

# School & District Improvement

2019 / PROFESSIONAL SERVICES  
& RESOURCES



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# The Four Domains

## WestEd Services for Focusing and Supporting Rapid School Improvement

Engage educators, strengthen school improvement, and ensure rapid and sustainable growth using the Four Domains for Rapid School Improvement.

“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 and South Berwick, ME



Learn more and download our brochure at

[WestEd.org/School\\_Improvement](https://WestEd.org/School_Improvement)



### Who Will Benefit

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

### What You Will Learn

Lead rapid and significant school improvement with high-quality services from our experts. You will learn how to:

- ➔ Engage school improvement teams in systems thinking
- ➔ Promote growth mindsets in your school or district
- ➔ Use data to perform ongoing needs assessment and progress monitoring
- ➔ Support evidence-based, standards-aligned instruction
- ➔ Deliver targeted coaching, mentoring, and training
- ➔ Engage parents and communities
- ➔ Keep your students at the center of improvement efforts

### Service Details

This service includes domain-specific support for all your schools and districts, and is customized to meet your needs. Our work together begins by helping you identify your evolving needs. WestEd offers a research-based needs assessment that encompasses the Four Domains to strengthen your understanding of core challenges and their root causes — and align improvement strategies for lasting impact.

**The Four Domains.** After collaborating to identify needs, we can deliver domain-specific support aligned to these essential practices:

- ➔ Turnaround Leadership
- ➔ Talent Development
- ➔ Instructional Transformation
- ➔ Culture Shift



LEARN MORE AT

[WestEd.org/School\\_Improvement](https://WestEd.org/School_Improvement) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# Comprehensive, Research-Based Needs Assessment

## Aligned to the Four Domains for Rapid School Improvement

Accelerate and sustain rapid school improvement with WestEd. Partner with us to conduct a comprehensive needs assessment of your school and/or district focused on the Four Domains for Rapid School Improvement.

**“** 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.”

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

### Who Will Benefit

- ➔ District and School Administrators
- ➔ District School Improvement Leaders
- ➔ Directors of Curriculum, Instruction, and Assessment
- ➔ Coaches

### What You Will Learn

WestEd will partner with your school and/or district to conduct a comprehensive needs assessment focused on the Four Domains for Rapid School Improvement: Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift.

You will learn how to accelerate and sustain rapid school improvement, specifically by measuring current practices in your school and/or district using The WestEd Four Domains CALL System (see page 4 in this catalog). This system, aligned to the Four Domains, uses survey data from multiple school sources to assess overall leadership practices and outcomes. The comprehensive needs assessment, customized to fit your needs, will help ensure accelerated school improvement, long-term growth, and lasting, positive impact.

We will help you:

- ➔ Collect diagnostic data using The WestEd Four Domains CALL System
- ➔ Document needs and root causes
- ➔ Conduct quantitative data analysis
- ➔ Deliver tailored guidance to inform School Improvement Plans
- ➔ Gather and review qualitative data



LEARN MORE AT

WestEd.org/CNA or contact us at 888.293.7833 or pd@WestEd.org

# The WestEd Four Domains CALL System

WestEd assesses leadership capacity and potential across the entire school staff, including administrators, teachers, and support staff. WestEd now offers a measurement system that helps you gather data across essential practices linked to school effectiveness.

“We made tremendous gains using WestEd’s Four Domains CALL survey. We will continue to use CALL to ensure we continue our forward movement in the identified areas in need of improvement and do not slip backward in the identified areas of strength.”

— Kyle Konold, Executive Director, The Delta Academy, North Las Vegas, NV

## Who Will Benefit

- ➔ School and District Administrators
- ➔ State School Improvement Directors

## Service Details

The Comprehensive Assessment of Leadership for Learning (CALL) is a school- and district-wide leadership assessment and feedback system designed to support professional growth, leadership development, and school improvement planning.

The CALL Team is working with WestEd to develop the Four Domains CALL System to measure leadership practices and deliver feedback relative to the Four Domains for Rapid School Improvement: Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift. Schools and districts will receive detailed data related to each of the Four Domains. The WestEd Four Domains CALL System is administered online and allows for frequent administration throughout the year to inform continuous progress.

