



R&D A L E R T

A framework for teaching **ENGLISH LEARNERS**

English learners face the daunting task of learning the academic curriculum and a new language concurrently. With their numbers rising across the nation, and increased accountability requirements focusing on their performance, schools are under pressure to better serve these students.

In New York City, the nation's largest school system is addressing this challenge head on. City officials recently turned to WestEd's Aída Walqui and her Teacher Quality Initiative for help to build capacity throughout the system. A three-year partnership between WestEd and the New York City Department of Education provides professional development districtwide to accelerate the linguistic and academic development of English learners.

Called "Quality Teaching for English Learners," this partnership focuses on developing educators' theoretical understanding and practical knowledge of effective practices for providing challenging and responsible instruction to students needing to learn English and academic content simultaneously. A conceptual framework developed by Walqui's Teacher Quality Initiative (TQI) guides this work.

SETTING THE RIGHT CONTEXT

TQI's conceptual framework begins with general approaches for creating classroom conditions that are particularly supportive for English learners:

- Instead of presenting the curriculum as a linear progression of concepts, teachers *reintroduce* key information and ideas at increasingly higher levels of complexity and interrelatedness.
- Teachers help students understand their own learning, in particular, the feelings of vagueness and frustration that are a natural part of the learning process. For students with the extra task of learning English, such feelings can have an especially strong, undermining effect if not understood.

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Language plays a central role in how children learn in schools. Getting a good education can be especially challenging for children who started life learning one language at home and now must learn from teachers and texts using a different one.

In this country, the numbers of such students – those designated as English learners – have risen dramatically in recent years. Current estimates indicate over 4 million English learners in U.S. schools.

IMPROVING EDUCATION

FOR ENGLISH LEARNERS

FROM THE CEO

Federal, state, and local policymakers are raising the stakes for how schools educate these students. The No Child Left Behind Act (NCLB) requires states to set and meet “annual measurable achievement objectives” on students’ progress toward proficiency in English. NCLB also requires that states include English learners in reading, mathematics, and science testing to measure whether schools are making adequate yearly progress.

Drawing on WestEd’s deep expertise in these matters, this issue of *R&D Alert* focuses on some of the challenges and opportunities that educators face in trying to better serve English learners.

We begin by describing a framework for teaching English learners that is a central component of a large-scale professional development initiative in New York City led by WestEd’s Aída Walqui. The framework identifies specific instructional approaches that teachers can offer to help English learners excel.

Another article describes effective strategies that WestEd has assisted schools in Calexico, California, to implement. The district, where a majority of students are English learners, has recently made improvements reflected in dramatically rising academic achievement scores.

Because many English learners begin entering the education system in preschool, WestEd’s Center for Child and Family Studies recently developed a guide for preschool teachers of English learners. One of our articles describes information, strategies, and principles from this new resource.

We also share highlights from a conversation with Robert Linquanti, a prominent WestEd expert on policies and practices for educating English learners.

We encourage you to visit our Web site – WestEd.org – or use the contact information at the end of each article to learn more.

Widespread commitment is needed to improve conditions for English learners whose academic achievement remains lower than that of native English speakers. We hope that WestEd’s information and resources can help in your efforts to close this achievement gap in your own schools and communities.

Glen Harvey
Chief Executive Officer

Calexico

om tthe move

Educators in the Calexico Unified School District have different opinions about why their schools initially fared so poorly under the accountability system California adopted in the late 1990s. But everyone seems to agree on the reasons why this high-poverty district has made such impressive gains since then:

- All areas of curriculum redesigned, including a program for English learners that now uses a consistent curriculum, proven instructional practices, and an ongoing review of students' progress
- Extensive professional development and coaching for teachers, principals, and curriculum specialists
- The active support of WestEd (California required low-performing schools to hire an External Evaluator to help them develop an action plan for improvement, and Calexico tapped WestEd.)
- A culture of collaboration that expects every adult to take responsibility for the achievement of every student

"Especially in terms of curriculum and accountability, our schools are not islands," explains Cecilia Castaneda, Director of Curriculum, Assessment, and Evaluation for the 9,200-student district, located near the Mexican border. "They are part of an increasingly collaborative and articulated system."

