

R&D

A L E R T



Closing the Achievement Gap

LESSONS FROM CALIFORNIA

Overall test score improvements often mask the continued weak performance of poor and minority students. In a recent report on California test scores from 1999-2002, the average Academic Performance Index (API) score for all schools steadily increased, but achievement gaps among and within schools — even those that are getting better — persisted (see chart on page 4). In other words, poor and minority children still trail their peers.

ALTHOUGH CURRENT
EDUCATION REFORM
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ACHIEVEMENT GAP.

“Most willing schools can be helped to improve student achievement, but closing the achievement gap is a more difficult proposition,” says Fred Tempes, Director of WestEd’s Comprehensive School Assistance Program (CSAP). For four years, CSAP has supported schools implementing reform strategies, such as through an “External Evaluator” process that helps low-performing California schools evaluate their needs and plan for improvement. Such interventions can frequently make a difference for struggling schools.

Although current education reform efforts, which emphasize holding all students to the same high expectations and distributing resources more equitably, have shown some success in raising test scores, they have done little to close the achievement gap, Tempes says.

“If we are really serious about these inequities,” he continues, “then decision-makers must target resources for schools based on their level of need. Even if you level the playing field, the achievement gap will still exist. More needs to be done.”

EQUITY INVESTMENTS

Tempes says we know what strategies are likely to help schools, but the achievement gap calls for a concerted effort to combine those strategies in low-performing schools. He recommends that education decision-makers do the following:

Make sure our best teachers are assigned to our most challenging teaching situations. Research shows not only that fully credentialed, experienced teachers make a difference in improving student academic achievement, but schools most

(continued on page 4)



FROM THE
CEO

Educators and researchers know more than ever about how children learn and what it takes for schools to succeed. Yet, not all children benefit equally from our education system.

Because we believe schools should be equally effective for all students, promoting equity has been central to WestEd's mission from the beginning of our agency's existence. In this issue of *R&D Alert*, we focus on equity as a part of our ongoing commitment to supporting those children who are least well-served by the nation's systems of education and child development.

E N S U R I N G
EQUITY FOR ALL

Widespread success in improving schools has thus far failed to narrow the achievement gap between the highest and lowest performing schools. Addressing this problem is one of the goals of the federal *No Child Left Behind Act (NCLB)* and is at the core of many of WestEd's initiatives. Drawing on our background in this area and specific data from California, the cover article of this issue of *R&D Alert* offers recommendations for rethinking education in order to narrow the achievement gap.

Another article discusses equity concerns in special education. Drawing on data from the federal Office of Special Education Programs and recent studies by the National Research Council and President Bush's Commission on Excellence in Special Education, the article describes how minority students tend to be placed in certain categories of special education at higher rates than white students. The article provides information for districts and states to better understand this problem and to begin developing effective solutions.

In a Q&A format, Leonard Beckum, Director of WestEd's Center for Educational Equity, discusses current equity issues, describes the impact of *NCLB*, and suggests effective strategies for addressing some of these issues. And an article on science education describes how teachers can better reach students who have traditionally not been well-represented in science.

The articles in this issue of *R&D Alert* emphasize the importance of current, reliable, research-based, and culturally relevant information. Making sure people have access to and understanding of such information can be a powerful step toward overcoming inequities in education.

We hope the ideas we share here are useful in your own efforts to promote equity, and we encourage you to use the contacts provided at the end of each article for more information.

Glen H. Harvey
Chief Executive Officer

Becoming full participants

Girls and English Learners in Science

Middle school teacher Patricia Kudritzki felt like a traitor.

In her sixth-grade science class, she often called on the boys, who usually were the first to raise their hands and blurt out answers to questions. Kudritzki randomly called on bright girls to encourage them to speak. However, she often didn't give them time to collect their thoughts.

"I didn't underestimate [the girls'] intelligence or comprehension, but I wasn't giving them a chance to be successful in the classroom," says Kudritzki.

