

*Operating New Schools and  
Improving Underperforming Schools*

Quick Reference Guide

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prepared for  
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**CALIFORNIA  
TEACHERS  
ASSOCIATION**



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The Quick Reference Guide provides resources for School Teams developing applications for new schools under the guidelines of *Operating New Schools and Improving Underperforming Schools* (121109). Research studies, reports, guides, best practice literature, stories and tools included in the guide connect directly to the critical components in the Request for Application. These offer content, processes and inspiration on the topics key to those developing and drafting plans.

Each entry is cross-referenced to requirements described in the application rubric, pages 32-41. Short annotations are provided to direct users to the most appropriate topic and level of information needed. Citations include links to the resources that are accessible online, for free, and without any required registration. This was a critical consideration to accommodate the short timeline for plan development. While most of the sources are within the last five years, some older references are offered because they provide important overviews of critical concepts and processes.

Inclusion of a reference does not imply an endorsement of the source, advertisers, products or specific information. Every effort was made to include high quality references that are readily accessible and meet state and district requirements. As in using any source materials, teams should carefully assess the value and alignment of information in each source against the requirements, expectations, and purpose of the project.



**Quick Reference Guide**  
**Resources for School Teams – *Operating New Schools and***  
***Improving Underperforming Schools (121109)***  
pp. 32—41

**1. c. Vision, Mission and Philosophy (p.32) Are ambitious, measurable and attainable; reflect educational philosophy and goals of planning team; are clear, focused, innovative and compelling mission that will lead to high academic and school outcomes; components align together and holistically support the mission; vision is meaningful, measurable, and focused on high academic achievement; articulates the need for the school and the intended impact on students and the community; and describes the school’s grade structure from inception to full enrollment.**

Provides links to several innovation guides that describe schools that are mission-driven. The vision and mission of the schools vary across schools to respond to the needs and interests of local educators and the community, but each is clear about the vision, and communicates it explicitly [guides exist for K-8, including middle schools, and high schools, and for charter schools and magnet schools].

<http://www.ed.gov/about/pubs/intro/innovations.html>

Describes key components of a high performing, learning culture using vision and mission as a base.

Walsh, J., Sattes, B., Corallo, C. & McDonald, D. (2003). *Creating a high-performance learning culture: A conceptual framework*. Retrieved December 17, 2009 from

[http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED479079&ERICExtSearch\\_SearchType\\_0=no&accno=ED479079](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED479079&ERICExtSearch_SearchType_0=no&accno=ED479079)

Shares an example of a student-centered philosophy based on several key themes and values that are appropriate K-12.

San Bernadino Valley College. (no date). *Student services themes and values*.

Retrieved December 17, 2009 at <http://sbvc.sbccd.cc.ca.us/ssd/tav/Student-Centered%20Philosophy.htm>



**1. d. Education Plan (p.33) Thorough proposals should reflect the following characteristics: standards-based, academically rigorous curriculum; high academic expectations and strategies for the full range of students served by the school, including those at-risk; use of proven instructional model/methods; engaging, authentic, and culturally relevant instructional strategies; teachers empowered to determine and guide what and how students learning; connections between classroom learning and the community; and pedagogy supports mission and has been proven effective with similar student populations.**

Includes a set of concrete actions relating to the use of instructional and study time that are applicable to subjects that demand a great deal of content learning, including social studies, science, and mathematics.

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). *Organizing Instruction and Study to Improve Student Learning*. National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved December 16, 2009 from <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf>

Links to website with materials and resources on reading that help educators improve reading outcomes for students in grades K-12, prevent reading difficulties from developing in the early grades as a solution to the problem of struggling readers in middle and high school, and meet instructional challenges of diversity in students' ability and readiness for learning to read.

Retrieved December 17, 2009 from <http://www.centeroninstruction.org/resources.cfm?category=reading>

Offers website materials and resources on mathematics to build educators' knowledge of instruction for students with low achievement in mathematics, improve professional development models for math teachers, and build teachers' skills in monitoring student growth toward important math outcomes.

Retrieved December 17, 2009 from <http://www.centeroninstruction.org/resources.cfm?category=math>

Presents website with materials and resources on science that build teachers' knowledge of current research on science content, student learning, essential science skills, and instructional strategies to provide meaningful science learning experiences for a diverse student population.

Retrieved December 17, 2009 from <http://www.centeroninstruction.org/resources.cfm?category=science>



Outlines six overarching recommendations from the National Mathematics Panel Report as a comprehensive approach to mathematics education, grades PK-12.

Brown, C. (2009). *A road map for mathematics achievement for all students: Findings from the national mathematics*. Center for Comprehensive School Reform and Improvement. Retrieved December 17, 2009 from [http://www.centerforcsri.org/files/Center\\_RB\\_Feb09.pdf](http://www.centerforcsri.org/files/Center_RB_Feb09.pdf)

Describes strategies for incorporating culturally responsive teaching strategies into instruction.

