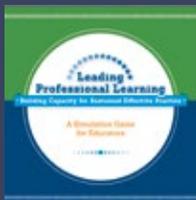


School & District Improvement

2017 RESOURCES & SERVICES

Bridging
Research
+ Practice

FEATURED RESOURCES



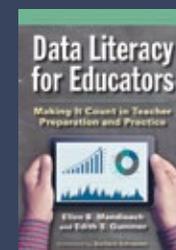
Leading Professional Learning: Building Capacity for Sustained Effective Practice: A Simulation Game for Educators

PAGE 15



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Data Literacy for Educators: Making It Count in Teacher Preparation and Practice

PAGE 18

Visit [WestEd.org](https://www.wested.org) for Resources and Comprehensive Services

Comprehensive School & District

CUSTOMIZED SOLUTIONS BASED ON IDENTIFIED STRENGTHS AND NEEDS

“We highly recommend WestEd to other state agencies and districts seeking a partner that provides high-quality, evidence-based professional development, technical assistance, and research services to help improve outcomes for all students, including those from diverse backgrounds and those with diverse needs.”

— M. Claire Abrams, Assistant Superintendent,
Lowell Public Schools, Lowell, MA

WestEd partners with districts and schools nationwide to provide comprehensive transformation services aimed at achieving rapid and sustainable improvement in the face of the most far-reaching reform initiatives in United States history. Our approach emphasizes bold, systemic change in organizations’ patterns and structures, undertaken collaboratively with district and school leaders, classroom teachers, families, and other committed stakeholders.

Districts and schools that engage with WestEd in a comprehensive improvement effort

- Gain an on-the-ground partner and a tailored improvement plan reflecting the organization’s context, capacity, and challenges
- Work with a cadre of experts who deliver research-based solutions and sustained support to address the organization’s most pressing needs



Improvement Services

- ➔ Become more effective in key dimensions essential to student achievement, including leadership; academic literacy and instructional support for English language learners; family and community engagement; instructional practice and coaching; fiscal and technological resource alignment; and school climate

What WestEd Offers

Whether your district or school is seeking comprehensive improvement support or has decided to focus on just one or two areas of need, WestEd can help. The following pages describe a range of customizable service clusters, each conceived to address a common challenge in today's K–12 education endeavor.

Each set of services is available individually, but can also be incorporated into a more comprehensive action plan.

Highlighted Services

STARTING ON PAGE 4

Fostering Quality Schools

Transformational Leadership Coaching

Leading with Learning

Academic Parent-Teacher Teams

K–12 Instructional Practice and Coaching

Reading Apprenticeship for Middle/High School

Making Sense of SCIENCE

Creating and Implementing Innovative College- and Career-Ready Curriculum, Instruction, and Assessment

Reading to Learn

School and District Special Education Services

School Climate, Social-Emotional Health, and Learning

Strategic Resource Management for School Systems

Educator Effectiveness and Evaluation

This catalog also introduces an array of improvement-oriented publications and resources that can be used either on their own or as supporting material with our services, starting on page 15.



Fostering Quality Schools: A Comprehensive Approach to School Improvement

Develop systems that support quality teaching and learning, keep students at the center of improvement efforts, and address the needs of the whole child.

Our experts have a deep understanding of the challenges that schools face. We meet schools where they are, and tailor our approach to meet individual school needs.

Who Will Benefit

- ➔ School Leaders & District Leaders
- ➔ Teachers & Coaches
- ➔ School Stakeholders
- ➔ Students

You will learn how to:

- ➔ Engage school teams in systems thinking
- ➔ Foster growth mindsets in your school
- ➔ Address root causes of your challenges
- ➔ Support quality teaching and learning
- ➔ Keep your students at the center of improvement efforts

The service includes:

- ➔ Initial data-gathering sessions
- ➔ Stakeholder face-to-face meetings
- ➔ One-to-one coaching for school leaders
- ➔ Job-embedded professional development for teachers
- ➔ Virtual professional learning and coaching



WestEd has helped MSAD 35 (Maine School Administrative District) develop a system of proficiency-based teaching and learning. This work taught us to routinely use standards to drive our work, and reinforced the importance of collaboration and professional learning in improving both teacher practice and student outcomes.

– Heidi Early-Hersey, Director of Teaching and Learning, MSAD 35, Eliot, ME



LEARN MORE AT

www.WestEd.org/service/fostering-quality-schools-comprehensive-K-12



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Transformational Leadership Coaching

Become an effective and valued leader who can engage your colleagues in training, reflection, analysis, and action planning to improve student learning and achievement.