Kudritzki isn't alone. Girls nationwide, studies show, are often not treated equitably in science classes. And it isn't just the girls who lose out in classroom discussions and opportunities to participate in hands-on science. They're joined by the growing population of students from non-English speaking backgrounds, who, because of language barriers, too often get shortchanged when it comes to quality science education as well.

Jerome Shaw, Director of WestEd's Science for Linguistic Inclusion project, emphasizes that "it is important for all students to have access to a quality science education, whether male or female, English-speaking or not. It's important because science is part of a comprehensive K-12 education, and because of its significance for higher education and career options."

GIRLS IN SCIENCE

Girls often lose out in classroom discussions and in opportunities to participate in hands-on science because teachers fail to utilize strategies that offset the more assertive behavior of boys, according to WestEd Senior Research Associate Tania Madfes.

"It's not that teachers are biased," Madfes says. "It's just that some teaching practices are so ingrained that they are not examined to see how they may impact boys and girls differently. Teachers often simply, inadvertently imitate the kind of instruction in the science classrooms they grew up in — classrooms generally not friendly to girls." For example, Madfes continues, "boys often react faster and then get more attention. Girls — and there are always exceptions — tend to hold back their comments and conjectures, especially in adolescence, when approval can be very important."

Although such differences between boys and girls can be applied to other academic subjects, Madfes notes, the differences are more

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in need of these teachers are least likely to have them. Talented teachers should be offered salary and other incentives, such as increased time for collaboration and periodic sabbaticals, to take on tough assignments.

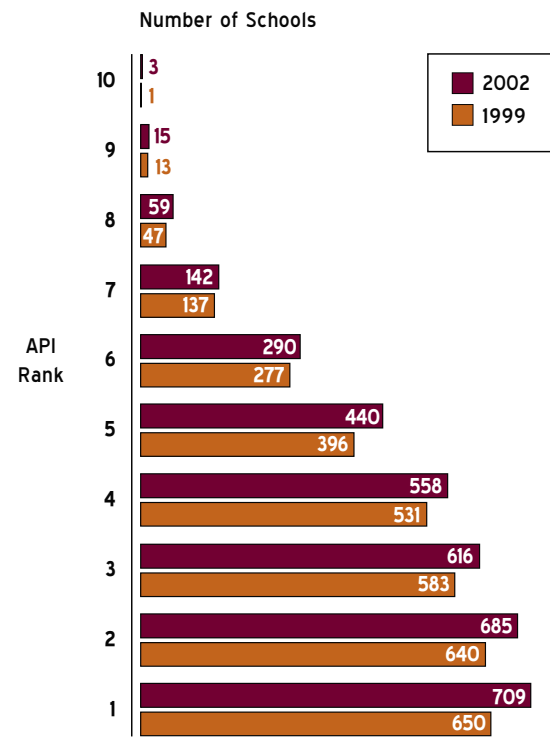
Increase instructional time. A standards-based system that expects all students to reach academic proficiency should not be a time-constrained system. Some students can attain proficiency relatively quickly, while others need substantially more time. Whether by extending the school day or year, supporting universal preschool, providing after-school support, or enhancing summer-school opportunities, schools should create extra time for student learning.

UNLESS WE REALLY RECONCEPTUALIZE HOW WE INVEST IN EDUCATION, THE ACHIEVEMENT GAP WON'T BE SIGNIFICANTLY NARROWED.

Make more time for teacher professional growth. Teachers serve students better when they have the time necessary to learn new techniques, plan lessons, review student assessments, discuss instructional approaches, and craft interventions for struggling students. The top request WestEd's External Evaluators hear from teachers is for more time to collaborate outside the classroom. Granted, it is difficult to balance needs for more instructional time and more professional development time. The issue deserves the increased attention of the education research community. There is little research-based evidence that the currently popular approach of cutting professional development time in favor of instructional time is the best strategy pedagogically.