"We've become much better at looking at the progress of individual students and making useful instructional decisions based on those data," says Pat Levy, Director of Performance, Accountability, and Projects.

Student achievement results demonstrate the difference. According to California's 2002-03 Academic Performance Index (API) Growth Report, all nine Calexico schools far exceeded the annual gains expected by the state. By comparison, only two of the district's schools had met their API goals in 2000-01. Since WestEd began working with Calexico in 2001, most of the district's schools have raised their scores by 100 points or more on the state's 1,000-point scale.

"I think the whole school has found these outsiders to be helpful," one Calexico principal says. The evaluators "see with different eyes. They ask genuine, difficult questions that challenge us to look at ourselves more closely."

WestEd's experience in Calexico offers important lessons for school districts trying to raise the achievement levels of English learners:

FOCUS ON THE KEY LEARNING ISSUES

Instead of allowing every school to pursue its own methods of instruction and assessment, WestEd helped Calexico educators

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identify three curricular strands that most needed attention and focus their efforts on improving them. “It’s easier to work in a few main areas than to do a little here and there,” says Huck Fitterer, Senior Project Director for WestEd’s Comprehensive School Assistance Program.

By encouraging schools to use the same reading and math models across all grade levels, WestEd helped them develop a structured method and consistent criteria for moving English learners to proficiency in English. Teachers learned how to break the state’s learning standards into skills sets that they could reinforce in classrooms. They also discovered better ways to keep students engaged, such as letting them “think, pair, and share” with a partner to help students recall what they’ve already learned about a topic.

WestEd also showed teachers a range of strategies for reaching diverse learners. For example, instead of simply recognizing students’ efforts, teachers offer specific comments that reinforce skills. Complimenting a student for “beginning the sentence with a capital letter and ending with a punctuation mark” is much more meaningful and precise than simply telling her she did a “good job.”

The WestEd evaluators stressed the importance of emphasizing key vocabulary in each instructional unit and giving English learners multiple opportunities to use the terms instead of only memorizing them for a test. The evaluators also helped teachers learn how to scaffold lessons to provide explicit instruction instead of just giving directions. In this approach, teachers first demonstrate skills and behaviors, then observe the students as they try out the new techniques through guided practice. Only afterward do teachers ask students to practice independently.

“You don’t send students off without having evidence that they can do it,” says Judy Levinsohn, WestEd’s primary evaluator in Calexico.

SHOW SCHOOL LEADERS HOW TO COACH CHANGE

Calexico’s superintendent required all instructional coaches and school administrators to participate in WestEd’s training, which strengthened their understanding of sound classroom practices. “This is a huge thing that needs to happen,” Levinsohn explains. “If they don’t know what quality English Language Development instruction looks like, how are they going to support their teachers?”

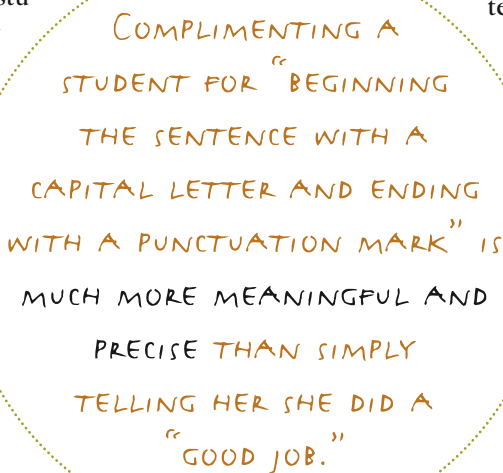
The WestEd evaluators have also modeled a range of coaching skills. Working with every administrator and coach several times a year, the evaluators first model good instructional supervision techniques, then collaborate with them as they use the techniques with teachers, and, finally, offer advice and support after they independently observe classrooms.