Who Will Benefit

- ➔ School-Level Administrators and Instructional Leaders
- ➔ District Administrators
- ➔ Directors of Curriculum, Instruction, and Assessment
- ➔ District-Level Instructional Leaders
- ➔ District and Site Instructional Coaches
- ➔ Teacher Leaders

What You Will Learn

Participants receive training and coaching in:

- ➔ Acknowledging the unique challenges of leading school improvement
- ➔ Identifying leader competencies and actions that support equity and high achievement
- ➔ Understanding the importance of professional standards and competencies in leader selection and development
- ➔ Analyzing school leader behaviors to identify evidence of competencies
- ➔ Building capacity for school improvement through distributed leadership models
- ➔ Increasing leader and other stakeholders' focus on results

We provide a variety of formats for engaging in Leadership Coaching support, including initial trainings and Leadership Coaching Institutes; ongoing planning meetings; onsite activities and sessions; and virtual coaching.



WestEd has been an integral part of our school reform process. Through their leadership and coaching, we have improved all aspects of our instructional program. Any school district that is serious about improving outcomes for students, teachers, and administrators should consider working with the professionals from WestEd.

– Jeffrey J. Smith, Superintendent, Balsz School District, Phoenix, AZ



LEARN MORE AT

[WestEd.org/service/transformational-leadership-coaching](https://www.wested.org/service/transformational-leadership-coaching)



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Leading with Learning: Cultivating Language and Literacy, Collaboration, and Equity

Transform teaching and learning for culturally and linguistically diverse students — with a focus on English learners — in a network of schools. Receive professional learning over two to three years to better understand and implement effective language, literacy, and content instruction.

Who Will Benefit

Educators in a network of K–12 schools within a district will benefit from this long-term service, specifically:

- ➔ Teachers and Instructional Coaches
- ➔ Principals and District Leaders

What You Will Learn

School and district communities will deepen and broaden their understanding of local English language arts and English language development standards in order to plan for and support quality instruction for English learners. This professional learning focuses on strengthening teaching and learning in four major areas:

- ➔ Fostering collaborative academic conversations among students, abundant writing, and interactive reading around complex texts and intellectually rich content
- ➔ Engaging students in text-oriented talk about the language in complex texts
- ➔ Observing students closely and continuously, gathering evidence of student learning to provide both planned and just-in-time scaffolding
- ➔ Creating positive and culturally responsive learning environments



The Leading with Learning approach has really supported the English learners here in Sacramento because it's helping teachers guide students to focus on language and structure when they're reading. When students really understand the language and the structure of the texts they're reading, this understanding not only supports their reading comprehension, it also supports students' writing and helps them engage in collaborative conversations with their peers.

– Jeannette Schroeder, Instructional Coach, Sacramento City Unified School District, Sacramento, CA



LEARN MORE AT

[WestEd.org/service/leading-with-learning-language-literacy](https://www.wested.org/service/leading-with-learning-language-literacy)



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Academic Parent-Teacher Teams: Family Engagement = Student Success

Academic Parent-Teacher Teams (APTT) will help you transform the way families participate in the education of their children. You will learn how to engage families as true partners in their children's education and academic success.

Who Will Benefit

- ➔ School and District Leaders
- ➔ PreK–12 Teachers and Instructional Coaches
- ➔ Title I Staff and Family Engagement Specialists

What You Will Learn

School and district administrators participating in APTT will learn to develop systems and processes that grow and sustain effective family engagement practices aligned to their improvement goals. Teachers will gain the confidence and skills necessary to engage families as true partners in their children's education and academic success. Participants will:

- ➔ Integrate family engagement into a school's curricula, instruction, and assessment
- ➔ Develop home and school partnerships focused on student grade-level learning goals
- ➔ Build community and create a school culture that honors families as partners

What's Included

- ➔ Initial on-site two-day training
- ➔ WestEd-developed planning and implementation resources
- ➔ On-site support for teachers planning and preparing for APTT meetings
- ➔ Classroom observations followed by debrief sessions and written feedback
- ➔ Planning, support, and facilitation of a family focus group at the end of the year
- ➔ Assistance with data collection, analysis, and evaluation (as an added service)



Academic Parent-Teacher Teams has caused a shift in our school culture and mindset. There is now a powerful realization that student success cannot be attained without clearly-defined expectations, open-honest communication, collaboration and a sense that we are all in this together.

– Gina Incorvaia, Instructional Coach, Meadow Community School, Thornton, CO



LEARN MORE AT

[WestEd.org/service/academic-parent-teacher-teams-family-engagement](https://www.wested.org/service/academic-parent-teacher-teams-family-engagement)



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K-12 Instructional Practice and Coaching: Transform and Improve Standards-Based Classroom Instruction

Transform classroom instruction and ensure equitable outcomes for all K-12 students. Customized professional learning and job-embedded coaching helps ensure students master state content standards and are prepared for postsecondary success.