Cut class size in those schools where students need more individual attention. As Bruce Biddle and David Berliner argue

Distribution for Schools With Over 50 Percent Economically Disadvantaged Students Across the 10 API Ranks in 2002 and 1999



in *What Research Says About Small Classes and Their Effects* (2002),¹ studies suggest that the achievement gap can be narrowed significantly by reducing class size in high-poverty schools to 20 students or fewer. This approach is at odds with current proposals and programs that reduce class size in all schools. Across-the-board reductions often have a negative effect on low-performing schools, as experienced teachers from those schools are recruited into newly created assignments in less challenging schools and are replaced by less qualified teachers.

While each of these investments individually is costly and taken together they are intimidating, not making them may be the most costly option of all, Tempes emphasizes. "Unless we really reconceptualize how we invest in education, the achievement gap won't be significantly narrowed," he says. **W**

For more information, contact Tempes at 510.302.4263 or ftempes@WestEd.org.

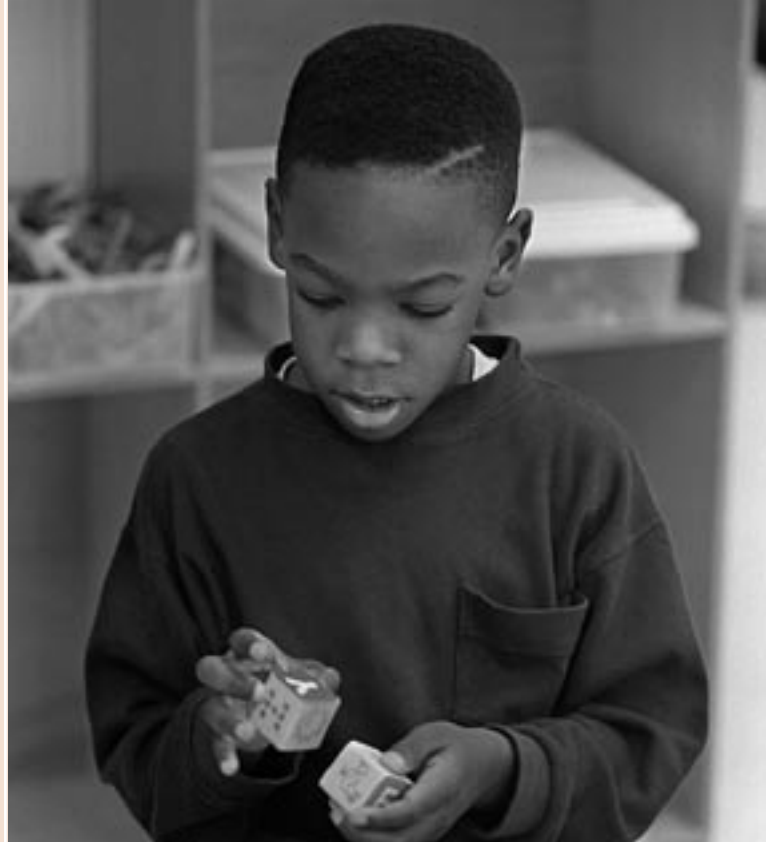
¹ Biddle, B. J., & Berliner, D. C. (2002). *What research says about small classes and their effects* (Policy Perspectives). San Francisco: WestEd.

Twenty years after the National Research Council (NRC) released a report about the disproportionate representation of minority students in special education programs, the problem persists.

At the request of Congress, the National Academy of Sciences (NAS) commissioned the NRC to revisit the issues it first reported on in 1983, this time extending the focus to include minority students underrepresented in gifted and talented programs. Last year, updated findings and recommendations were released in NAS' long-awaited report, *Minority Students in Special and Gifted Education*.

WHY MINORITY STUDENTS MAY BE DISPROPORTIONATELY REPRESENTED IN SPECIAL EDUCATION

The Individuals with Disabilities Education Act requires that all students, regardless of disability, receive as much of their



Addressing the Disproportionate Representation of Minority Students in

Special Education

education as possible in general education classes. However, data from the U.S. Department of Education's Office of Special Education Programs (OSEP) indicate that children of color diagnosed with disabilities are integrated into general education classes at far lower rates than are Caucasians.

In addition, a disproportionate number of minority students are placed in special education. Of particular concern is the overrepresentation of minority children in particular categories of disability such as mental retardation and emotional disturbance.