PROVIDE SUPPORT, BUT STRESS ACCOUNTABILITY

In Calexico, principals must turn in monthly reports that include direct evidence of each school’s progress and substantive analysis of data. This reinforced the importance of collecting data and being accountable for results at the administrative level. WestEd supported this initiative by helping schools develop structures that included grade-level teams of teachers creating reports and planning improvements together.

“We had to get them to believe in themselves, that they could do this, and that the kids could,” Fitterer says. “When you talk to people in Calexico, they are very happy with the results because *they* did it. All we did was provide the framework; they did all the hard work.” W

For more information, contact Huck Fitterer at 602.322.7002 or hfitter@WestEd.org.



COMPLIMENTING A STUDENT FOR “BEGINNING THE SENTENCE WITH A CAPITAL LETTER AND ENDING WITH A PUNCTUATION MARK” IS MUCH MORE MEANINGFUL AND PRECISE THAN SIMPLY TELLING HER SHE DID A “GOOD JOB.”



A NEW RESOURCE

for Teachers of
**Preschool
English Learners**

In California, one out of three children in publicly funded preschool programs does not speak English as a first language. Yet professional support for teachers is scarce in the area of instruction for children who begin preschool knowing a language other than English.

In July 2003 the California Department of Education (CDE) selected WestEd's Center for Child and Family Studies to revise and expand a resource guide for teachers of preschool English learners. The just-completed guide — *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* — offers teachers and care providers practical and accessible information on supporting the optimal education of English learners during the crucial preschool years.

Over the last few years, the idea of concerted attention to language and literacy development before kindergarten has commanded growing respect in U.S. education. Preschool for All — a movement that is especially strong in California — is striving to establish publicly funded universal preschool programs in many states. The National Council of La Raza, a Hispanic American constituency-based organization, has expressed support for universal preschool and called attention to the particular needs of preschool English learners. And the most recent reauthorization of Head Start reorients the program for low-income preschoolers around a greater emphasis on school readiness. In the words of Rebeca Valdivia, Director of WestEd's English Language Learning for Preschoolers Project, "the planets are aligning" for a positive response to the resource guide.

First produced in 1998 by the Santa Cruz County Office of Education, the guide retains important information on first and second language acquisition. But the new edition also contains a demographic profile

of the preschool English learner population in California, clearer connections to theory pertaining to second language acquisition, a chapter on English learners with disabilities, and a chapter on early literacy.

Valdivia says that the new material — especially chapters pertaining to early literacy and children with disabilities — reflects newly prevalent issues. The earlier guide was geared almost entirely toward Spanish-speaking English learners, but the new book addresses the needs of children from a variety of language backgrounds — a change that acknowledges the increasing diversity of cultures in California and the rest of the country. An enhanced emphasis on building bridges between school and family life is also evident in the revised edition.

To update and improve the guide, WestEd put together a panel of experts who reviewed relevant research, generated recommendations, and provided feedback on drafts. WestEd also drew on several focus groups. The participants, mostly practitioners, identified issues that they thought needed to be addressed in the field.

Joyce Palacio, principal of two Los Angeles-area child development centers and member of the expert panel, sees the approaches described in the guide in action every day. "Many of the lessons

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WestEd's Robert Linqanti has devoted his career to understanding and addressing the needs of English learners.

He recently helped the California Department of Education analyze data for 1.2 million English learners and develop state policy for implementing Title III of NCLB. The resulting methods for defining and calculating achievement objectives are also being adapted by New York, Texas, and Utah.

Linqanti serves as Associate Director of a five-year evaluation of California's Proposition 227, which WestEd is conducting with the American Institutes for Research. Passed by statewide referendum in 1998, Proposition 227 requires English learners to be taught overwhelmingly in English and restricts bilingual instruction.

One district where Linqanti has worked extensively for the past three years, Garden Grove (California) Unified School District, won the \$500,000 Broad Prize for Urban Education in 2004. Linqanti has assisted district leadership and staff in developing goals and implementing systems for monitoring progress.

R&D Alert recently spoke with Linqanti about his work in these areas.

WITH WESTED'S

What are some of the key things you've learned from the Proposition 227 evaluation?