Who Will Benefit

- K-12 Teachers, Teacher Leaders, and Instructional Coaches
- School and District Administrators

What You Will Learn

Teachers

- Learn instructional practices that help students meet state standards
- Plan instruction that develops students' proficiency in academic language

Teacher Leaders and Instructional Coaches

- Increase depth of knowledge about effective instructional practices
- Receive modeling and practice in reflective and directive coaching approaches
- Deepen knowledge of and improve skills in instruction and coaching to better support teachers' successful implementation of standards-based instruction
- Learn to facilitate data-driven dialogues that help teachers plan instruction and provide teachers with actionable feedback

Site and District Administrators

- Learn and implement strategies for meeting instructional, curricular, and student achievement goals
- Work directly with leadership-focused coaches, building systems for implementation of professional learning and accountability
- Learn and implement data-gathering systems to use in coaching principals, teachers, and coaches
- Facilitate productive data-driven meetings that directly impact student achievement



LEARN MORE AT

[WestEd.org/service/k-12-instructional-practice-coaching](https://wested.org/service/k-12-instructional-practice-coaching)



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Reading Apprenticeship for Middle/High School: Promoting Student Engagement and Achievement

Help students become better readers, writers, and problem solvers.

Reading Apprenticeship offers teachers strategies to help students, grades 8–12, construct text-based arguments and communicate clearly what they are learning. Not just in English class, but in every subject.

Who Will Benefit

- ➔ Middle and High School Teachers of all subject areas
- ➔ Administrators who will be supporting teachers' implementation of Reading Apprenticeship

What You Will Learn

By combining social-emotional learning with academic literacy routines, Reading Apprenticeship classrooms for middle and high school students become environments for collaborative sense-making. Participate in our professional learning and you will learn how to:

- ➔ Recognize and model for students the reading strategies you use as an expert reader in your subject area
- ➔ Engage students in understanding their own thinking processes — the power of metacognition
- ➔ Integrate and accelerate students' subject area learning and subject area literacy
- ➔ Foster learning dispositions of persistence, stamina, problem solving, and collaboration
- ➔ Turn the sustained work of learning back to students, successfully
- ➔ Plan lessons that incorporate all dimensions of the Reading Apprenticeship framework
- ➔ Support ongoing professional learning at your site



The amount of both growth and confidence that students in our school have displayed in such a short time period has been absolutely stunning.

— Alicia Ross, History Teacher, Blue Ridge High School, New Milford, PA



LEARN MORE AT

[WestEd.org/service/reading-apprenticeship-middle-high-school](https://www.wested.org/service/reading-apprenticeship-middle-high-school)



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Making Sense of SCIENCE: Transformative Professional Learning that Connects Science, Teaching, and Literacy

Making Sense of SCIENCE (MSS) professional learning empowers teachers, staff developers, and educators with the knowledge and skills needed to engage learners and increase achievement in the science classroom and beyond.

Who Will Benefit

- ➔ Preservice and K–12 Classroom Teachers
- ➔ Science Leaders and Staff Developers
- ➔ Administrators and Curriculum Specialists
- ➔ Schools, Districts, and State Science Networks

What You Will Learn

MSS provides a variety of transformative professional learning pathways for science teachers and leaders that:

- ➔ Engage teachers in collaborative adult-level learning experiences that foster the deep content knowledge and strong pedagogical skills needed to effectively implement engaging and impactful student-driven learning
- ➔ Equip leaders with materials, knowledge, and techniques to facilitate high-quality, nationally field-tested professional learning experiences for teachers
- ➔ Empower teachers and leaders with tools for planning, implementing, and sustaining a culture of effective and meaningful professional learning



While I have always been a strong science teacher, Making Sense of SCIENCE has changed the way I teach. Each course I participated in unfolded the content in a way that not only pushed my thinking, but also uncovered the challenges that my students have in understanding complex concepts. This combined with the rich conversations around examining student work and literacy connections has made Making Sense of SCIENCE one of the best professional development experiences, and for that matter overall learning experiences, I have ever had.

— Wendy Pierce, Teacher, Chief Joseph Middle School, Bozeman, MT, and Presidential Awardee in Secondary Science



LEARN MORE AT

WestEd.org/service/making-sense-of-science



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Camp MSS

Asilomar Resort and Retreat Center
October 2–5, 2017
Register online at WestEd.org/mss



Creating and Implementing Innovative College- and Career-Ready Curriculum, Instruction, and Assessment

Get customized research-based support to create and continually refine innovative and cohesive K–12 curriculum, instruction, and assessment systems to ensure students are college and career ready.