According to the NAS report, behavior and poor performance in basic reading skills are the most common reasons for referral to special education. Such referrals often begin when a student has difficulty learning to read in the early grades, according to Tom Hidalgo, Program Associate with WestEd's Northeast Regional Resource Center (NERRC).

Perhaps the teacher hasn't provided appropriate support or the student hasn't had enough preparation outside of school. The teacher might refer the child for an assessment to determine eligibility for special education. Or, the issue could be a clash of cultures, explains Hidalgo.

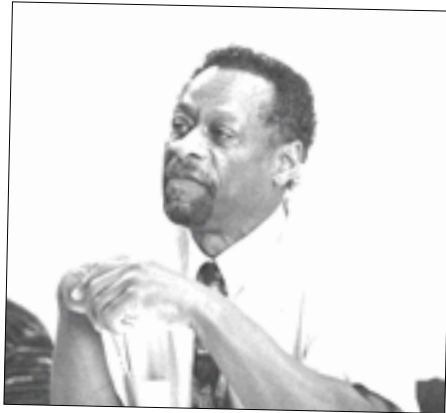
Adds Virginia Reynolds, WestEd's Center for Prevention and Early Intervention (CPEI) Program Director: "Many general education teachers report not being adequately prepared to teach the diverse learning styles and abilities in their classrooms."

Adding to the complexity of the situation, some experts argue that the special education eligibility process itself is biased, particularly toward students not familiar or comfortable with standard test-taking practices. Two California cases have exempted certain minority groups from specific types of assessments, notes Reynolds. *Diana v. State Board of Education* (1970) requires non-English speaking students be tested in their native language, and *Larry P. v. Riles* (1979) exempts African American students from assessments using IQ tests since they were deemed to be unfairly administered.

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Improving Equity in Education

A TALK WITH WESTED'S LEONARD BECKUM



Leonard Beckum directs WestEd's Center for Educational Equity, which includes the Equity Assistance Center (EAC) for Region IX, serving California, Arizona, and Nevada. The EAC is one of ten centers nationwide that provide assistance on equity issues to school districts, parents, and communities.

R&D Alert recently spoke with Beckum about equity issues, the impact of the No Child Left Behind Act, and what schools can do to better address equity issues.

R&D Alert: How are equity issues of today different from those of the past?

Leonard Beckum: Early equity efforts focused on desegregating our schools, busing, ensuring textbooks represented diverse ethnic groups, and ensuring girls' access to athletics was equal to that of boys. Today, the focus is on what actually happens in the classroom. Whether schools are integrated or not, all children must be educated. They need teachers with appropriate skills. They need high school coursework necessary for admission to college. And they need a nurturing learning environment.

Alert: The *No Child Left Behind Act (NCLB)* must have strong implications for your work.

Beckum: *NCLB* puts real teeth into the 1955 Brown decision and the 1964 Civil Rights Act. This is the first time a federal mandate says it doesn't matter which students, where they live, or what their

first language is — all students must learn, all must succeed, and a district is accountable for them all equally. Our center is receiving many calls from parents asking about their new rights under the law, which are considerable. For example, parents can request that their child attend a higher-performing school. They can request tutoring for their child. They can move their child from any school that is deemed unsafe. Helping parents understand the requirements and opportunities of *NCLB* is an important step toward making the new law work.

As far as schools are concerned, we provide an array of services and technical support on a wide variety of equity issues. For example, we help schools analyze disaggregated assessment data, a requirement of *NCLB*. By analyzing data that are broken down by student subgroups — such as race and gender — we can help schools and districts better identify and remedy problems. We can help schools work with children with different learning styles, address cultural differences that influence students' motivation to learn, and help kids cope with peer pressure, among other issues.

Alert: What additional school-based strategies can improve equity in education?

Beckum: Several years ago, I directed a research study to determine the common characteristics of teachers whose peers identify them



as successful in working with students from diverse backgrounds. The study was conducted in New York City; London, England; and Vienna, Austria. We found that teachers who were most successful had a variety of strategies for learning about and getting acquainted with the community where their students lived. They visited students'

homes, gave students leadership roles in planning field trips in their communities, and brought parents and community leaders into the classroom.