We have three major findings emerging so far. All of them require more research and analysis before we have conclusive results, but I can give you a broad sense of them.

One, language of instruction does not appear to be the key predictor of improving student performance.

We found that *all* students made gains over the period we analyzed, including English learners in schools that have bilingual education, those in formerly bilingual schools, and those in schools that were never bilingual. But native English speakers improved too, so a sizeable achievement gap remains. English learners are moving up, but not appreciably *catching up*.

Two, it takes the majority of EL students more than three years to reach English proficiency. The central notion of Proposition 227 — that students would need just one year of intensive English instruction to be fluent enough to function in mainstream classrooms — is not supported by these data.

Finally, what most often keeps students from being re-designated as “fluent English proficient” is not their level of English proficiency but their English performance in academic subject matter. This finding suggests that English is necessary but not sufficient for these kids to succeed in mainstream classrooms.

Can you say more about what they do need?

Successfully educating English learners is not just about English. It is also about academic achievement. These students need to be supported in developing academic language skills *and* meaningfully engaging with a curriculum. This is really what it means to foster educational equity.

Educators need a *systemic* view for improving English learners' academic achievement. What is critical is engaging *all* students, regardless of language proficiency. We must do this with age- and grade-appropriate material and ensure multiple opportunities for language development *and* content learning. This requires high expectations, a strong understanding of pedagogy, good data to guide instruction, and a drive to continually improve practice through collaborative effort.

ROBERT LINQUANTI

How do you help districts pursue this kind of systemic approach?

For one, by setting clear goals for students, then monitoring their progress over time. Many districts lack useful data and responsive data systems, which can illuminate where to improve instruction.

We need to better understand the relationship between how long students have been in a district and how well they are progressing in English language development. Does a third grader with intermediate-level English proficiency reflect well on our instructional program? Perhaps yes, but probably *not* if the student entered with that level of English and has been in the district four years. This perspective can help educators to focus.

We also help districts clearly articulate when they expect English learners to reach grade level in academic subjects. We then help them analyze students' progress by time and by language level to clearly identify what students *and* teachers need.

A lot of educators might well respond, “Yeah, but we don't have time....”

As educators, we cannot do *everything*; instead, we need to pick and choose, focusing on one or two key goals to pursue relentlessly.

Educators need to be goal-driven and “data-wise.” This means being strategic: using our goals to guide what data to focus on and how we analyze and interpret data. With a strategic approach, educators can better identify student needs, find research-based solutions, and districts can focus limited professional development resources and time for maximum benefit.

Ultimately, if accountability does not serve the teacher in the classroom by providing detailed feedback and relevant professional development, it will not make a difference. In our consulting work, we help districts develop evaluative practices that support teachers' efforts to improve student learning. This is what we call *internal accountability* — the internal striving and peer pressure — feeling a moral imperative to serve students and to take ownership for how well we serve them.

Can you cite an example of a district that demonstrates a high degree of internal accountability?

Garden Grove is a good example. The district's leadership is never fully satisfied. They know they have a lot of work to do with their English learners — over 26,000, or half their total population. When we first began working with them, they wanted help thinking through their district goals for English learners. We worked very hard to organize their data and facilitate discussions in ways that held up a mirror for them. They saw how their kids were performing over time, and where teachers needed to focus. To me, these educators embody the principle of internal accountability: bravely willing to look at where they are, not turning away or making excuses.

For more information, contact Robert Linqunti, Project Director of English Learner Evaluation & Accountability Support (ELEAS), at 510.302.4235 or rlinqua@WestEd.org. More information about ELEAS services is available online: www.WestEd.org/cs/we/view/pj/367. And “Effects of the Implementation of Proposition 227 on the Education of English Learners, K-12: Year 3 Report” is also available online: www.WestEd.org/cs/we/view/rs/732.

(continued from page 1)

- Teachers become expert at observing students in order to know when to gradually hand over more responsibility as students become capable of handling it.
- Teachers learn to amplify and enrich — rather than simplify — the language of the classroom, giving students more opportunities to learn the concepts involved. For example, rather than avoid a complex term, a teacher might use it in context and then paraphrase it.



