after-hours services for parents at the school site.³



ing. But WestEd researchers have found the following strategies and approaches to be effective for giving young people the foundation they need to succeed in school and beyond:

FOR STRENGTHENING YOUNG PEOPLE'S PROTECTIVE FACTORS, THE "BIG THREE" ARE: CARING RELATIONSHIPS, HIGH EXPECTATIONS, AND OPPORTUNITIES FOR PARTICIPATION AND CONTRIBUTION.

FOCUS ON THE BIG THREE. For strengthening young people's protective factors (also called resilience assets), the "big three" are: caring relationships, high expectations, and opportunities for participation and contribution. People who have been successful in the face of challenges frequently cite a "turnaround" factor — a family member, a teacher, or an experience — that helped them overcome those obstacles. The "big three" are strongly associated with prevention of health-compromising behaviors, as well as with academic success.

While these and other studies underscore the connection between academic performance and issues beyond the traditional realm of schools, current researchers are not the first to recognize its importance. According to prominent education reformer Ted Sizer, WestEd's work expands on a long line of research going back to James Coleman and including Laurence Steinberg, Lisbeth Schorr, Mihaly Csikszentmihalyi, Robert Putnam, and others.

A major theme of this work is highlighting the powerful influence that factors outside school have on children's development and learning. Young people spend less time in classrooms than elsewhere. More influential are family, peers, and the unrelenting assault of popular culture through music, television, and the Internet.

"If we've learned nothing else in the past 20 years," Sizer recently told *R&D Alert*, "we've learned that just focusing narrowly on school improvement has limited payoff for kids."

There is no single nor simple solution for how best to support youth development and learn-

FOSTER A SENSE OF CONNECTEDNESS TO SCHOOL. One of the most important outcomes of the "big three" is fostering a stronger sense of school connectedness or engagement among students. WestEd Senior Program Associate Bonnie Benard tells the story of a new principal hired to turn around a technical high school constantly in crisis. The first thing this principal did was talk to the students in small groups, asking for their input on what they thought would make the school a place where they could learn. With this single act of inviting their contributions, she communicated that she valued what the students had to say and that she cared about them — hitting all of the "big three."

Evidence about the importance of feeling connected to school is more than anecdotal: It has been repeatedly found to be an essential motivating factor to achievement, and a national, longitudinal study revealed that students who feel connected to and cared about at school are less likely than their peers to engage in a broad variety of risky behaviors.⁴

CREATE A SAFE AND SUPPORTIVE ENVIRONMENT. Most educators understand the importance of students feeling both

physically and emotionally safe in their schools. CHKS data show that perceived school safety is related to higher test scores and greater improvement in those scores over time. Students tend to feel the safest in environments where they experience the “big three.”⁵

Conversely, some research shows that students do not feel safest in “zero tolerance” environments.⁶ A possible explanation is that students feel less connected to and/or respected in schools with inflexible policies.

ESTABLISH A STUDENT ASSISTANCE PROCESS. In creating a supportive learning environment, it is essential to have a process for identifying and assisting youth who experience problems that impede learning and positive development. Staff from WestEd’s *Creciendo Saludable* (Growing Up Healthy) project have learned that, as part of this process, the personal histories of young people are an important window to their needs. The *Creciendo* staff recall a student, Carlos, who was referred to the program for frequent disciplinary issues like talking back to teachers and fighting on the playground.

A *Creciendo* outreach worker’s contact with Carlos’s mother revealed that the boy’s father had recently passed away. This knowledge provided the first step toward counseling and support services that helped the boy and his mother overcome the stress of their loss. They credit their year of *Creciendo* services with transforming their lives. Carlos recently alerted his principal to a vandal and was commended for being an exemplary school citizen.

Whether the goal is to improve students’ test scores or life prospects, anyone interested in their success must strive to support the overall well-being of young people. Doing so involves long-term effort on many fronts, both in schools and elsewhere. And research shows that this effort makes a difference. **W**

For more information on:

CHKS — contact Greg Austin at 562.799.5155 or gaustin@WestEd.org, or visit www.WestEd.org/hks.

WestEd’s study of school districts along the U.S./ Mexico border — contact Paul Koehler at 602.322.7004 or pkoehle@WestEd.org.