The understanding and insight teachers gained from these activities informed their instruction. They used familiar examples from the children's own experiences to highlight concepts they were teaching. Culturally familiar references give learning real meaning.

Another successful classroom strategy is to use more classroom-based assessment. Students in low-performing schools, where equity issues are prevalent, benefit most from immediate feedback. They need to know when they have not understood what was taught and be given an opportunity to demonstrate that they can do the work. Professional development should focus on preparing teachers to use data frequently and effectively to inform their instruction.

Alert: What would you say to those who might question the wisdom of putting significant dollars into these issues at a time when everyone is feeling an economic pinch?

Beckum: There is never enough money to do what we want to do, but that doesn't mean we can afford to do nothing. These are truly urgent issues for our schools and for society. African American, Latino, and English learner students, typically found in underperforming schools, are becoming an increasingly large percentage of the student population. We will be putting our nation at peril if we fail to put our heads together, take what resources we have, and with all deliberate speed, create an education system where all children learn.

For more information, contact Beckum at 510.302.4207 or lbeckum@WestEd.org. For more information about the Center for Educational Equity, visit www.WestEd.org/cs/wew/view/pg/17.

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apparent in science and mathematics. For example, it is often the boys conducting the actual hands-on science projects, with the girls looking on, taking notes. According to an article in the *American Educational Research Journal* (Muller, Stage, & Kinzie, 2001):¹

"Although initially small in the middle grades, gender differences in science achievement become more substantial as students progress through high school. Males continue to show significantly greater gains than females in science achievement throughout the schooling process, and males continue to take more science courses and more advanced science courses at the high school level than do females. By age 17 years, when students are typically in grade 12, gender differences in science achievement are larger than at any other age." (pp. 981-1,012)

Not surprisingly, the problem extends beyond high school. According to a National Science Foundation study (Data Brief, Jan. 15, 1999),² despite increases, women are still underrepresented in undergraduate and graduate science education and engineering.

What can teachers do to make science education more accessible to girls?

In addition to providing female role models for girls, "take the time and discipline yourself to think about things in a more careful way," says Madfes. That is, consider how a science activity or materials will play out to different students. What variations might have to be made for girls and boys? Are certain science activities more or less appealing to girls than to boys?

As part of her professional development workshops, Madfes asks teachers to read the Patricia Kudritzki case [cited above] taken from *Dilemmas in Professional Development: A Case-based Approach to Improving Practice* (2000), cowritten by Madfes and Judith Shulman.³

"It's a powerful case for teachers, both female and male," says Madfes. Teachers often believe they are encouraging girls, but after reading the case, they realize they perpetuate the same atmosphere they want to change. According to Madfes, some teachers, after reading the case, are astonished and eagerly wish to discuss their own experiences.

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Says Madfes: “We have to make sure that everyone has maximum learning options available to him or her. Too often, options are fewer for girls, and they don’t even know it.”

ENGLISH LEARNERS IN SCIENCE

Unlike gender bias, teachers of English learners (ELs) are often aware that they are not providing their students with equitable access to science education, says Shaw. What they are not aware of is how to solve the problem.

According to a recent national survey (Smith, Banilower, McMahon, & Weiss, 2002),⁴ nearly 75% of K-12 science teachers on average described themselves as not being well-prepared to teach students who have limited English proficiency. Not surprising, then, are research findings that ELs are “frequently ignored in content classrooms” (Berhnhardt, Teemant, & Rodriguez-Muñoz, 1995).⁵

Conversely, the only science that some ELs receive is from English as a Second Language (ESL) teachers, who often lack sufficient background to provide grade-level content in science. In either case, ELs are shortchanged by receiving watered-down or incomprehensible science instruction.