WestEd delivers the following support for school leadership teams:

- ➔ Collecting diagnostic data using The WestEd Four Domains CALL System
- ➔ Measuring and growing distributed school leadership
- ➔ Interpreting survey results
- ➔ Developing an action plan with recommendations for enhancing leadership talent and supporting the plan’s implementation with on-site coaching



LEARN MORE AT

WestEd.org/CALL-System or contact us at 888.293.7833 or pd@WestEd.org

# Transformational Leadership Coaching

Maximize your leadership potential. WestEd can help you develop effective and valued school and district leadership teams through training, reflection, analysis, and action planning designed to dramatically improve student learning and achievement.

“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

## Who Will Benefit

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

## What You Will Learn

WestEd engages education leaders — both individually and as members of school or district leadership teams — in the design and implementation of effective change processes aimed at strengthening the culture and capacity of their institutions to improve student outcomes. Participants receive training and coaching grounded in the national Professional Standards for Educational Leaders and the Four Domains for Rapid School Improvement, and will learn how to:

- ➔ Develop a systematic approach to school improvement in which research- and evidence-based strategies are identified and implemented
- ➔ Establish school improvement/turnaround policies and procedures for identifying, selecting, retaining, and sustaining competent and committed personnel
- ➔ Engage stakeholders (leaders, teachers, parents, media, and community) in collaborative strategic and systemic school improvement planning
- ➔ Build capacity for school improvement through Distributed Leadership Models
- ➔ Engage in a data-driven cycle of continuous improvement for monitoring short- and long-term goals
- ➔ Implement systemwide support of standards-based instructional practice grounded in research-based pedagogical approaches
- ➔ Prioritize and align people, time, and resources to drive instructional improvement



LEARN MORE AT

WestEd.org/Transformational-Leadership or contact us at 888.293.7833 or pd@WestEd.org

# WestEd School Improvement Planning

## Comprehensive Planning and Monitoring to Improve Student Achievement

WestEd School Improvement Planning builds the capacity of schools, school districts, and state education agencies to improve educational programs and culture for *all* schools, *all* students.

Our experts have a deep understanding of the challenges that schools face. As home to the Center on School Turnaround – creators of the Four Domains for Rapid School Improvement – WestEd brings firsthand understanding of the challenges your schools and districts face.

### Who Will Benefit

- ➔ School and District Administrators
- ➔ State School Improvement Directors

### Service Details

WestEd partners with you to develop a comprehensive school improvement plan that integrates the Four Domains for Rapid School Improvement – Instructional Transformation, Turnaround Leadership, Culture Shift, and Talent Development – to ensure all systems are aligned and working to support improved student achievement.

As part of its support, WestEd helps districts and schools meet ESSA requirements, and ensures plans are monitored and refined annually through a continuous improvement process. Our methodology – driven by the Four Domains for Rapid School Improvement – promotes systemic change in improving student outcomes.

WestEd delivers the following high-quality support for school leadership teams:

- ➔ Analyze data to identify key areas of strengths and opportunities for improvement
- ➔ Analyze root causes, prioritize needs, and focus resources on areas that will have the greatest positive outcome on student achievement
- ➔ Uncover practices and processes for an effective system of continuous improvement
- ➔ Support ongoing, data-driven collaboration – within schools and among administrators and teachers

The result: A clear and actionable plan that addresses all aspects of teaching and learning, and school operations, with suggested success measures to guide sustainable improvement efforts.



LEARN MORE AT

WestEd.org/wsip or contact us at 888.293.7833 or pd@WestEd.org

# 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 your school or district. Receive professional learning over two to three years to better understand and implement effective language, literacy, and content instruction in tandem, with a focus on writing instruction.

“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.”