Richards, H., Brown, A. & Forde, T. (Jan/Feb 2007). *Addressing Diversity in Schools: Culturally Responsive Pedagogy*. Teaching Exceptional Children. Retrieved December 17, 2009 at [http://www.nccrest.org/Briefs/Diversity\\_Brief.pdf](http://www.nccrest.org/Briefs/Diversity_Brief.pdf)

**1. g. Fiscal Plan: (p. 33) How the fiscal plan aligns with the mission, vision, and overall strategic development of the proposed or existing school.**

Reports on a case study of schools that reallocated their resources in order to fund expensive new strategies (one-to-one tutoring, extensive professional development, the use of an on-site facilitator and reduced class size to boost student achievement.

Archibald, S., & Odden, A. (2000). *A case study of resource reallocation to implement a whole school reform model and boost student achievement: Parnell Elementary School*. Consortium for Policy Research in Education. Retrieved December 16, 2009 from [http://www.wcer.wisc.edu/cpre/papers/pdf/Parnell\\_SF\\_3-00.pdf](http://www.wcer.wisc.edu/cpre/papers/pdf/Parnell_SF_3-00.pdf) and <http://cpre.wceruw.org/finance/research/reallocation.php>

Summarizes twelve resource strategies used in high-performing schools, including planning time in the daily schedule, focus on prevention rather than remediation, and focus on comprehensive school reform design.

Hawley, K. (n.d.). *Resource strategies used in high-performing schools*. North Central Regional Educational Laboratory (NCREL). Retrieved December 16, 2009 from <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/go/go6lk2.htm>

Provides a guide that supports school leaders who are being asked to use limited resources to improve student achievement by aligning goals to the school improvement plan.

Ware, K. (2009). *Reallocating resources for school improvement*. Learning Point Associates. Retrieved December 16, 2009 from <http://www.centerforcsri.org/pubs/reallocation/>



Describes how nine high performing, small urban high schools across the U.S. are organizing their resources strategically and considers how they use every staff member, each moment of the school day, and every dollar to support student learning.

Shields, R. & Miles, K. (2008). *Strategic designs: lessons from leading edge small urban high schools*. Education Resource Strategies. Retrieved December 16, 2009 from <http://www.educationresourcestrategies.org/documents>

**2. a. Curriculum Map and Summary (p. 34) The scope and sequence is clearly presented, aligned with the school’s stated mission and the California standards. There is evidence of effectiveness with similar student populations and rationale for selection. Instructional techniques are clearly articulated and pedagogy supports mission. The educational plan is flexible and can be adjusted once enrolled students’ performance levels and learning needs are assessed. Demonstrates the use of differentiated instructional techniques to support the varying ways by which students learn. Plan defines strategies and approaches to be used for students who need intervention as well as for accelerated learners. If school is using packaged curricula programs, plans to augment these programs are included.**

Describes how alignment analysis helps education leaders make informed decisions about the alignment of assessments with their respective content standards or curriculum and provides two models that have been used in several states.

Council of Chief State School Officers. (2005). *Alignment analysis*. Retrieved December 16, 2009 from [http://www.ccsso.org/Projects/Alignment\\_Analysis](http://www.ccsso.org/Projects/Alignment_Analysis)

Relates why high standards are an important factor in improving the quality of education for all students and what benefits a standards-based curriculum can have for a school.

Pattison, C. & Berkas, Nancy. (2000). *Critical issue: integrating standards into the curriculum*. North Central Regional Educational Laboratory (NCREL).

Retrieved December 16, 2009 from <http://www.ncrel.org/sdrs/areas/issues/content/currclum/cu300.htm>

Links the practice of aligning curriculum with student achievement based on sets of research.

Edvantia. (December 2005). *Research brief: Aligned curriculum and student achievement*. Retrieved December 17, 2009 from [www.edvantia.org/pdta/pdf/Aligned.pdf](http://www.edvantia.org/pdta/pdf/Aligned.pdf)

Describes components of differentiated instruction and provides examples for elementary grades.

Tomlinson, C. (2001). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. Retrieved December 17, 2009 at <http://www.ericdigests.org/2001-2/elementary.html>



**2. c. Addressing the Needs of All Students (p. 34) Defined plan and sufficient capacity to service the learning needs of Students with disabilities, English Language Learners, Standard English Learners, foster youth, homeless students, delinquent youth, and other student characteristics. Plan is well defined for addressing the needs of students in need of intervention, students with disabilities, students with interrupted formal education, and gifted students. Defines how the school will identify other at-risk students and address these students' needs. Sets aggressive targets to ensure proficiency for all students.**

Presents strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students by gaining more from their reading tasks, improving their motivation for engaging in the learning process, and assisting struggling readers who may need intensive and individualized attention.

Kamil, M., Borman, G, Dole, J., Kral, C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved December 17, 2009 from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Gives recommendations for school wide assessment of English learners and general instructional strategies, both building on the core reading program to better meet the needs of English learners.