According to Shaw, solutions to these problems include both systemic and targeted efforts. “Districts need to provide comprehensive education programs so that ELs do have access to grade-level content,” he says. For example, schools should offer sheltered English instruction — taught by qualified science teachers — in addition to content-based ESL classes so as to meet ELs’ science education needs.

Efforts such as WestEd’s Science for Linguistic Inclusion project (begun with funding from the National Science Foundation) help enhance practicing science teachers’ ability to meet the needs of their ELs. Within the context of providing a rich, academic language environment, project activities include honing and expanding teachers’ repertoire of instructional strategies.

Explains Shaw, “Teachers can pose a variety of questions — such as ‘Where is the leaf?’, ‘What is another plant structure?’, and ‘What is one function of a leaf?’ — that allow students to respond at their particular level of English proficiency.”

However, educators need to be wary of an over-reliance on a given strategy.

“More important than the strategy is what’s behind it and why it works,” cautions Shaw.

“Teachers need a solid understanding of the educational needs of ELs as linguistically and ethnically diverse individuals. With that kind of knowledge, they will be better equipped to truly provide ELs with a quality science education.” **W**

WE HAVE TO
MAKE SURE THAT
EVERYONE HAS MAXIMUM
LEARNING OPTIONS
AVAILABLE TO HIM
OR HER.

For more information, contact Madfes at 415.615.3103 or tmadfes@WestEd.org; or Shaw at 650.381.6411 or jshaw@WestEd.org. For more information on cases such as the Kudritzki case described above, visit www.WestEd.org/cs/wew/view/pj/173. For more information on the Science for Linguistic Inclusion project, visit www.WestEd.org/cs/wew/view/pj/99.

¹ Muller, P. A., Stage, F. K., & Kinzie, J. (2001). Science achievement growth trajectories: Understanding factors related to gender and racial-ethnic differences in precollege science achievement. *American Educational Research Journal*, 38(4), 981-1012.

² Olson, K. (1999, January 15). *Despite increases, women and minorities still underrepresented in undergraduate and graduate S&E education* (Data Brief). Arlington, VA: National Science Foundation.

³ Madfes, T. J., & Shulman, J. H. (Eds.) (2000). *Dilemmas in professional development: A case-based approach to improving practice*. San Francisco: WestEd.

⁴ Smith, P. S., Banilower, E., McMahon, K., & Weiss, I. (2002). *The national survey of science and mathematics education: Trends from 1977 to 2000*. Chapel Hill, NC: Horizon Research, Inc.

⁵ Berhnhardt, E., Teemant, A., & Rodriguez-Muñoz, M. (1995). *Science education and the second language learner*. Columbus, OH: The National Center for Science Teaching & Learning.

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Given these factors, it is no wonder the NAS report describes the current system as a “wait-to-fail” model, one that increases the likelihood that children will fall behind due to the lack of early intervention and supports. This delay also decreases the effectiveness of support services once received.

The impact hits minority students the hardest because many live in low-income communities with schools that may not have adequate resources. In these cases, the student may fall further behind academically until, in third or fourth grade, he or she is eligible under a specific learning disability category and placed in special education.

Consider children with disabilities as general education students first.

PROVIDING ASSISTANCE TO STATES

NERRC has been working with state education agencies in the northeastern United States to address and reduce incidences of disproportionate representation of minorities in special education resulting from inappropriate or ineffective education practices. NERRC’s strategy combining regional activities that offer opportunities for cross-state sharing and consultation with national experts, combined with ongoing technical assistance to individual states, is designed to result in positive outcomes for students in both general and special education. In fact, both NERRC and CPEI believe that states should increase the capacity of schools and the general education system as a whole to more effectively respond to the diverse needs of all students.

TRAINING AND TECHNICAL ASSISTANCE PROVIDERS HAVE AN OBLIGATION TO INFORM EDUCATORS AND POLICYMAKERS ABOUT THE CONTINUING DISPROPORTIONATE REPRESENTATION OF MINORITIES IN SPECIAL EDUCATION.

“But special education is not designed to help the student,” says Hidalgo, “because he or she very likely does not have a learning disability.”