— Jeannette Schroeder,  
Instructional Coach, Sacramento City  
Unified School District

For more information about the Leading with Learning approach and impact, visit [LeadingwithLearning.WestEd.org](https://LeadingwithLearning.WestEd.org)

### 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 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, implemented over two to three years, 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

Professional learning is differentiated in grade spans (e.g., K–1; 2–3; 4–6; 6–8) and includes implementation support and planning for site and district administrators.



LEARN MORE AT

[WestEd.org/leading-with-learning](https://WestEd.org/leading-with-learning) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# Family Engagement – Academic Parent-Teacher Teams (APTT)

Our custom family engagement services, including Academic Parent-Teacher Teams (APTT), will help you transform the way families participate in the education of their children. Learn how to engage families as true partners in their children's education and academic success.

“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



Download our  
brochure at

[WestEd.org/aptt-brochure](https://WestEd.org/aptt-brochure)



## Who Will Benefit

- ➔ District Leaders
- ➔ School Leaders and Staff
- ➔ State Education Agencies

## What You Will Learn

- ➔ Explore up-to-date research on family engagement and apply evidence-based practices in the classroom with families
- ➔ Integrate family engagement into a school's curricula, instruction, and assessment
- ➔ Develop strong, trusting, collaborative relationships with families
- ➔ Facilitate successful APTT meetings with families
- ➔ Equip families with tools, skills, and strategies to support home-based learning
- ➔ Develop home and school partnerships focused on student grade-level learning goals
- ➔ Create a school culture that honors families as partners
- ➔ Help families feel empowered to support their children's grade-level learning goals

## Family Engagement Services

- ➔ APTT professional development, coaching, and technical assistance
- ➔ Implementation of trainer of trainers model for APTT (for experienced schools/districts)
- ➔ Support for development of districtwide family engagement plans
- ➔ Family engagement institutes
- ➔ Improvement of home/school compacts
- ➔ Parent liaison professional development
- ➔ Technical assistance to state education agencies



LEARN MORE AT

[WestEd.org/family-engagement-aptt](https://WestEd.org/family-engagement-aptt) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# 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 help ensure students master state content standards and are prepared for postsecondary success.

“The K-12 Instructional Practice and Coaching training provided by WestEd for teachers and administrative staff has been outstanding. WestEd staff asked tough questions, referenced our data, and helped us to realize that more aggressive reforms must be implemented to exit School Improvement.”

— Charlotte Boyle, Superintendent,  
Creighton Elementary School District,  
Phoenix, AZ

### Who Will Benefit

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

### What You Will Learn

Our K-12 Instructional Practice and Coaching services, which include on-site support, are designed to help ensure all students master state standards and are prepared for postsecondary success.

#### Teachers:

- ➔ Design and implement standards-aligned lessons that include instructional practices for meeting the diverse needs of all student populations

#### Teacher Leaders and Instructional Coaches:

- ➔ Learn to facilitate data-driven Plan-Observe-Debrief (POD) cycles, which support teachers through collaborative lesson planning, observations, and collective reflections on practice
- ➔ Receive modeling and practice in reflective and directive coaching approaches

#### School and District Administrators:

- ➔ Learn and implement strategies for meeting instructional, curricular, and student achievement goals
- ➔ Learn and implement data-gathering systems to use in coaching principals, teachers, and coaches



#### LEARN MORE AT

WestEd.org/instructional-practice-coaching or contact us at 888.293.7833 or pd@WestEd.org

# 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.

“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



Download our brochure at  
[WestEd.org/ra-brochure](https://www.wested.org/ra-brochure)



### Who Will Benefit

- Middle School and High School Teachers of all subject areas
- Administrators 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

### Available Services

- Teacher Institutes at your site
- Comprehensive district and/or school services
- On-site coaching
- Leading for Literacy Online
- Reading Apprenticeship introduction



LEARN MORE AT

[readingapprenticeship.org](https://readingapprenticeship.org) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# Making Sense of SCIENCE

## Building Stronger Science Education Communities with Transformative Professional Learning and Needs-Based Technical Assistance

Making Sense of SCIENCE empowers teachers, leaders, administrators, and science educators with the knowledge and skills needed to engage learners and increase achievement in 21st century science classrooms and beyond.