What You Will Learn

You will learn how to:

- ➔ Use standards to build vertically aligned curricula and curricular resources that meet the needs of all students, including English learners and students with special needs
- ➔ Apply standards-driven and research-based practices to implement innovative instruction that supports all learners
- ➔ Create comprehensive systems of formative and performance assessments that enhance student engagement and measure progress to inform daily teaching and learning
- ➔ Build capacity for frequent and high-quality interactions among teachers that enhance professional practices and foster a collaborative culture



LEARN MORE AT

[WestEd.org/service/college-career-ready-curriculum-instruction-assessment](https://wested.org/service/college-career-ready-curriculum-instruction-assessment)



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Reading to Learn: A Pre-K–12 Schoolwide Approach to Supporting Literacy Development and Academic Achievement

Use the Reading to Learn (RtL) framework to develop a consistent pre-K–12 schoolwide approach for improving students' literacy development and overall academic achievement.

What You Will Learn

Teachers, teacher leaders, and instructional coaches will learn how to develop a consistent schoolwide approach to support literacy development through content instruction. You will learn how to:

- ➔ Use traditional and non-traditional texts to support literacy development and content learning
- ➔ Apply standards-driven and research-based practices to implement innovative instruction that supports all learners
- ➔ Build capacity for frequent and high-quality interactions among teachers that enhance professional practices and foster a collaborative culture



LEARN MORE AT

[WestEd.org/service/reading-to-learn-pre-k-12](https://wested.org/service/reading-to-learn-pre-k-12)



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School and District Special Education Services: Improving Outcomes for Children, Youth, and Young Adults

Receive customized technical assistance and coaching designed to support quality instruction and services that improve outcomes for students with disabilities and struggling learners, from preK–12 through successful transition to college and career.

Who Will Benefit

- ➔ PreK-12 General and Special Education Teachers
- ➔ PreK-12 School and District Administrators
- ➔ Instructional Coaches

What You Will Learn

Designing or improving systems to improve results for students with disabilities, including:

- ➔ Multi-Tiered System of Supports, with a focus on developing aligned systems for Response to Intervention, and behavior supports
- ➔ Collaborative, inclusive practices for supporting students with disabilities within the general education environment to the greatest extent possible
- ➔ Alignment of Individualized Education Programs to state standards
- ➔ Evaluation and recommendations to improve special education services for alignment of opportunity to results
- ➔ Reviews of district policies and practices for identification of issues of disproportionate representation in special education
- ➔ Successful student transition from school to college and career
- ➔ Leadership capacity building to support improved results for all students
- ➔ Development and implementation of effective family and community engagement strategies

Service Details

WestEd provides customized technical assistance and coaching across school and district systems to promote effective partnerships between general and special education with the desired goal of improved results – including, but not limited to, academic, social/emotional learning, and behavior – for all students.



LEARN MORE AT

[WestEd.org/service/special-education-school-district-services](https://www.wested.org/service/special-education-school-district-services)



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School Climate, Social-Emotional Health, and Learning: Surveys and Workshops

Measure and improve school climate, social-emotional health, and learning — leading to student, staff, and family engagement.

Who Will Benefit

- ➔ School and District Leaders
- ➔ Family Engagement Specialists and Student Referral Teams

What You Will Learn

Learn how to collect, interpret, and use data to implement evidence-based programs that help improve school climate and social-emotional health, which affect a wide range of youth outcomes including academic achievement, student engagement, well-being, and risk-taking behavior.

In addition, you will have the opportunity to:

- ➔ Participate in surveys of climate and culture using the California School Climate Health and Learning Survey System (Cal-SCHLS)* for students, staff, and families
- ➔ Participate in Student Listening Circles that elicit students' ideas for improving their school climate and fostering positive student-staff relationships
- ➔ Conduct a thorough, systematic review of all sources of school-climate data
- ➔ Participate in action planning and implementation of programs and strategies designed to lead to measurable improvements in school climate

** We work with districts and schools nationwide to use and modify our Cal-SCHLS System and our school climate, social-emotional health, and learning workshops to meet their unique needs.*



The support we received from WestEd made all the difference in the world as we reviewed our data, identified program goals, and developed our school-climate action plan.

— Steve Coover, Principal, Mount Miguel High School, Spring Valley, CA



LEARN MORE AT

[WestEd.org/service/
school-climate-social-emotional-health](https://www.wested.org/service/school-climate-social-emotional-health)



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Strategic Resource Management for School Systems: Maximizing the Impact of Performance-Based Planning

Learn best practices to align your school system's strategic priorities, and effectively use resources to improve student outcomes.