ENSURING GREATER SUCCESS FOR ALL STUDENTS

In 2001, President Bush established the Commission on Excellence in Special Education to study issues related to federal, state, and local special education programs. Those issues and findings are found in the Commission’s report, *A New Era: Revitalizing Special Education for Children and Their Families* (www.ed.gov/inits/commissionsboards/whspecialeducation/reports/index.html). Findings from this report led to the following recommendations:

Serve children with learning and behavioral difficulties at an early age.

Recruit and train highly qualified general education and special education teachers.

Ensure all tools used to assess student accountability and progress are designed to include any accommodations and modifications for students with disabilities.

According to NERRC Director Kristin Reedy, providing teacher professional development on working with diverse learners is one step toward developing that capacity. Parent involvement is also critical, as well as community partnerships with other organizations that support families and schools. What’s more, training and technical assistance providers have an obligation to inform educators and policymakers about the continuing disproportionate representation of minorities in special education. Providing research-based information specific to each state and local context is central to the work of both NERRC and CPEI. **W**

Bullying and Hate Behavior in Schools

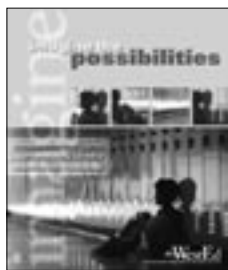
What can educators do about the increasing problem of bullying and hate-related behavior in schools nationwide? WestEd's Equity Assistance Center provides districts and schools with the support and training needed to understand and effectively respond to this challenge. *Bullying in Schools* helps districts and schools understand bullying — its dynamics, how to identify it, and how to recognize when it becomes illegal. *Hate-Motivated Behavior in Schools* is a full-day training that builds awareness and understanding of hate-motivated behavior. Participants analyze actual hate incidents, review resources, study promising practices, and discuss effective responses. For more information, contact Connie Preston at 510.302.4279 or cpresto@WestEd.org.



Closing the Gap video series (WestEd, 2002)

This six-part video series features six schools that are raising the achievement levels of all their students, most notably students who are African American, Latino, English learners, or living in poverty. Following a brief overview of the achievement gap and its dimensions in California, each 60-minute program intercuts video visits to a school with a panel discussion by prominent researchers and school staff members about topics relevant to the school's success. Each program concludes with the panel answering call-in questions from viewers of the original broadcast. For more information about Closing the Gap, go to www.WestEd.org/closingthegap.

VHS video / Price: \$96 for set or \$19.95 for single video /
Order #: CC-02-07



Imagine the Possibilities: Sourcebook for Educators Committed to the Educational Success of Students Who Are Homeless

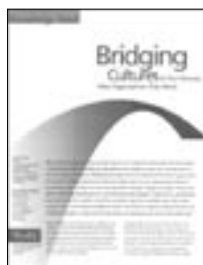
BethAnn Berliner with Treseen McCormick (WestEd, 2001)

What can educators do to help homeless students attend school and achieve once there? *Imagine the Possibilities* is a comprehensive sourcebook for people who work with homeless students — teachers, school secretaries, site administrators, school nurses, counselors, district or county office staff, shelter workers, and volunteers. Both research-based and practical, it includes reproducible awareness materials, training activities, classroom strategies and activities, and ready-to-use sample presentation and workshop agendas.

204 pages / Price: \$27.95 / Order #: CC-01-01

WestEd Resources ON EQUITY

Many WestEd resources address issues related to equity. A few are summarized here. For additional related products, please refer to the *WestEd Resource Catalog 2002* (see p. 11 of this newsletter for more information).



Bridging Cultures between Home and School: A Guide for Teachers

Elise Trumbull, Carrie Rothstein-Fisch, Patricia M. Greenfield, & Blanca Quiroz (Lawrence Erlbaum & WestEd, 2001)

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 provides a framework for learning about culture, along with many teacher-created strategies for making classrooms more successful for students, particularly those from immigrant Latino backgrounds.