INSTRUCTIONAL SCAFFOLDING

Building on the foundation of these general approaches, TQI's framework identifies six types of instructional *scaffolding* — supportive activities that engage learners in interactions that help them perform beyond their current level of competence.

Scaffolding offers strong, temporary, “as-needed” support and abundant learning opportunities, akin to the physical scaffolding that provides support for construction work. Scaffolding is intended to be flexible. Just as the scaffolding on a building under renovation can be shifted and is ultimately removed, classroom scaffolding is also temporary and requires adjustment as needs change. Experienced, effective teachers use

scaffolding with all learners. For English learners, Walqui asserts, teachers must do so more intentionally and more extensively.

Modeling

Students need clear examples of how to carry out what is expected of them if they are to learn to do so independently. Teachers can model expectations by conducting an experiment themselves or having students undertake an activity as a class. Pointing to examples from prior students' work also helps, as does providing analytic tools, such as a standard set of questions to ask about a text.

Bridging

Students learn new concepts and language when firmly built on previous knowledge and understanding. Teachers can help lay this foundation by tapping into students' prior knowledge, by asking students what they already know about an upcoming topic, for example. Teachers also use bridging to establish personal links between the students and the subject matter.

Contextualization

One of the greatest challenges for English learners is reading portions of textbooks that have no illustrations or other context clues. Teachers can support their understanding by providing manipulatives, pictures, a few minutes of film, or other types of sensory experience to make the language more accessible and the content more engaging.

Schema building

Students build understanding by weaving new information into structures of meaning, or *schema*. Teachers can help English learners do so by presenting activities that help them make connections. For example, teachers might preview a reading assignment with the class, noting such features as heads and subheads, illustrations and captions, and chart titles. This kind of preview can help students begin to read independently by giving them a sense of the topic and its organization.

Text re-presentation

Students begin to acquire and use new language effectively by transforming content from one genre to another. Teachers of English learners might facilitate this process by having students turn an article into a drama, a poem into a narrative, or a third-person historical narrative into an eyewitness account.

Metacognitive development

Students manage their learning through *metacognition*, the act of reflection or thinking about thinking. Teachers can help English

learners develop metacognition by explicitly teaching them strategies that enable learners to tackle academic tasks. The strategy of *reciprocal teaching*, for example, involves pairs of students independently reading a text, questioning each other, discussing questions that go beyond recall, and trying to solve problems related to understanding the text. To enable students to engage in reciprocal teaching, the teacher first must introduce all of its steps and guide students in practicing and discussing the steps.

Throughout New York City, WestEd's TQI staff have been training coaches, teachers, and administrators in this framework. In the summer of 2004, TQI staff worked with the city's instructional support specialists (who had been through TQI training) to provide five-

day institutes for over 1,000 teachers and, separately, provided training for 800 of the district's principals.

To assess the impact of this critical work, an independent evaluator is carrying out an extensive study that includes random assignment to experimental and control groups. **W**

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in the book are simply good child development practices extended to the field of language learning. We give teachers specific activities, but also suggest how to support the informal ways that children acquire knowledge all day long.”

The necessity of visual cues, of daily interactive language practice, of forging immediate connections between familiar and unfamiliar material — these ideas and many others are detailed and exemplified. The guide outlines activities for directed teaching as well as for spontaneous interventions in children's play.

The guide's commitment to parental involvement parallels its directive to build upon previous knowledge. According to Valdivia, “What our guide does really well is encourage teachers and practitioners to move away from a deficit-oriented teaching approach and to focus on the language skills students already have.” Palacio adds, “In order for us to know about the children we teach, we need to build relationships with parents, to know where they come from and what is relevant to them and their families.”

At the child development centers she directs, parents and families whose primary language is other than English are invited into the classrooms to read, sing, or tell a story in their own language to the children. “Having children see the respect we have for their parents is important. We also have to let parents know that the children's knowledge of the first language contributes greatly to their mastering of the second. Some believe they're doing their children a disservice by speaking in the first language, and we need to reassure them otherwise.”