What You Will Learn

- ➔ Develop and implement performance-based resource management practices
- ➔ Engage diverse stakeholders in your planning process
- ➔ Create a cycle of continuous improvement
- ➔ Analyze multiple forms of data to support decision making
- ➔ Monitor progress toward goals
- ➔ Effectively implement plans and make course corrections to support equitable outcomes for students



LEARN MORE AT

[WestEd.org/service/
resource-management-school-systems](https://www.wested.org/service/resource-management-school-systems)



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Educator Effectiveness and Evaluation: Design and Implement a Learning-Focused Evaluation System

Develop and implement a collaborative learning-focused educator evaluation system that promotes teacher learning and student success.

What You Will Learn

- ➔ Receive customized, evidence-based support to design and implement a learning-focused evaluation system to achieve your desired goals
- ➔ Examine eight essential conditions necessary for educator effectiveness and school improvement
- ➔ Learn about and apply objective classroom observation and data-gathering skills and techniques
- ➔ Engage in collaborative conversations that promote teacher learning and intentional classroom practice within a teacher evaluation process
- ➔ Set goals and create plans for student learning and professional practice based upon data
- ➔ Assess teaching practice using performance standards and instructional rubrics
- ➔ Align policies and practices within educator effectiveness, evaluation, and school improvement systems



LEARN MORE AT

[WestEd.org/service/
educator-effectiveness-evaluation](https://www.wested.org/service/educator-effectiveness-evaluation)



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Leading Professional Learning

Building Capacity for Sustained Effective Practice A Simulation Game for Educators

KATHERINE STILES, SUSAN MUNDRY, AND CAROL BERSHAD

This engaging and non-competitive game helps educators understand how to build a community of practice among school faculty that leads to sustained use of effective practices and improved learning.

Participants collaborate in a simulation of a realistic school for which they serve as the professional learning leadership team. They choose and implement professional learning activities that address the specific needs of their school. Along the way, participants achieve success, but also encounter some obstacles. From both, they learn valuable lessons to apply in their own real-life education settings, discovering how to best support professional learning in their own schools. While the simulation takes place in the context of science education, its principles are transferrable to planning and implementing professional learning in all subject areas.

This boxed set contains enough materials for four teams of 3-5 players, or up to 20 participants. The game can be played by more than four teams at a time by using additional sets.

Leading Professional Learning can be used in graduate and undergraduate courses on education leadership; institutes for education leaders; and local professional learning opportunities for coaches, teacher leaders, and others.



I have seen firsthand how this simulated experience transforms science and mathematics leaders' ability to discuss complex issues about teaching and learning, use feedback to enable better decision making, see the big picture, and transfer their learning to their own context. It's both engaging and transformative!

– Page Keeley, Director of the Maine Governor's Academy for Science and Mathematics Education Leadership and Past-President of the National Science Teachers Association



MORE ONLINE

Visit WestEd.org/leading-professional-learning



DETAILS

\$550.00 • 2016 • WestEd
LI-16-01 • 978-1-938287-38-1



Moving Leadership Standards Into Everyday Work: Descriptions of Practice, Second Edition

EDITED BY KAREN KEARNEY

What does effective leadership look like, not just in theory but in action?

Moving Leadership Standards Into Everyday Work: Descriptions of Practice enhances the usefulness of the *California Professional Standards for Education Leaders* (CPSEL) by illustrating key knowledge and actions reflected in leadership that supports all students to learn and thrive. The descriptions of practice (DOP), derived from consensus-building among experts and practitioners, show what individual elements within each of the six CPSEL look like across a continuum of practice. Each continuum, ranging from practice directed toward the standard to practice exemplifying the standard, provides common concepts, language, and examples for a given leadership element. Today's school administrators must assume multiple roles, from catalyst to manager, from expert to facilitator. This book, which includes a tri-fold version of the CPSEL, offers a realistic view of how those shifts translate into effective leadership.



The descriptions of practice in *Moving Leadership Standards Into Everyday Work* have become an essential and valuable tool to focus leaders in their everyday work.

— Margaret Arthofer, Educational Services Executive, Association of California School Administrators



MORE ONLINE

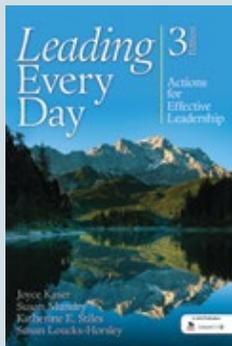
Visit WestEd.org/resources/dop
Download a free PDF of the CPSEL document included in the book at WestEd.org/resources/cpsel. Free hard copies are also available (while supplies last).