Gersten, R., Baker, S., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved December 17 from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Shares examples on *Doing What Works* of how English Language Instruction practices are carried out at Cahuenga Elementary in Los Angeles. U.S. Department of Education, *Doing What Works*.

Retrieved December 17, 2009 from: [http://dww.ed.gov/learn/?T\\_ID=18&P\\_ID=34](http://dww.ed.gov/learn/?T_ID=18&P_ID=34)

Describes some of the cognitive, social, and emotional effects of poverty, and briefly proposes remedies for consideration (Chapter 2).

Jensen, E. (2009). *Teaching With Poverty in Mind: What Being Poor Does to Kids' Minds and What Schools Can Do About It*. Association of Supervision and Curriculum Development. Retrieved December 17, 2009 at [http://www.ascd.org/publications/books/109074/chapters/How\\_Poverty\\_Affects\\_Behavior\\_and\\_Academic\\_Performance.aspx](http://www.ascd.org/publications/books/109074/chapters/How_Poverty_Affects_Behavior_and_Academic_Performance.aspx)



Provides teachers with specific recommendations for encouraging girls in math and science that can be carried out in the classroom, including teaching that ability is expandable, encouraging interest in math and science, and providing role models.

Halpern, D., Aronson, J., Reimer, N., Simpkins, S., Star, J., and Wentzel, K. (2007). *Encouraging Girls in Math and Science* (NCER 2007-2003). National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved December 17, 2009 from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Describes research-based strategies that focus on high school dropout prevention that include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and keeping students engaged in the school environment.

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008-4025). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved December 17, 2009 from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

**3. a. School Culture (p. 35) The culture is strong, intentional, supportive and sustainable and promotes student learning and alleviates negative behavior. The mission is realistic and the applicant team has experience in creating new and effective school culture. The plan to motivate students is clear, comprehensive, and models respect for diversity. The plan sets high expectations for students and other stakeholders.**

Offers a complete monograph on school culture descriptions, early research, and examples that are still relevant by a recognized expert in school culture.

Peterson, K. & Grietzke, R. (1994). *Bulding collaborative cultures: Seeking ways to reshape urban schools*. Retrieved December 17, 2009 from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0pet.htm>

Describes research that has identified three ways in which successful urban schools support positive behavior and learning.

Oster, D. & Fleischman S. (March 2005). *Positive culture in urban schools*. Retrieved December 17, 2009 from [http://www.ascd.org/publications/educational\\_leadership/mar05/vol62/num06/Positive\\_Culture\\_in\\_Urban\\_Schools.aspx](http://www.ascd.org/publications/educational_leadership/mar05/vol62/num06/Positive_Culture_in_Urban_Schools.aspx)



Provides examples on *Doing What Works* of how to encourage persistence and effort in students, including interviews with Dr. Carol Dweck, videos and sample materials.

U.S. Department of Education, *Doing What Works*. Retrieved December 17, 2009 from [http://dww.ed.gov/learn/?T\\_ID=18&P\\_ID=34](http://dww.ed.gov/learn/?T_ID=18&P_ID=34)

**3. b. College and Career Readiness (p. 35) Specific strategies are identified to expose students to college and career opportunities as well as support them to be successful in college and a future career. For secondary schools, the plan clearly details multiple A-G pathways at the school. Promotion policy is clearly stated and sets high standards with strong process for evaluation**

Describes the importance of holding high expectations for high school students and provides a framework for action.

The Education Resources Institute.(2007). *High expectations – A key to success for all*. Pathways to College Network. Retrieved December 17, 2009 from [www.pathwaystocollege.net/pdf/highexp.pdf](http://www.pathwaystocollege.net/pdf/highexp.pdf)

Highlights five factors that research has identified as impediments to secondary school success and examines how diverse reform-minded education programs are working to eliminate them for their students.

Calisi Corbett, G. & Huebner, T. (2007). *Rethinking high school: Preparing students for success in college, career, and life*. WestEd. Retrieved December 17, 2009 at [http://www.wested.org/online\\_pubs/gf-07-02.pdf](http://www.wested.org/online_pubs/gf-07-02.pdf)

Presents a policy paper that helps secondary and postsecondary educators create a more aligned education system that prepares students for college success.

Conley, David T. (2006). *What We Must Do to Create a System That Prepares Students for College Success*. WestEd. [http://www.wested.org/online\\_pubs/pp-06-01.pdf](http://www.wested.org/online_pubs/pp-06-01.pdf)

Offers a set of well-researched tools, lessons learned, resources, and documents designed to create a college-ready culture for students.

Pathways to College Network, Institute for Higher Education Policy. *College Readiness for All: Toolbox*. Washington, D.C. <http://toolbox.pathwaystocollege.net/Contact-Us/Default.aspx>

Helps schools and districts develop practices to increase access to higher education by providing specific steps on how to implement the recommendations that are targeted at school- and district-level administrators, teachers, counselors, and related education staff.