Resiliency — contact Bonnie Benard at 510.302.4208 or bbenard@WestEd.org.

Creciendo Saludable — contact Charity Cason at 909.275.5601 or ccason@WestEd.org.

¹ Hanson, T., & Austin, G. (2002). *Health risks, resilience, and the Academic Performance Index*. (California Healthy Kids Survey factsheet 1). San Francisco, CA: WestEd. (Available online: www.WestEd.org/chks/pdf/factsheet.pdf).

Hanson, T., & Austin, G. (2003). *Are student health risks and low resilience assets an impediment to the academic progress of schools?* (California Healthy Kids Survey factsheet 3). San Francisco, CA: WestEd. (Available online: www.WestEd.org/chks/pdf/factsheet3e.pdf).

²The Healthy Kids Survey was designed to help schools meet the assessment requirements of *No Child Left Behind*. For further information, call toll-free 888.841.7536 or visit www.WestEd.org/hks.

³ Lee-Bayha, J., & Harrison, T. (2002). *Using school-community partnerships to bolster student learning*. (Policy Brief). San Francisco, CA: WestEd.

⁴ Resnick, M., et al. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health. *Journal of the American Medical Association*, 278, 823–832.

⁵ CHKS technical report: *Resilience and Youth Development Module: Aggregated California data, Fall 1999 – Spring 2002*. San Francisco, CA: WestEd. (Available online: www.WestEd.org/chks/pdf/rydm_aggregate.pdf)

⁶ McNeely, C., Nonnemaker, J., & Blum, R. (2002). Promoting school connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 72, 138–146.

(continued from page 5)

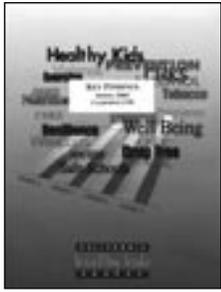
Modeling supportive supervision is only one of many solutions offered in *Battered Agencies*. Strategic planning, self-assessment, and team building; setting expectations; assessing organizational and staff wellness; increasing cultural competence — all of these factors work together to create a supportive agency that can withstand the pressures of working with clients in a high-stress, low-resource environment.

The *Battered Agencies* analysis could not have arrived at a better time.

Recent state and local budget cuts have exacerbated the problems in already struggling agencies and are creating “battered agencies” out of organizations that were once well-funded and well-organized. “Today, there are many more examples of agencies in crisis,” Quiett comments, “and everyone is feeling the pressure.”

He emphasizes that these issues are not specific to Marin City, but prevalent within *all* types of community work. “For this reason, we have made the solutions within the publication accessible to *all* agencies in this line of work — not just those in a specific geographic area. This way, everyone has the opportunity to reap the benefits.” **W**

For more information, contact Quiett at 415.289.2312 or dquiett@WestEd.org.



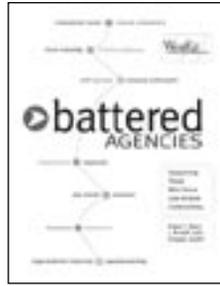
Healthy Kids Survey

This modular survey, easily customized to meet local needs, is designed to yield a comprehensive assessment of health-related risks and resilience among youth aged 11 and older. Topics include use of alcohol, tobacco, and other drugs; violence, weapons possession, harassment, and school safety; nutrition and physical activity; depression and suicide; sexual behavior; and external and internal assets. Results can help schools and communities improve prevention and health programs; demonstrate need for program funding; meet federal Title IV requirements; and promote positive youth development, well-being, and academic success. Technical assistance is available to support survey implementation.

For more information, call 888.841.7536 or visit www.WestEd.org/hks

WestEd Resource Catalog

For a free copy, email dtorres@WestEd.org; call 415.565.3000 or toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA / 94107-1242. The catalog is also available at www.WestEd.org/catalog.



Battered Agencies: Supporting Those Who Serve Low-Income Communities

Diane F. Reed, J. Ronald Lally, & Douglas Quiett (*WestEd, 2003*)

Many human service agencies in low-income communities experience — and are impeded by — problems similar to those of the clients they serve. Drawing from on-the-ground experience and research literature, the authors of this report identify the stressors experienced by such agencies (e.g., unstable and inadequate funding; racial and class tensions with other agencies, partners, or funders; lack of support to develop internal capacity) and make recommendations for strengthening the agencies. Some recommendations are aimed at the agencies themselves; others are aimed at funders.