DETAILS

Print: \$12.95 • 52 pages • 2015
WestEd • 978-1-938287-33-6

eBook: \$9.95 • 52 pages • 2015
WestEd • 978-1-938287-34-3



Leading Every Day: Actions for Effective Leadership, Third Edition

JOYCE S. KASER, SUSAN MUNDRY, KATHERINE STILES,
AND SUSAN LOUCKS-HORSLEY

This book includes over 150 convenient, closely integrated daily contemplations to carry anywhere; succinct, first-hand insights to proven leadership best practices that inspire, challenge, and instruct; and up-to-date research on creative solutions to leadership challenges, change, and professional development.



MORE ONLINE

Read more about this book at
WestEd.org/leadingeveryday



DETAILS

\$43.95 • 288 pages • 2013 • Corwin
978-1-4522-6093-8



Leading for Literacy A Reading Apprenticeship Approach

RUTH SCHOENBACH, CYNTHIA GREENLEAF, AND LYNN MURPHY

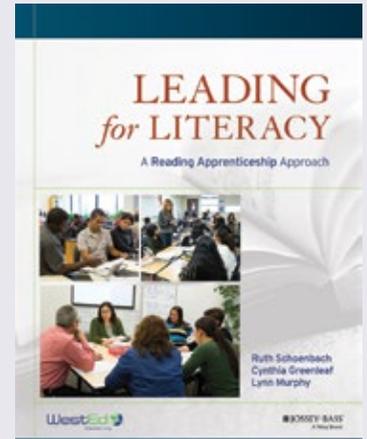
Leading for Literacy provides clear, on-the-ground guidance, tools, and examples for improving student reading across secondary schools and colleges.

This companion to the landmark *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, Second Edition* guides teacher leaders, coaches, and administrators through the nuts and bolts of implementing the Reading Apprenticeship Framework.

Reading Apprenticeship practitioners across the country address how to:

- ➔ Generate authentic buy-in from teachers and administrators
- ➔ Create Reading Apprenticeship communities of practice that sustain an institutional focus on a student-centered culture of literacy
- ➔ Use formative assessment to promote teacher and student growth
- ➔ Roll out systemwide plans for implementation
- ➔ Use the Reading Apprenticeship Framework to turn reform overload into reform coherence

Nationwide classroom testing has shown Reading Apprenticeship promotes not only literacy and content knowledge, but also motivation and positive academic identity — leading to better student outcomes that reach beyond classroom walls.



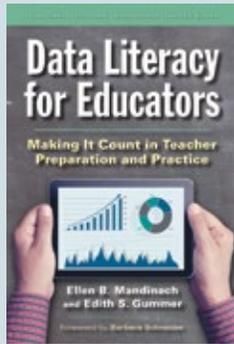
PROFESSIONAL LEARNING

See page 9 in this catalog to learn about professional learning opportunities related to this resource.



DETAILS

\$32.95 • 336 pages • 2017
Jossey-Bass • 978-1-118-43726-1



Data Literacy for Educators: Making It Count in Teacher Preparation and Practice

ELLEN MANDINACH AND EDITH GUMMER

As teaching continues to evolve into an evidence-based profession, data literacy has become an essential skill for educators. Teachers, from the brand new to the seasoned professional, must understand how to use data to inform — and improve — their teaching practice. This resource provides educators with concrete strategies for building a bridge between data literacy and teaching practice, and addresses the intrinsic complexities and possible challenges educators may face in their efforts to integrate data literacy into the classroom.



Mandinach and Gummer transform an overused cliché into an incisive analysis, a comprehensive integration, and a plan for action. They examine what and how teachers must learn about data so that they can act with both expertise and integrity. This work should join the ‘common core’ of teacher education and professional development programs.

— Lee S. Shulman, The Carnegie Foundation for the Advancement of Teaching



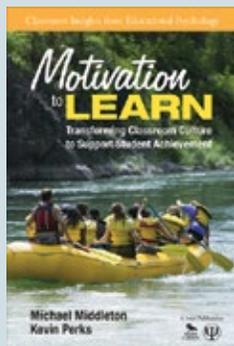
MORE ONLINE

Read more about this book at WestEd.org/resources/data-literacy-for-educators



DETAILS

\$35.95 • 176 pages • 2016
Teachers College Press
978-0-8077-5753-6



Motivation to Learn: Transforming Classroom Culture to Support Student Achievement

MICHAEL MIDDLETON AND KEVIN PERKS

This practical guide provides field-tested techniques for identifying, harnessing, and sustaining student motivation in the classroom, and includes:

- ➔ Reflection activities that encourage student voice and self-efficacy
- ➔ Case studies and best practices based on current motivation theory and research
- ➔ Strategies for designing effective learning tasks and growing positive relationships with students and colleagues



MORE ONLINE

Read more about this book at WestEd.org/motivationtolearn



DETAILS

\$25.95 • 240 pages • 2014
Corwin • 978-1-412-98671-7



Making Sense of SCIENCE Courses

KIRSTEN DAEHLER, JENNIFER FOLSOM, AND MAYUMI SHINOHARA

Making Sense of SCIENCE (MSS) is a comprehensive set of teacher professional learning courses that focus on core topics of K–12 earth, life, and physical science.

Rigorous studies show that MSS improves students' science achievement – especially for English language learners and those students with poor literacy skills.

The materials include everything needed to effectively lead MSS courses:

- ➔ Facilitator Guide with extensive support materials and detailed procedures
- ➔ Teacher Book with teaching, science, and literacy investigations, along with a follow-up component, *Looking at Student Work* (available as a separate book; see *Making Sense of Student Work* on page 22)
- ➔ CD with course participation certificates, handouts, and charts

Soon-to-be-published MSS courses include:

- ➔ Organisms
- ➔ Earth Systems
- ➔ Weather & Climate
- ➔ Plate Tectonics
- ➔ Electric Circuits



I learned new ways to get kids talking about science in a rich way, ways to analyze student work, and ways to improve my lessons. I also came face to face with some of my own science misconceptions. My teaching practice is changed forever.

– Vicki Baker, National Board Certified Teacher



Digital Resources

Digital Resources



MORE ONLINE

Visit WestEd.org/mss for more information, or email mss@WestEd.org



PROFESSIONAL LEARNING

Contact Louise DuCray (e: lducray@WestEd.org, t: 650.381.6407) to learn about professional learning related to this resource.



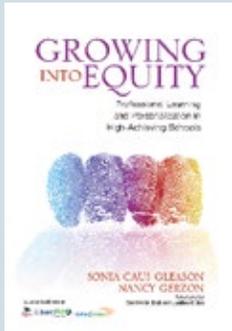
DETAILS

Genes & Traits: \$249.95 • 2015
WestEd • 978-1-938287-27-5

Matter: \$249.95 • 2017 • WestEd
978-1-938287-40-4

Force & Motion: \$249.95 • 2011
WestEd • 978-0-914409-77-9

Energy: \$249.95 • 2011 • WestEd
978-0-914409-78-6



Growing Into Equity: Professional Learning and Personalization in High-Achieving Schools

SONIA CAUS GLEASON AND NANCY GERZON

This illuminating book shows how four outstanding schools make individualized learning a reality for every teacher and student. The common thread is the commitment to equity — every student achieving. Discover new approaches for individual, team, and whole school professional learning that support personalized learning, drawn from schools that are leaders in overcoming challenges and creating opportunities.



Growing Into Equity is a timely and important new book that provides compelling evidence of how teachers, principals, school district leaders, and policymakers can create and embrace equity in school districts, schools, and classrooms to ensure that all students are learning and achieving.

— Thomas Payzant, Retired Superintendent, Boston Public Schools



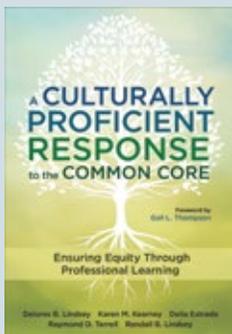
SAMPLE CHAPTERS

Read Chapters 1 and 2 at WestEd.org/growingintoequity



DETAILS

\$32.95 • 216 pages • 2013
Corwin • 978-1-4522-8765-2



A Culturally Proficient Response to the Common Core: Ensuring Equity Through Professional Learning

DELORES B. LINDSEY, KAREN KEARNEY, DELIA ESTRADA, RAYMOND D. TERRELL, AND RANDALL B. LINDSEY

Any implementation of the Common Core State Standards must promote equity, access, and inclusion, and close achievement gaps. This book, cowritten by WestEd’s Karen Kearney, shows how central Common Core tenets — rigor, meaningful curricula and assessment, and higher-order thinking — can become educational realities for every learner.



SAMPLE MATERIAL & CHAPTER

Read the introduction and Chapter 1 at WestEd.org/culturallyproficientresponsetoccss



DETAILS

\$31.95 • 240 pages • 2015
Corwin • 978-1-4833-1910-0



Math Pathways & Pitfalls

CARNE BARNETT-CLARKE AND ALMA B. RAMÍREZ, WITH DEBRA COGGINS

This K–8 curriculum helps students tackle stubborn pitfalls head-on and transform them into pathways for learning key topics. In rigorous research studies, *Math Pathways & Pitfalls (MPP)* significantly increased student achievement for diverse students, including English language learners, in all grades tested.