Tierney, W., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do: A practice guide*. National Center for Education, Evaluation and Regional Assistance, Institute of



Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Describes middle school and high school examples of an early-warning system to identify potential dropouts and offers intensive social support to help students.

Gewertz, C. (December 14, 2009). 'Diplomas Now' offers potential dropouts lots of help. Retrieved December 16, 2009 from [http://www.edweek.org/ew/articles/2009/12/16/15dropout\\_ep.h29.html?tkn=LORCBvPC2jwhEG67YMI1PDOfy3zaSjLJml4W](http://www.edweek.org/ew/articles/2009/12/16/15dropout_ep.h29.html?tkn=LORCBvPC2jwhEG67YMI1PDOfy3zaSjLJml4W).

**3. c. School Calendar/Schedule (p. 35) Preference is given to plans that demonstrate an above average number of instructional minutes: Elementary Schools (Grades K - 5/6) = 55,100, Middle Schools (Grades 6-8) = 62,160, Senior High Schools (Grades 9-12) = 65,300. School calendar and day are set to provide extra supports to ensure that all students are able to meet and exceed academic goals. School calendar supports all programs and needs of all students; including articulation of hours devoted to core subjects areas, schedules that reflect student need and proposed educational model, schedules that support teacher collaboration and reduced student to teacher ratios.**

Frames research on the complex relationship between time and learning, focusing primarily on the empirical evidence about how time affects student achievement - depending on the degree to which time is devoted to appropriate instruction.

Aronson, J., Zimmerman, J., & Carlos, L. (1999). *Improving student achievement by extending school: Is it just a matter of time?* WestEd. Retrieved December 17, 2009 at [http://www.wested.org/online\\_pubs/po-98-02.pdf](http://www.wested.org/online_pubs/po-98-02.pdf)

Presents the findings of a wide range of research on time reform, discusses the impact of various time reforms on the life of schools and beyond, and makes recommendations for education leaders and policymakers about how to best leverage time in and out of school to improve student achievement.

Silva, E. (2007). *On the clock: rethinking the way schools use time*. Education Sector. Retrieved December 16, 2009 at [http://www.educationsector.org/usr\\_doc/OntheClock.pdf](http://www.educationsector.org/usr_doc/OntheClock.pdf)

Considers the relative impact of student accountability policies and extended learning programs on the achievement gains of elementary and middle grade students by sharing qualitative and quantitative analyses of an extended learning time initiative implemented in conjunction with a high-stakes testing and retention policy.

Smith, B., Roderick, M., & Degener, S. C. (2005). *Extended learning time and student accountability: Assessing outcomes and options for elementary and middle grades*



(summary). Educational Administration Quarterly, Retrieved December 16, 2009 at [http://ed-web3.educ.msu.edu/reports/ed-researchrep/05/oct\\_05\\_2.htm](http://ed-web3.educ.msu.edu/reports/ed-researchrep/05/oct_05_2.htm)

**3. e. Safe and Respectful Campus (p. 35) Plan is in alignment with best practices identified in the LAUSD's Discipline Foundation Policy. Demonstrates clear and thorough strategies to ensure the safety of all students. Demonstrates a plan to address potential safety and discipline issues that may arise**

Presents practical considerations and action steps within a large research report that addresses a wide range of physical and mental safety issues present in a large urban district.

Osher, D., Poirer, J. Dwyer, K. Hicks, R., Brown, L, Lampron, S. & Rodriguez, C. (August 2008). *Cleveland metropolitan school district human ware audit: Findings and recommendations*. Retrieved December 17, 2009 at [http://eric.ed.gov/ERICWebPortal/Home.portal.jsessionid=HDVcBnndx0F5JH11BN3GnTJHKjpNWBrG0cdnvLHR916Zyhh45YvQ!-867358314?nfpb=true&ERICExtSearch\\_SearchValue\\_0=%22Osher+David%22&ERICExtSearch\\_SearchType\\_0=au&urlType=action&pageLabel=ERICSearchResult](http://eric.ed.gov/ERICWebPortal/Home.portal.jsessionid=HDVcBnndx0F5JH11BN3GnTJHKjpNWBrG0cdnvLHR916Zyhh45YvQ!-867358314?nfpb=true&ERICExtSearch_SearchValue_0=%22Osher+David%22&ERICExtSearch_SearchType_0=au&urlType=action&pageLabel=ERICSearchResult)

Discusses a proactive approach to school safety by trying to identify and restructure problem areas before they become problems.

Sprick, R. (2004). *Civil schools are safe schools: But are they attainable?* Retrieved December 15, 2009 from <http://www.safeandcivilschools.com/research/articles/safeschools.pdf>

Describes how bullying affects individual students and the school and in Chapter 3, offers strategies to prevent and/or address bullying.

Fight Crime: Invest in Kids. (2003). *Bullying prevention is crime prevention*. Retrieved December 16, 2009 at <http://www.fightcrime.org/state/usa/reports/bullying-prevention-crime-prevention-2003>

Offers evidence-based strategies to reduce problematic behavior in elementary schools.