34 pages / Price: \$9.95 / Order #: CCFS-03-02L

WestEd Resources ON YOUTH DEVELOPMENT AND RESILIENCY

Many WestEd resources address issues related to youth development and resiliency. A few are summarized here. For additional related products, please refer to the *WestEd Resource Catalog 2002* or visit www.WestEd.org/catalog.



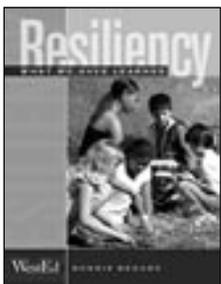
Using School-Community Partnerships to Bolster Student Learning (Policy Brief)

(*WestEd, 2002*)

The best of teaching cannot always compete successfully with the many challenges children and youth face in their lives outside of school, and growing numbers of districts and schools are identifying student well-being as part of their education responsibility. This brief examines how school-community partnerships can be used to help mitigate non-cognitive barriers to learning so that students can achieve to high standards. It identifies the lessons being learned from such partnerships and offers practical policy recommendations for local, state, and federal policymakers.

4 pages / Price: Single copy, free / Order # PO-02-04L

COMING IN EARLY 2004...



Resiliency: What We Have Learned

Bonnie Benard (*WestEd, 2004*)

In this upcoming book, Benard updates and significantly expands the work she began over a decade earlier, when she first summarized and broadcast the promising news about research on how young people overcome such hazards as poverty, troubled families, and violent communities to become healthy, competent young adults. Building on recent research and a widening recognition of the importance of resiliency, Benard's latest research synthesis explains what is known about resiliency and how families, schools, and communities can best foster it.

148 pages / Price: \$19.50 / Order #: HD-04-01L

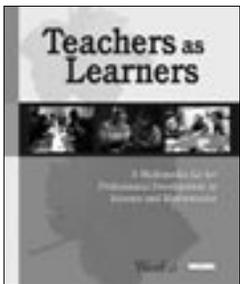
what's
HNEW,
HOT,
USEFUL &



Nine Lessons of Successful School Leadership Teams
 Bill McKeever & California School Leadership Academy
 (WestEd, 2003)

Struggling to implement effective school leadership teams? Nine Lessons of Successful School Leadership Teams distills a decade of innovation and research pointing to what such teams can do to increase student achievement. Case studies from schools and districts illustrate strategies that have been honed through work with more than 23,000 school leaders. Also included are tools that have contributed to the success of school leadership teams.

117 pages / Price: \$19.95 / Order #: CSLA-02-01L



Teachers as Learners: A Multimedia Kit for Professional Development in Science and Mathematics

WestEd & WGBH Boston (Corwin Press, 2003)

This multimedia kit, which includes the best-selling Designing Professional Development for Teachers of Science and Mathematics, provides visual examples of a variety of professional development strategies (e.g., case discussions, coaching) as used with science and mathematics teachers. Viewers can experience the strategies, see — and hear the thinking behind — how facilitators work, and watch as teachers engage in their own professional development and, then, operate in the classroom. Users come away with insight into the variety of ways professional development can be designed and carried out to strengthen mathematics and science education. The kit contains everything needed to prepare staff developers to design effective activities, including videotapes of 18 programs illustrating the strategies and a CD-ROM with detailed facilitator's scripts, presentations, activities, and masters for overhead transparencies and handouts. More information is available online: www.WestEd.org/tal/.

Multimedia / Price: \$399 / Order #: LI-03-02L



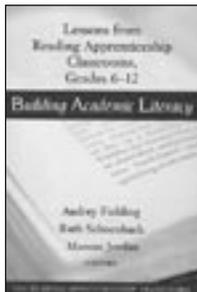
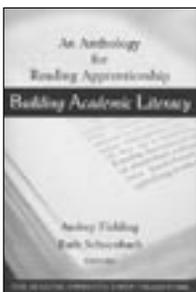
Collaborating for High Standards: Analyzing Student Work

Trudy Schoneman
 (WestEd, 2003)

This 25-minute video and its facilitator's guide help teachers develop the skills needed to learn from student work and to

use the understanding derived from that work to advance learning in a standards-based classroom. This resource illustrates how to bring teachers together to examine student work for three related purposes: setting common student performance standards; planning the reteaching of concepts for which students have not met the performance standards; and identifying possible strengths and weaknesses in instructional and programmatic practice.