“We give teachers specific activities, but also suggest how to support the informal ways that children acquire knowledge all day long.”

The coming year will be devoted to getting the *Preschool English Learners* guide to those who need it most. Upon approval from the CDE, the guide will be available for sale and distribution through CDE Press. A companion video and Web site are also under development. Next spring, Valdivia hopes to offer several one-day training sessions around the state, some of which will be given in Spanish, depending upon local need. **W**

For more information on the English Language Learning for Preschoolers Project, contact Rebeca Valdivia at 858.530.1176 or rvaldiv@WestEd.org.

English Learners and the Language Arts (ELLA)

In this professional development series, WestEd trainers work with teachers and administrators to raise the academic achievement of English learners in grades K-6. Through interactive presentations, participants learn research-based, practical information for creating effective language arts instructional programs. Follow-up technical assistance might include demonstration lessons, classroom observations, teacher coaching, lesson planning, data analysis, EL program planning, or support with other English learner issues, depending on the needs of the school. ELLA trainers from the Literacy Projects Group of WestEd's Comprehensive School Assistance Program have worked throughout California to improve reading/language arts instruction for English learners and other diverse student populations. The cost of ELLA's six modules is \$12,000, and follow-up technical assistance and coaching are also available.

For more information, contact Vanessa Girard at 916.492.4015 or vgirard@WestEd.org, or visit: www.WestEd.org/cs/we/view/serv/32.



La Frontera: Challenges and Opportunities for Improving Education Along the U.S.-Mexico Border

Joan McRobbie & Malia Villegas (*WestEd, 2004*)

Commissioned by the school board associations of Arizona, California, New Mexico, and Texas, this report elaborates on findings from *Voices from La Frontera: A Study of School Districts Along the United States/Mexico Border*. This new publication further builds on a better understanding of how to support the school districts, schools, and students within 100 miles of the United States/Mexico border. Specifically, this report: describes the economic, health, and social contexts of education along the United States/Mexico border; analyzes student achievement

in each of the four border states; describes promising programs and strategies these schools are using; and offers suggestions for policy and practice.

52 pages / Price: \$10.95 / Order #: FRNT-04-01L

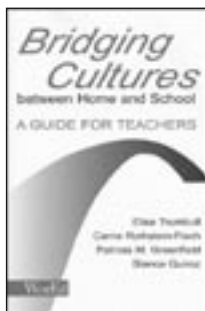
WestEd Resources ON ENGLISH LEARNER ISSUES

WestEd has a number of resources addressing the needs of English learners. A few are summarized here. For additional related products, please refer to the WestEd Resource Catalog 2004 or visit www.WestEd.org/catalog.

Bridging Cultures between Home and School: A Guide for Teachers

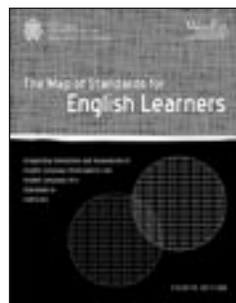
Elise Trumbull,
Carrie Rothstein-Fisch, Patricia
M. Greenfield,
& Blanca Quiroz

(*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.

184 pages / Price: \$19.95 /
Order #: LCD-01-01L



The Map of Standards for English Learners: Integrating Instruction and Assessment of English Language Development and English Language Arts Standards in California (4th edition)

John Carr & Rachel Lagunoff (*WestEd, 2003*)

This standards-based tool for classrooms with mixed English-ability students is a side-by-side "map" of California's English Language Development standards and the state's English Language Arts standards. Administrators and teachers can readily see the match of the two related sets of standards within a grade span. By making clear what teachers must teach, the Map allows them to plan integrated lessons for the whole class. By clustering similar standards, the Map also helps

educators design assessments that measure both sets of standards. The fourth edition identifies those standards most heavily assessed on the California Standards Tests, High School Exit Exam, and English Language Development Test.