Epstein, M., Atkins, M., Cullinan, D. Kutash, K. & Weaver, R. (2008). *Reducing behavior problems in the elementary school classroom*. Institute of Education Sciences, U.S. Department of Education. Retrieved December 16, 2009 at [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior\\_pg\\_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf)



Outlines key factors and behaviors that result in safety issues at school in a comprehensive document.

Fein, R., Vossekuil, B., Pollack, W., Borum, R., Modzeleski, W. & Reddy, M. (May 2002). *Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates*. U.S. Department of Education. Retrieved December 16, 2009 at [http://www.secretservice.gov/ntac/ssi\\_guide.pdf](http://www.secretservice.gov/ntac/ssi_guide.pdf)

**4. b. Student Assessment Plan (p. 36) Develops assessments that are appropriately aligned with State standards, curriculum, and instruction. Establishes a culture of continuous improvement and accountability for student learning. Develops assessments that shape and inform instruction on an ongoing basis and develop data that's used to gauge student, teacher and school progress through formative and summative assessment. Student learning measured with multiple forms of assessments/metrics. Develops educational goals and performance metrics that are SMART – Specific, Measurable, Attainable, Reflect the Mission and Time-Specific. Demonstrates the validity and reliability of the assessment tools and the plan to execute. Provides evidence of how data will influence instruction, professional development and curricular adjustments.**

Describes teacher and staff expectations that students in their schools will succeed and that they are key players in making that happen.

Corbett, B. Wilson, B. & Williams, B. (March 2005). *No choice but success*. Educational Leadership. Retrieved December 16, 2009 at [http://www.ascd.org/publications/educational\\_leadership/mar05/vol62/num06/No\\_Choice\\_But\\_Success.aspx](http://www.ascd.org/publications/educational_leadership/mar05/vol62/num06/No_Choice_But_Success.aspx)

Guides the use of data for instructional decision making by offering five recommendations, including that schools set a clear vision for school wide data use, develop a data-driven culture, and make data part of an ongoing cycle of instructional improvement.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved December 17, 2009 at <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Links to the *Doing What Works* website and creates a bridge to action from the Institute of Education Sciences practice guide (above), showing how several schools carried out the recommended practices and providing tools for planning and professional development.

U.S. Department of Education, *Doing What Works*. Retrieved December 17, 2009 at <http://dww.ed.gov/arra/?aID=1&cID=1&l=2>



Presents succinct information on why classroom assessment matters and offers insights into key practices.

Learning Point Associates. (December 2006) *Using classroom assessment to improve teaching*. Retrieved December 17, 2009 at [http://www.centerforcsri.org/index.php?option=com\\_content&task=view&id=402&Itemid=5](http://www.centerforcsri.org/index.php?option=com_content&task=view&id=402&Itemid=5)

Describes new ways of using assessment successfully to improve student outcomes.

Stiggins, R. (2004). *New assessment beliefs for a new school mission*. Phi Delta Kappan. Retrieved December 17, 2009 at [http://www.mi.gov/documents/mde/Stiggins\\_Article\\_NewBeliefs\\_189511\\_7.pdf](http://www.mi.gov/documents/mde/Stiggins_Article_NewBeliefs_189511_7.pdf)

Relates that teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn.

Guskey, T. (February 2003). *How classroom assessments improve learning*. Association for Supervision and Curriculum Development. Retrieved December 17, 2009 at [http://www.ascd.org/publications/educational\\_leadership/feb03/vol60/num05/How\\_Classroom\\_Assessments\\_Improve\\_Learning.aspx](http://www.ascd.org/publications/educational_leadership/feb03/vol60/num05/How_Classroom_Assessments_Improve_Learning.aspx)

**5. a. Professional Development (p. 37) PD activities that ensure personalized instructional adult development and the competence/professional growth among the school administrators/ teachers/ staff (common preps, team meetings, etc.), PD activities that are aligned with the educational objectives of school.**

Features key findings from a comprehensive research study on the status of professional development and provides research-based suggestions for improving professional learning.

Darling-Hammond, L., Wei, R., Andree, A., Richardson, N., & Orphanos, S. (2009). *State of the profession*. Retrieved December 17, 2009 at <http://www.nsd.org/stateproflearning.cfm>

Describes how the learning-team model helps teachers make changes in practice that lead to improved student achievement.

Chappuis, Stephen, Chappuis, Jan & Stiggins, Richard. (February 2009). *Supporting Teacher Learning Teams*. Educational Leadership. Retrieved December 17, 2009 from [http://www.assessmentinst.com/sites/default/files/EdLead-artic\\_feb09.pdf](http://www.assessmentinst.com/sites/default/files/EdLead-artic_feb09.pdf)



Focuses on the "big ideas" that represent the core principles of professional learning communities and how these principles can guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school.