“While I have always been a strong science teacher, Making Sense of SCIENCE has changed the way I teach... 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 how Making Sense of SCIENCE is making a difference. Visit [WestEd.org/when-teachers-learn-students-succeed](http://WestEd.org/when-teachers-learn-students-succeed)

### Who Will Benefit

- ➔ Preservice Teachers
- ➔ K–12 Classroom Teachers
- ➔ NGSS Implementers
- ➔ Science Leaders and Staff Developers
- ➔ Administrators and Curriculum Specialists
- ➔ Schools, Districts, County Offices of Education, and State Science Networks

### What You Will Learn

Making Sense of SCIENCE's (MSS's) goal is to provide transformative professional learning that empowers teachers and leaders with the knowledge, skills, and tools needed to support a culture of productive learning. In addition to providing technical assistance to schools and districts that draw on a suite of research-proven products and services, MSS designs custom learning pathways 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



LEARN MORE AT

[WestEd.org/mss](http://WestEd.org/mss) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# 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.

“WestEd has helped [our school district] develop a system of proficiency-based units of study and common assessments. This work . . . reinforced the importance of collaboration and professional learning in improving both teacher practice and student outcomes.”

— Heidi Early-Hersey, Director of Teaching and Learning, Maine School Administrative District (MSAD) 35, Eliot and South Berwick, ME

## Who Will Benefit

- ➔ Directors of Curriculum, Instruction, and Assessment
- ➔ School and District Administrators
- ➔ School- and District-Level Instructional Leaders
- ➔ Instructional Coaches and Classroom Teachers
- ➔ Students
- ➔ School Board Members

## What You Will Learn

- ➔ 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 a *balanced system* of assessments that enhance student engagement and measure progress to inform daily teaching and learning
- ➔ Develop systems of teacher evaluation that create buy-in and enhance teacher effectiveness
- ➔ Ensure student readiness for state-level summative assessments
- ➔ Build capacity for frequent and high-quality interactions among teachers that enhance professional practices and foster a collaborative culture using WestEd’s VITAL Collaboration protocols (see page 14 in this catalog for more information)
- ➔ Develop school- and district-level strategic plans to address all objectives above
- ➔ Create and revise existing policies to support all district- and school-level efforts around curriculum, instruction, and assessment



LEARN MORE AT

WestEd.org/college-career-ready or contact us at 888.293.7833 or pd@WestEd.org

# Reading to Learn

## A PreK–12 Schoolwide Approach to Supporting Literacy Development and Academic Achievement

Improve literacy development and academic achievement schoolwide by learning how to integrate a comprehensive approach to close reading of traditional and non-traditional texts across all disciplines, preK–12.

“

As a result of my training around

Reading to Learn, my students now spend more time reading and writing, and as a result they have learned more math content. They have also started using the classroom texts to teach each other...”

— Aaron Germana, High School Math Teacher, Kennebunk High School, Kennebunk, ME

Download classroom examples of Reading to Learn in action at [WestEd.org/reading-to-learn](https://WestEd.org/reading-to-learn)

### Who Will Benefit

- ➔ School and District Leaders
- ➔ Curriculum Coordinators and Instructional Coaches
- ➔ PreK–12 Teachers
- ➔ Career and Technical Education Teachers

### 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. Specifically, you will learn how to:

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

### What's Included

On-site professional development around Reading to Learn typically includes the following:

- ➔ Introductory workshop to provide an overview of the Reading to Learn framework
- ➔ Guided practice workshops where teachers work with WestEd facilitators to collaboratively design and refine classroom instruction
- ➔ Demonstrations in classrooms to see rich content and literacy instruction in action
- ➔ Creation of a professional development plan that meets the needs of individual schools



LEARN MORE AT

[WestEd.org/reading-to-learn](https://WestEd.org/reading-to-learn) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# VITAL Collaboration

## Developing and Revitalizing Professional Learning Communities

Looking to create or revitalize a data-driven professional learning community (PLC) that will drive schoolwide improvement in teaching and learning? Our year-long, research-based VITAL Collaboration is designed to optimize PLC effectiveness.