With *MPP* lessons and instructional strategies, teachers can:

- ➔ Help students master key mathematical standards
- ➔ Support academic language development
- ➔ Prevent common pitfalls on homework
- ➔ Raise achievement on standardized tests
- ➔ Reach diverse students in the classroom, including English language learners

Each book contains everything needed to teach *MPP* effectively, including:

- ➔ 20–22 complete lessons
- ➔ Teaching manual
- ➔ DVD footage of *MPP* in action
- ➔ CD with black line masters
- ➔ Teacher professional development tasks, activities, and video footage
- ➔ Discussion Builders classroom poster



Math Pathways & Pitfalls helps students improve their critical thinking and mathematics skills through uncovering why the obvious answer is sometimes wrong and why the right answer works.

– Henry Phillips, Elementary School Principal

Before using *Math Pathways & Pitfalls*, my special needs children wouldn't speak or participate much in class. But as we went through the lessons in this book, all of my children wanted to shine – and they did shine!

– Linner Maggard Moore, Second Grade Teacher



MORE ONLINE

WestEd.org/mpp



SAMPLE LESSONS

Visit WestEd.org/mpp to download sample lessons and to learn how student exposure to *MPP* increases mathematics achievement.



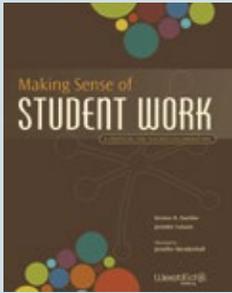
DETAILS

Grades K–1: \$165.00
320 pages • 2010 • WestEd
978-0-914409-58-8

Grades 2–3: \$165.00
352 pages • 2010 • WestEd
978-0-914409-59-5

Grades 4–6: \$165.00
368 pages • 2010 • WestEd
978-0-914409-60-1

Grades 6–8: \$165.00
368 pages • 2010 • WestEd
978-0-914409-61-8



Making Sense of Student Work: A Protocol for Teacher Collaboration

KIRSTEN R. DAEHLER, JENNIFER FOLSOM, AND JENNIFER MENDENHALL

When teachers closely examine words and drawings created during the learning process, they gain a valuable window into their students' thinking. By examining student work, teachers can identify what students understand and where gaps in their understanding can be leveraged as opportunities for improvement. This protocol provides a framework to help teachers:

- ➔ Have evidence-based discussions about students' work and thinking
- ➔ Examine and come to understand students' ideas and the logic behind these ideas
- ➔ Strengthen their abilities to make instructional choices in response to the specific ways students are thinking
- ➔ Analyze and improve formative assessment tasks



MORE ONLINE

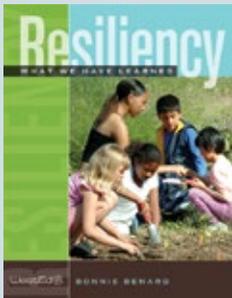
Formative Assessment Task Banks that complement the protocol, and free samples of student work are available at WestEd.org/mssw



DETAILS

Print: \$19.95 • 112 pages • 2014
WestEd • 978-1-938287-12-1

eBook: \$16.95 • 112 pages • 2014
WestEd • 978-1-938287-21-3



Resiliency: What We Have Learned

BONNIE BENARD

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



SAMPLE CHAPTERS

Read chapters 1 through 3 at WestEd.org/resiliency



DETAILS

\$21.95 • 148 pages • 2004
WestEd • 978-0-914409-18-2



Mentoring New Teachers Through Collaborative Coaching

KATHY DUNNE AND SUSAN VILLANI

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.



SAMPLE CHAPTERS

Read chapters 1 through 3 at WestEd.org/mentoringnewteachers



DETAILS

Book: \$21.95 • 112 pages • 2007
WestEd • 978-0-914409-30-4

Facilitation and Training Guide:
\$149.95 • 300 pages • 2007
WestEd • 978-0-914409-31-1

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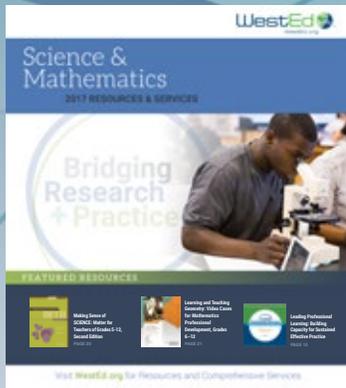
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