DuFour, R. (2004). *What is a "professional learning community"?* Educational Leadership. Retrieved December 16, 2009 at [http://pdonline.ascd.org/pd\\_online/secondary\\_reading/el200405\\_dufour.html](http://pdonline.ascd.org/pd_online/secondary_reading/el200405_dufour.html)

Discusses the quality of principal leadership as a crucial element in the sustained success of professional learning communities.

Hord, S., & Hirsh, S. (2009). *Principal's role in supporting learning communities.* Educational Leadership. Retrieved December 16, 2009 at [http://www.ascd.org/publications/educational\\_leadership/feb09/vol66/num05/The\\_Principal%27s\\_Role\\_in\\_Supporting\\_Learning\\_Communities.aspx](http://www.ascd.org/publications/educational_leadership/feb09/vol66/num05/The_Principal%27s_Role_in_Supporting_Learning_Communities.aspx)

Provides a description of what professional learning communities (PLCs) look like, lessons in making PLCs successful in leveraging school improvement, guidelines for implementing PLCs across several schools or a district, and lessons learned.

Annenberg Institute for School Reform. (2004). *Professional learning communities: professional development strategies that improve instruction.* Annenberg Institute for School Reform. Retrieved December 16, 2009 at <http://www.annenberginstitute.org/pdf/ProfLearning.pdf>

#### **5.d. Professional Development program evaluation (p.37) Plan details how PD will be reviewed and revised to meet the needs of students and educators**

Provides the basic strategies to be used in program evaluation and uses an early childhood education program as an example.

Gajda, R., Jewiss, J. (2004). *Thinking about how to evaluate your program? These strategies will get you started.* Practical Assessment, Research and Evaluation Journal, Retrieved December 17, 2009 at <http://pareonline.net/getvn.asp?v=9&n=8>

Presents an overview of key considerations and question for assessing the quality and effect of professional development.

e-lead. (no date). *Evaluating professional development programs.* Retrieved December 17, 2009 at <http://www.e-lead.org/principles/evaluation.asp>



Focuses on evaluating professional development across a range of fields, including after school and youth development, education, child care, and child welfare and features innovative methods in professional development, conceptual frameworks and practical tools for evaluating professional development, links between professional development and program quality, and the role of organizational contexts in supporting professional development and positive outcomes.

Harvard Family Research Project. (Winter 2005/2006). *Issue topic: Professional Development*. Retrieved from <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/professional-development>

**7. a. Specialized Instruction (p. 38) Plan clearly demonstrates how the school will use research based strategies to meet the needs of all enrolled students**

Describes the importance of direct instruction for struggling readers in the early grades. Foorman, B., Francis, D., Fletcher, J., Schatschneider, C., & Mehta, P. (1998) *The role of instruction in learning to read: Preventing reading failure in at-risk children*. Journal of Educational Psychology. Retrieved December 17, 2009 at [http://www.fcrr.org/science/pdf/Foorman/Foorman\\_Role\\_of\\_Instruction.pdf](http://www.fcrr.org/science/pdf/Foorman/Foorman_Role_of_Instruction.pdf)

Links to a website that provides information on IDEA and on effective practices, programs, and services for infants, children, and youth with disabilities.

National Dissemination Center for Children with Disabilities (NICHCY). Retrieved December 16, 2009 at <http://www.nichcy.org/>

Reports on Response to Intervention strategies and provides examples from schools and districts on application of RtI in various grade levels and subjects.

California Services for Technical Assistance and Training (Sonoma State University). (Winter/Spring 2006). *The special edge – Response to intervention: An overview*. Retrieved December 16, 2009 from <http://www.calstat.org/publications/pdfs/06sprE.pdf>

Links to a self-assessment tool that presents a series of “look fors” in an effective RtI approach at any grade level.

California’s Least Restrictive Environment Initiative. (April 2007). *School site level self- assessment and continuous improvement activities tool*. Retrieved December 16, 2009 from <http://www.wested.org/cs/we/view/pj/204>



Describes the *school-level* implementation of Response to Intervention (RtI) at five schools across the country, with particular focus on instruction and the implementation of effective practices.

Tackett, K., Roberts, G., Baker, S., & Scammaca, N. (2009). *Implementing Response to Intervention: Practices and perspectives from five schools. Frequently asked questions*. RMC Research Corporation, Center on Instruction. Retrieved December 16, 2009 at <http://www.centeroninstruction.org/files/Implementing%20RTI%20Practices%20&%20Perspectives%20of%205%20Schools.pdf>

Offers a framework around which implementation of Response to Intervention (RTI) can be built: consensus building, infrastructure building, and implementation.

Kurns, S., & Tilly, W.D. (2008). *Response to intervention blueprints: School building level edition*. National Association of State Directors of Special Education. Retrieved December 16, 2009 at <http://www.centeroninstruction.org/files/SCHOOL.pdf>

Shares eight recommendations that are designed to help teachers, principals, and administrators use Response to Intervention for the early detection, prevention, and support of students struggling with mathematics.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060).