“WestEd has been an invaluable partner in building professional collaboration in our district. VITAL has helped us establish PLCs that foster high-quality teaching, and has had a very positive impact on the collaborative culture in our schools, our teachers’ teaching practices, and student learning.”

— Amy Rhoads, Deputy Director for Elementary Instruction, Hobbs Municipal Schools, Hobbs, NM

Download excerpts from WestEd’s VITAL Collaboration Facilitator’s Guide at [WestEd.org/vital](https://WestEd.org/vital)

### Who Will Benefit

- ➔ School and District Leaders, PreK–12
- ➔ Teachers, PreK–12
- ➔ Instructional Coaches
- ➔ Title I Staff
- ➔ Paraprofessionals

### What You Will Learn

VITAL Collaboration draws upon the research of school improvement science, visible learning, professional learning communities, lesson study, and standards-implementation to inform its approach to improving teaching and learning. Use VITAL Collaboration to:

- ➔ Foster deep professional collaboration through a proactive, intentional approach to PLCs
- ➔ Increase leadership capacity to support and sustain meaningful collaboration among staff
- ➔ Help educators learn to use data to set goals for improving teaching and learning
- ➔ Foster standards-driven conversations to optimize teaching and learning

### Intended Outcomes

- ➔ Increased student learning
- ➔ Enhanced teaching practices
- ➔ Optimized professional collaboration
- ➔ Stronger leadership
- ➔ Improved school culture and climate



LEARN MORE AT

[WestEd.org/vital](https://WestEd.org/vital) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# Multi-Tiered System of Supports

Develop and implement an integrated, comprehensive, data-driven Multi-Tiered System of Supports customized to your school district. Build the capacity to support all K-12 learners, including English learners and students with disabilities.

“Over the last three years that [we have] worked with WestEd, we have become a model school by providing a universal standards-based program for all students. Without [WestEd’s support], the measurable student increase we have experienced would not be possible.”

— Erik Burmeister, Superintendent,  
Menlo Park City School District;  
Former Principal, Union Middle School,  
San Jose, CA

## Who Will Benefit

- ➔ School/District Teams of general and special education instructional leaders
- ➔ Whole School Academic Instructional Staff for immediate school implementation

## What You Will Learn

The Multi-Tiered System of Supports (MTSS) framework is an educational system change paradigm continuously focused on overall school district improvement that is sustainable. MTSS aligns resources and support for students receiving instruction and for teachers and other support staff who are delivering the instruction.

Participants will:

- ➔ Gain a cohesive and comprehensive understanding of a Multi-Tiered System of Supports that will improve instructional practice in both core and intervention classrooms to increase access to standards-aligned instruction
- ➔ Work collaboratively within and across grade levels to plan and implement targeted instruction and intervention that are driven by progress monitoring and other formative data; school teams will use processes to analyze data to plan evidence-based instruction to meet the needs of diverse learners in the classroom and interventions
- ➔ Create systems to build strong, collaborative professional learning communities that will use evidence-based, standards-aligned instruction and assessment to improve outcomes for all learners
- ➔ Implement schoolwide systems of positive behavioral and social-emotional supports promoting a positive climate conducive to learning for all students



LEARN MORE AT

WestEd.org/mtss or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# School Climate and Wellness Partnership

## Working Together to Support Student and Staff Success

Create a foundation of safety, support, and health – the necessary conditions for effective teaching and learning. Build student and staff capacity, engage stakeholders, and design and implement a school climate and wellness improvement plan.

“ I have been very impressed with how well [WestEd] has worked with my school. . . . It is as though we are an entirely different school, and we appreciate the support [WestEd] has given us.”

– Laura Whitaker, Principal, El Capitan High School, Lakeside, CA

Need assistance finding the funds to support your school climate and wellness work?