95 pages, binder-ready / Price: \$11.95 / Order #: CC-03-01L

Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools

Aída Walqui (*Center for Applied Linguistics & Delta Systems, 2000*)

Many immigrant students in secondary school have problems succeeding because of the structures of the schools themselves. This book profiles six students to help illuminate the needs of immigrant students. It details the structural obstacles that inhibit students' success, and it describes ten priorities for designing effective teaching and learning contexts for immigrant students. The author describes four promising programs in detail and makes recommendations in the areas of future program development and research.

240 pages / Price: \$20.95 / Order #: CLE-00-01L





What's Fair Got To Do With It: Diversity Cases From Environmental Educators

Tania J. Madfes (ed.) (*WestEd, EETAP, & NAAEE, 2004*)

Educators, non-formal educators, and community organizations will find these cases fascinating reading and a powerful tool for professional development. While the cases are grounded in the experiences of a diverse group of environmental educators, the questions and issues they raise apply to education in general and society as a whole. Each case is a candid, dramatic, and highly readable first-person account that makes concrete the challenges of fairness, expectations, respect, and communication when people who share goals, perhaps, but not cultures, interact. The ten cases arise from in-school and out-of-school settings and involve the real and perceived power relationships that cultural differences often throw into high relief. The casebook includes facilitator notes and commentary about each case. It is designed to promote rich discussion and thoughtful reflection and to develop principles of practice that users can apply to their own work or volunteer settings.

122 pages / Price: \$21.50 / Order #: MS-03-01L



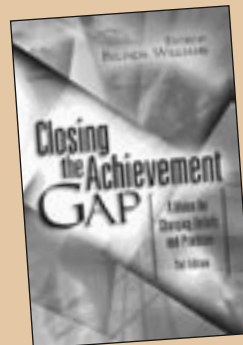
What You Can Do to Improve Your School (Policy Perspectives)

William G. Ouchi (*WestEd, 2003*)

This issue of Policy Perspectives presents seven "rules of change" that were developed by noted author and UCLA professor William G. Ouchi in his new book, *Making Schools Work: A Revolutionary Plan to Get Your Children the Education They Need* (Simon & Schuster). In the chapter excerpted here, Ouchi details those rules that he argues lead

most often to successful school change: (1) People don't fear change — unless they're kept in the dark; (2) revolutionary change requires the perception that there's a crisis; (3) structure must change before culture can change; (4) change must be top-down; (5) change must be bottom-up; (6) follow the money! and (7) school reform isn't partly politics — it's all politics!

16 pages / Price: Single copy, free / Order #: PP-03-03L



Closing the Achievement Gap: A Vision for Changing Beliefs and Practices, 2nd Edition

Belinda Williams (ed.), Patricia M. Greenfield, Elise Trumbull, Blanca Quiroz, Bonnie Benard, JoAnn B. Manning, Robert J. Marzano, Kenneth M. Zeichner, Floraline I. Stevens, Karen Seashore Louis, Debra Ingram, & John A. Kovach (*ASCD, 2004*)

This second edition of *Closing the Achievement Gap* argues that if education reform is to work, educators must become more sensitive to the worldviews of disadvantaged students — and incorporate this awareness into their day-to-day work.

The authors conclude that teachers, principals, and legislators must learn about cultural perceptions of human development, apply this knowledge to professional development and comprehensive reform, and align political policy accordingly. WestEd researchers Bonnie Benard and Elise Trumbull contribute their respective expertise on youth resiliency and cross-cultural communication in chapters on "turnaround" teachers and cultural values in learning and education.

207 pages / Price: \$25.95 / Order #: AG-03-01L

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School & College Partnerships: The Missing Link (Policy Brief)

(*WestEd, 2004*)

This Policy Brief examines the problem of having K-12 and higher education operate as "separate silos" and looks at how various partnerships — between individual high schools and colleges, but also between entire K-12 and postsecondary systems — are addressing this problem. In addition to describing approaches for achieving coherence, it examines some of the common barriers. It also offers policy recommendations for supporting partnership efforts.

4 pages / Price: Single copy, free / Order #: PO-04-01L



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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-CO-0012. Its contents do not necessarily reflect the views or policies of the Department of Education.



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