National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved December 16, 2009 at [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti\\_math\\_pg\\_042109.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf)

Provides an in-depth look at the implementation and structural issues, as well as the needed support required to successfully institute Response to Intervention (RTI) at the secondary school level by defining the RTI models, exploring benefits and challenges faced at the high school level, sharing a snapshot of implementation at the high school level, and outlining the necessary resources needed to support this work.

Duffy, H. (2007). *Meeting the needs of significantly struggling learners in high school: a look at approaches to tiered intervention*. National High School Center at the American Institutes for Research. Retrieved December 16, 2009 at [http://www.betterhighschools.org/docs/NHSC\\_RTIBrief\\_08-02-07.pdf](http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf)



Presents five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide*. (NCEE 2009-4045). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved December 16, 2009 at [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf)

Describes that identifying and serving the right students is critical in addressing the disproportionate representation of students from diverse socio-cultural and linguistic backgrounds and asserts that many such students' academic needs can be served by pre-referral interventions.

Garcia, S.B., & Ortiz, A.A. (2006). *Preventing disproportionate representation: culturally and linguistically responsive pre-referral interventions*. National Center for Culturally Responsive Educational Systems. Retrieved December 16, 2009 at [http://www.nccrest.org/Briefs/Pre-referral\\_Brief.pdf](http://www.nccrest.org/Briefs/Pre-referral_Brief.pdf)

Recommends best practice instructional strategies for English Language Learners.

Horwitz, A., Uro, G., Price-Baugh, R., Simon, C., Uzzell, R., Lewis, S., Casserly, M. (Oct 2009). *Succeeding with English Learners: Lessons Learned from the Great City Schools*. The Council of the Great City Schools. Retrieved December 17, 2009 at [http://www.cgcs.org/publications/ELL\\_Report09.pdf](http://www.cgcs.org/publications/ELL_Report09.pdf)

Presents the Sheltered Instruction Observation Protocol (SIOP) that provides guidelines to help English Learners succeed by one of the designers.

Echevarria, J. (2006). *Helping English learners succeed*. Principal Leadership. Retrieved December 17, 2009 at [http://www.principals.org/s\\_nassp/bin.asp?CID=1589&DID=53392&DOC=FILE.PDF](http://www.principals.org/s_nassp/bin.asp?CID=1589&DID=53392&DOC=FILE.PDF)

Provides research-based recommendations on instructing adolescents, especially newcomers.

Frances, D., Rivera, M. Lesaux, N. Kieffer, M. & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. RMC Research Corporation, Center on Instruction. <http://www.centeroninstruction.org/files/ELL2-Newcomers.pdf>



**8.b. Family and Community Engagement (p. 39) Well-developed community support should be addressed throughout the proposal. Community representation on the leadership team and letters of support. Genuine interest among the community for the proposed school (via the advisory vote). Solid capacity to reach out to both the local and broader communities. Family & student representation throughout the planning process. Team has a strong understanding of the unique needs and interests of the community to be served. Thoughtful strategy for integrating and establishing a presence in the community, engaging students and parents and soliciting buy in from community members. Provides evidence of grassroots community support for proposed school and ability to integrate into selected community. Indicates a clear process for soliciting parental engagement and empowerment concerning the academic and non-academic needs of students. Vision for strategic partnerships is clear and sufficiently links the school to the community. Capacity to communicate effectively with parents and families. Schedule for communication to parents/students is timely and allows for due process, includes strategies to prepare students for transitions and strategies for those students who are not on schedule, presents a clear and fair system that complies with students' due process rights. Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success. Structures that foster the development of authentic, sustained, caring, respectful relationships among all stakeholders within school.**

Presents a research-based framework from the National Network of Partnership Schools at Johns Hopkins University that focuses on six areas of involvement for partnerships and offers numerous examples that show how schools have successfully involved diverse parent populations in school activities; boosted achievement in reading, writing, and math; helped students plan for college and careers; and reached out to senior citizens, service agencies, and others.

Epstein, J. L., & Salinas, K. C. (2004). Partnering with families and communities. *Schools as Learning Communities*. Retrieved December 17, 2009 at [http://www.ascd.org/publications/educational\\_leadership/may04/vol61/num08/Partnering\\_with\\_Families\\_and\\_Communities.aspx](http://www.ascd.org/publications/educational_leadership/may04/vol61/num08/Partnering_with_Families_and_Communities.aspx)

Presents a comprehensive guide of conceptual frameworks, strategies and “how tos” to engage families and communities with schools.

Adelman, H. & Taylor, L. (September 2007). *Fostering school, family, and community involvement – Effective strategies for creating safer schools and communities*. Retrieved December 17, 2009 at <http://smhp.psych.ucla.edu/qf/environments.htm>



Reports six keys to community engagement that help school leaders engage families, staff, partners and the larger community in the life of the school.

Berg, A., Melaville, A., & Blank, M. (2006). *Community & family engagement: Principals share what works*. Coalition for Community Schools, Institute for Educational Leadership. Retrieved December 17, 2009 at <http://www.communityschools.org/index.php?option=content&task=view&id=46&Itemid=49>

Describes evidence-based practices that engage families and support effective parental involvement in children's learning (K-12).