We might be able to help!  
Email [SchoolClimate@WestEd.org](mailto:SchoolClimate@WestEd.org)

### Who Will Benefit

Improving school climate and wellness benefits the entire school community. We work directly with the following preK–12 stakeholders to create and sustain these efforts:

- ➔ School and District Leaders
- ➔ County Offices of Education
- ➔ Educators
- ➔ Student Support Staff
- ➔ Students, Families, and Community Members

### What You Will Learn

School climate and wellness are essential aspects of school improvement efforts that can lead to increased student engagement, attendance, achievement, and success. However, cultivating and sustaining a positive school climate that creates the necessary conditions for learning and teaching can be challenging. WestEd’s School Climate and Wellness Partnership (SCWP) can help you meet that challenge.

Based on extensive research about non-instructional factors that influence student learning, and drawing from WestEd’s broad experience working on these issues with schools, districts, and counties, SCWP helps clients move the needle on school climate and wellness, tailoring services to the clients’ needs, priorities, and realities (e.g., budget, time).

Participating schools and districts will work with WestEd coaches to:

- ➔ Build staff and student capacity to improve climate and wellness
- ➔ Use data and stakeholder input to develop and improve plans
- ➔ Align work with existing programs, systems, and teams
- ➔ Implement effective programs and policies
- ➔ Assess progress
- ➔ Plan for sustainability



LEARN MORE AT

[WestEd.org/school-climate-partnership](https://www.wested.org/school-climate-partnership) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# Educator Effectiveness and Evaluation

## Develop and Implement a Learning-Focused Evaluation System

Develop and implement a learning-focused educator evaluation system that is collaborative; focused on teacher learning and student success; and ensures educator performance ratings that are fair, equitable, and reliable.

“WestEd truly understands how to find that delicate balance between presenting, facilitating, and empowering us to do the work. They came in with the knowledge and skills to guide us toward development of an effective proficiency-based instructional model.”

— Andrew Dolloff, Superintendent of Schools, Yarmouth School Department, Yarmouth, ME

### Our Learning-Focused Evaluation Model

Teacher growth and professional learning

Formative feedback and assessment

Summative assessment

### Who Will Benefit

- ➔ Teachers
- ➔ School and District Administrators
- ➔ State Education Agency Staff
- ➔ Policymakers

### What You Will Learn

Participate in this collaborative process and you will:

- ➔ 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

WestEd provides customized, site-based Educator Effectiveness and Evaluation services to schools and districts in a variety of professional development formats. Regardless of the format, participants are provided with all materials needed, including handouts, readings, tools, and other related resources. Our site-based services include institutes, workshops, webinars, and coaching.



LEARN MORE AT

WestEd.org/educator-effectiveness or contact us at 888.293.7833 or pd@WestEd.org



## Leading Professional Learning

Building Capacity for Sustained Effective Practice, A Simulation Game for Educators

KATHERINE STILES, SUSAN MUNDRY, AND CAROL BERSHAD

“ 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, Author and Past President, National Science Teachers Association, Berwick, ME

Read this *R&D Alert* article at [WestEd.org/simulation-game](https://www.wested.org/simulation-game) to learn how this game is being used in the field.

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. *Leading Professional Learning* 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.

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# Moving Leadership Standards Into Everyday Work

## Descriptions of Practice, Second Edition

EDITED BY KAREN KEARNEY

“The descriptions of practice from *Moving Leadership Standards Into Everyday Work* are important to school and district administrators, leadership coaches, program sponsors, and other education partners with whom we work because they help all of us grow and support effective leaders.”

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

Visit [WestEd.org/resources/dop](https://www.wested.org/resources/dop) to download the recently updated California Professional Standards for Education Leaders (CPSEL) and to learn more about the book.

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 updated 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.