172 pages / Price: \$17.50 / Order #: LCD-01-01

Bridging Cultures in Our Schools: New Approaches That Work (Knowledge Brief)

Elise Trumbull, Carrie Rothstein-Fisch, & Patricia M. Greenfield (WestEd, 2000)

This Knowledge Brief provides a framework for understanding how teachers' culturally driven — and often unconsciously held — values influence classroom practice and expectations, and, when in conflict with the values of immigrant and other parents from more collectivistic societies, can interfere with parent-teacher communication. The brief looks at some specific sources of cross-culture conflicts and illustrates some strategies for resolving them.

16 pages / Price: \$8 / Order #: LCD-99-01

For ordering information, please refer to the product order insert.



Moving Leadership Standards Into Everyday Work: Descriptions of Practice

(WestEd, 2003)

High-quality student performance depends on high-quality school leadership. But what does this leadership look like? You'll find some answers in these descriptions of practice (DOPs) for six widely accepted research-based leadership standards. The DOPs describe specific actions, attitudes and understanding implied in each standard, and depict what key aspects of each standard look like across a continuum of developing practice. For more information and sample pages, visit www.WestEd.org/cs/wew/view/rs/688.

57 pages / Price: \$15 / Order #: DOP-03-01



Comprehensive Teacher Induction: Systems for Early Career Learning

Edward Britton, Lynn Paine, David Pimm, & Senta Raizen (Kluwer Academic Publishers & WestEd, 2003)

Based on a three-year study, the authors of this publication describe how comprehensive teacher induction systems can not only provide teacher support but also promote learning more about how to teach. For the past 10 to 25 years, induction programs in Shanghai, France, Japan, New Zealand, and Switzerland have provided well-funded induction support that reaches all beginning teachers, incorporates multiple sources of support, typically lasts two or more years, and goes beyond survival skills to promoting learning about teaching. With National Science Foundation funding and under the auspices of WestEd's National Center for Improving Science Education and Michigan State University, researchers conducted in-depth case studies of induction programs, focusing on novice mathematics and science teachers.

420 pages / Price: \$48 / Order #: NCISE-02-01



The Map of Standards for English Learners: Integrating Instruction and Assessment of English Language Development and English Language Arts Standards in California (3rd edition)

John Carr (WestEd, 2002)

This standards-based tool for classrooms with mixed English-ability students is a side-by-side "map" of California's English Language Development (ELD) standards and the state's English Language Arts (ELA) standards. For the first time, administrators and teachers can readily see the match of these two related sets of standards within a grade span. The new third edition includes a starter set of "essential" ELD standards aligned to ELA standards, articulated from kindergarten to twelfth grade. The starter set is made up of those standards most heavily measured by the state tests (California Standards Tests, High School Exit Exam, and CELDT). Another feature of the new third edition is a set of sample ELD lesson plans for grades K, 3, 6, and 9-10.

96 pages / Price: \$11.95 / Order #: CC-02-08



Unequal Funding for Schools in America (Policy Perspectives)

Bruce J. Biddle & David C. Berliner (WestEd, 2003)

This report answers key questions about school funding: How large are funding inequities in America, why have they appeared, and how do Americans justify them? What research has addressed the effects of funding and what do the findings imply? Finally, given what we know today, what should and can be done about inequities in American funding for education? The report is part of a series funded by the Rockefeller Foundation, "In Pursuit of Better Schools: What Research Says."

24 pages / Price: Single copy, free / Order # PP-03-01
(Also available at www.WestEd.org/cs/pol/view/rs/694)

Call for Policy Perspectives Papers

Policy Perspectives (www.WestEd.org/policyperspectives) presents visiting authors' own views and/or research on issues relevant to schools and communities nationwide. WestEd welcomes submission of papers on a topic not previously addressed in *Policy Perspectives* or presenting a different viewpoint to a *Policy Perspectives* paper already published. Address drafts and/or inquiries to Colleen Montoya, *Policy Perspectives* Executive Editor, 4665 Lampson Avenue, Los Alamitos, California, 90720; 562.799.5105; fax, 562.799.5138; or email, cmontoy@WestEd.org.

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 WestEd.org/catalog.

R&D ALERT

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.

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