Lopez, M. Kreider, H. & Caspe, M. (Winter 2004/2005). *Co-constructing family involvement*. Harvard Family Research Project, Harvard Graduate School of Education. Retrieved December 16, 2009 at <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluating-family-involvement-programs/co-constructing-family-involvement>

Reports research, working strategies, and examples for engaging and supporting parents of secondary school students.

Kreider, H., Caspe, M. Kennedy, S. & Weiss. (Spring 2007). *Family involvement in middle and high school students education*. Harvard Family Research Project, Harvard Graduate School of Education. Retrieved December 16, 2009 at <http://www.schoolsmovingup.net/cs/az/view/rs/12546?x-t=az.record.view>



**9. a. School and Advisory Organizational Charts (p. 40) A well-developed inclusive governance and organizational design should include: Appropriate roles, responsibilities, and decision-making power of school community members (including school leadership); An accountability structure that provides effective oversight of the educational program, financial management, and operations of the school; Data used to inform leadership decision processes; Effective processes for ongoing policy development, leadership team member development and self-evaluation. Organizational charts are aligned with mission; roles and responsibilities are clearly defined. Includes concise summary of qualifications of local school advisory group members and how new members will be elected or selected. Advisory group has diverse skill set that lends itself to strong educational / operational oversight and a development plan for all members. Advisory group has demonstrated evidence of effectiveness with similar populations. Advisory group policies reflect clear and appropriate guidelines for school type. Demonstrates an understanding of the school advisory body that will ensure the involvement of local stakeholders. Structure provides for real and meaningful impact from advisory body on school decision-making.**

Describes theories and structures of shared governance models with cross-disciplinary examples from the social sector, business, and government.

Zadek, S. & Radovich, S. (April 2006). *Governing collaborative governance: Enhancing development outcomes by improving partnership governance and accountability*. Harvard Kennedy School. Retrieved December 17, 2009 at [http://www.hks.harvard.edu/m-rcbg/CSRI/publications/workingpaper\\_23\\_zadek\\_radovich.pdf](http://www.hks.harvard.edu/m-rcbg/CSRI/publications/workingpaper_23_zadek_radovich.pdf)

Presents a series of stories and results from a variety of programs that involve partners in developing and supporting community-based schools.

Casey Foundation. (2008). *School, community, family connections: Closing the achievement gap*. Retrieved December 17, 2009 from [www.aecf.org/~media/PublicationFiles/5Connections\\_r10.pdf](http://www.aecf.org/~media/PublicationFiles/5Connections_r10.pdf)

Describes an effective collaborative team approach to involving parents and the community.

Ferguson, C. (2005). *Developing a collaborative team approach to support family and community connections with schools: What can school leaders do?* Southwest Educational Development Laboratory (SEDL). Retrieved December 17, 2009 at <http://www.sedl.org/connections/resources/rb/research-brief3.pdf>



Links to website (UK) that provides an overview of and considerations for choosing different shared governance models for leading schools.

TeachingExpertise. (December 2006). *Exploring new models of governance*. Retrieved December 17, 2009 at <http://www.teachingexpertise.com/articles/exploring-new-models-of-governance-1571>

Provides models and procedures for conducting interactive discussions across stakeholders.

IDEA Partnership, National Association of State Directors of Special Education, US Office of Special Education. (May, 2005). *Dialogue guide: Facilitator handbook*. Retrieved December 15, 2009 from [http://www.ideapartnership.org/documents/Dialogue\\_Guide\\_Facilitator\\_Handbook.pdf](http://www.ideapartnership.org/documents/Dialogue_Guide_Facilitator_Handbook.pdf)

**10. School Leadership a., d. (p. 40) Has a proven track record of success serving students of similar demographics; rigorous selection process to identify and select candidates to lead the school.**

Presents state adopted standards for quality principals, the California Professional Standards for Education Leaders (CPSEL), that describe what a principal should know and be able to do to lead an effective school.

WestEd. (2001). *California professional standards for education leaders*. Retrieved December 17, 2009 from <http://www.wested.org/cs/we/view/rs/867>

Discusses the many attributes required of successful urban school leaders and provides five core ideas for secondary schools.

Silverman, F. (December 2005). *What makes a successful urban leader?* Retrieved December 17, 2009 at <http://www.districtadministration.com/viewarticle.aspx?articleid=232>

Describes four recommendations for turning around chronically low-performing schools that require skilled leadership to help schools make adequate yearly progress.

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008- 4020). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved December 17, 2009 from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Shows examples on *Doing What Works* of how turnaround practices are carried out at Waterford High School in California.

U.S. Department of Education, *Doing What Works*. Retrieved December 17, 2009 from [http://dww.ed.gov/profiles/?T\\_ID=21&P\\_ID=44&sID=265](http://dww.ed.gov/profiles/?T_ID=21&P_ID=44&sID=265)