The DOP, which are useful with leadership standards in states above and beyond California, can serve various and sometimes overlapping purposes, including as:

- ➔ A starting point for developing credentialing criteria or assessments
- ➔ A basis for clarifying performance expectations
- ➔ A guide for planning leadership preparation, induction, professional learning, or coaching
- ➔ A mirror for an administrator's self-reflection and professional goal setting

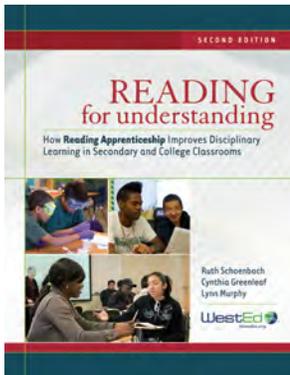
School administrators must assume multiple roles, from catalyst to manager, from expert to facilitator. This resource, which includes a tri-fold version of the CPSEL, offers a realistic view of how those shifts translate into effective leadership.

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EBOOK / \$9.95 • 52 pages • 2015 • WestEd • 978-1-938287-34-3



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## Reading for Understanding

### How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, Second Edition

RUTH SCHOENBACH, CYNTHIA GREENLEAF, AND LYNN MURPHY

“*Reading for Understanding* is a monumental achievement, bringing years of rigorous reading research together in a framework for teaching. Several randomized clinical trials and multiple ongoing studies demonstrate the effects of this approach.”

— Elizabeth Moje, Arthur F. Thurnau  
Professor and Associate Dean for  
Research, School of Education,  
University of Michigan

Read excerpts and view a short video at [WestEd.org/readingforunderstanding](http://WestEd.org/readingforunderstanding)

This significantly updated edition of *Reading for Understanding* shows how teachers and students in secondary and college classrooms can work together to boost literacy, engagement, and achievement. Specifically, this book helps readers use the Reading Apprenticeship framework to increase student engagement and academic achievement in subject-area classes.

Research has documented the effectiveness of Reading Apprenticeship for helping students gain the reading independence to master subject-area course materials and other “gatekeeper” texts.

Endorsed by leading reading researchers and educators at every level, this book:

- ➔ Presents a coherent framework for improving the reading and subject area learning of all students, including English learners, students with other special needs, students in honors and Advanced Placement courses, and those in technical and community colleges
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- ➔ Amplifies key points with authentic “classroom close-ups” of students’ and teachers’ interactions
- ➔ Provides concrete instructional and assessment tools
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\$29.95 • 416 pages • 2012 • Jossey-Bass • 978-0-470-60831-9



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# Reading Apprenticeship Academic Literacy (RAAL) Course

for Grades 6–12

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“In all my years of teaching, I have seen a lot of programs come and go and had to teach a lot of them. This is the only program I have been excited about. It doesn't demean my kids, it works, and not just for a couple of kids.”

— Grade 9 Academic Literacy Teacher,  
Reading Specialist, and Teacher Leader

Visit [WestEd.org/raal](https://WestEd.org/raal) for more details about the curriculum.

Learn more about the Reading Apprenticeship research base and professional development at [ReadingApprenticeship.org](https://ReadingApprenticeship.org)

The Reading Apprenticeship Academic Literacy (RAAL) year-long course is designed to improve reading comprehension and boost achievement for students, grades 6–12. RAAL is organized into three discipline-specific units — English language arts, history, and science — each of which supports the integration of literacy and subject-area instruction.

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Step-by-step lesson plans integrate instruction and assessment. Student materials include a full year of course readings, interactive notebooks for working with the disciplinary texts, and metacognitive logs for the sustained silent reading program.

### RAAL Materials: Overview

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— Henry Phillips, Principal, Tyler Skills Elementary School, Stockton, CA

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This K–8 math 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 learners, in all grades tested.

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- ➔ Help students master key mathematical standards
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### A Professional Learning Program for Teachers

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— Vicki Baker,  
National Board Certified Teacher

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Making Sense of SCIENCE (MSS) offers 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 courses improve students' science achievement — especially English language learners and students with poor literacy skills.

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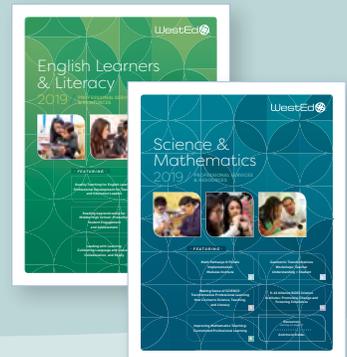


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