Multimedia / Price: \$59.95 / Order #: WAC-03-01L



Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms, Grades 6–12

Audrey Fielding, Ruth Schoenbach, & Marean Jordan (eds.) (Jossey-Bass, 2003)

Building Academic Literacy: An Anthology for Reading Apprenticeship

Audrey Fielding & Ruth Schoenbach (eds.) (WestEd & Jossey-Bass, 2003)

Lessons from Reading Apprenticeship Classrooms provides instructional tips, lesson plans, and curricular resources for conducting Academic Literacy course units. Its insights, advice, and case examples are drawn from five middle school and high school teachers who have successfully applied the Reading Apprenticeship™ instructional framework in diverse urban classrooms. The related Anthology is a themed reader for middle and high school students, inviting them to explore topics related to literacy, including questions of why and how we read, the connections between literacy, personal empowerment, and life achievement, and what it takes to read and understand different types of texts. Together, these books are an invaluable resource for any content area teacher, grades 6–12, looking for ways to help adolescents become more engaged, strategic, and competent readers.

Lessons — 192 pages / Price: \$18 / Order #: READ-03-02L Anthology — 304 pages / Price: \$16 / Order #: READ-03-01L

Product Order Form



HOW TO ORDER: Mail this form and prepayment by check or international money order to: WestEd Publications Center, 730 Harrison Street, San Francisco, CA, 94107-1242. You may also fax this product order form, with a purchase order, to 415.512.2024, attention Publications Center.

For more information, contact the Publications Center at 415.615.3144, or customerservice@WestEd.org. Hours: weekdays, 8:00 a.m. to 5:00 p.m. PST.

Name _____ Position _____

Institution _____

Address _____

City _____ State _____ Zip _____

Email _____ Phone _____ Fax _____

Order Number	Title	Quantity	Price	Total

Prices subject to change without notice. Availability limited to stock on hand.
(Priority Code: RD52)

Subtotal \$ _____
Local Tax \$ _____
(required for CA, AZ, MA, DC, VT)
Shipping/Handling \$ _____
(10% of subtotal; \$4 minimum)
Total Enclosed \$ _____

For faster service, visit our Web site: www.WestEd.org/catalog.

R&D Alert covers issues affecting schools in the Western Regional Educational Laboratory's four-state region — Arizona, California, Nevada, and Utah — and throughout the United States. Current and previous issues are available at WestEd.org/R&DAlert. Your letters are welcomed. Please send comments to Noel White, WestEd, 730 Harrison Street, San Francisco, CA 94107-1242; fax, 415.512.2024; or email, nwhite@WestEd.org.

Chief Executive Officer
Glen Harvey

Chief Policy & Communications Officer
Max McConkey

R&D Alert Executive Editor
Joy Zimmerman

R&D Alert Editor
Noel White

Contributors
Glen Harvey
Andrea Jachman
James Nestor
Noel White
Joy Zimmerman

Copy Editors
Rosemary De La Torre
Tracy Landauer

Graphic Designer
Christian Holden

Photographs
Patrik Argast
Christian Holden

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. While WestEd serves the states of Arizona, California, Nevada, and Utah as one of the nation's Regional Educational Laboratories, our agency's work extends throughout the United States and abroad. It has 16 offices nationwide, from Washington and Boston to Arizona, Southern California, and its headquarters in San Francisco.

For more information about WestEd, visit our Web site: WestEd.org; call 415.565.3000 or, toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

© 2003 WestEd. All rights reserved.

This newsletter was produced in whole or in part with funds from the Institute of Education Sciences, U.S. Department of Education, under contract #ED-01-C0-0012. Its contents do not necessarily reflect the views or policies of the Department of Education.



730 Harrison Street | San Francisco, California 94107-1242

Address service requested

Non-Profit Org.
U.S. Postage
P A I D
Los Alamitos, CA
90720
Permit No. 87