ENGLISH LEARNERS & LITERACY
2012 PRODUCTS & SERVICES
Reading Apprenticeship supports students to become motivated, strategic, and critical readers, thinkers, and writers in the content areas. This proven framework:

- Helps teachers develop a repertoire of classroom routines for building students’ literacy skills
- Transfers increasing responsibility to students through routines for text-based social interaction
- Builds students’ motivation, stamina, and repertoire of strategies for understanding and engaging with challenging academic texts

Reading Apprenticeship is implemented in classrooms across the United States serving students who struggle as well as students in advanced classes; it qualifies as Tier 1 Response to Intervention in Pennsylvania.

**Demonstrated Impact**

A large-scale experimental study funded by the National Science Foundation demonstrated positive and statistically significant impact on student reading comprehension and biology scores when teachers were trained in Reading Apprenticeship methods.

**Teacher Institutes in Reading Apprenticeship**

**Who Should Participate**

Teacher Institutes in Reading Apprenticeship are designed primarily for cross-disciplinary teams of middle and high school teachers and community college instructors.

**Format and Cost**

On-site teacher institutes are offered over two to seven days at your site. Sample pricing for three days of professional development and materials for up to 40 participants is $20,000.

**Leadership Institutes**

The Leadership Institute in Reading Apprenticeship is a training-of-trainers experience that prepares school or district teams to lead professional development in Reading Apprenticeship in their local communities.

**Who Should Participate**

Team members should have leadership experience in literacy, subject-area curriculum and instruction, or professional development.

**Format and Cost**

The two-part Leadership Institute includes eight days of professional development: a five-day Summer Institute and the three-day Annual Conference in Reading Apprenticeship the following winter. Tuition and materials are $4,000 per person.

**Reading Apprenticeship**

Professional Development

GRADES 6–12 AND COMMUNITY COLLEGES

CONTACT: Jana Bouc • 510.302.4245 • jbouc@WestEd.org • WestEd.org/ra

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**For more information, visit WestEd.org/ra**
Reading for Understanding
How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, 2nd Edition

AUTHORS: Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy

This significantly updated second edition of the best-selling *Reading for Understanding* is a guide for using Reading Apprenticeship® to increase student engagement and academic achievement in subject area classes. Three federally funded “gold standard” research studies have documented the effectiveness of the Reading Apprenticeship approach for helping students gain the reading independence to master subject area course materials and other “gate-keeper” texts.

Endorsed by leading reading researchers and educators at every level, this practical and comprehensive resource:

- Presents a coherent framework for improving the reading and subject area learning of all students, including English learners, students with special needs, students in honors and AP courses, and those in technical and community colleges
- Includes research-based strategies tested in thousands of classrooms
- Amplifies key points with authentic “classroom close-ups” of students’ and teachers’ interactions
- Provides concrete instructional and assessment tools
- Offers a clear vision of how to address the Common Core State Standards

*Reading for Understanding* proves it’s never too late for teachers and students to work together to boost literacy, engagement, and achievement.

$29.95 • 416 pages • Trade paper • 8.5 x 11
2012 • Jossey-Bass • 978-0-470-60831-9
READ-12-01CE

To order: Call 888.293.7833 or online at WestEd.org/bookstore
Quality Teaching for English Learners (QTEL) is a unique program to support English learners. In contrast to the simplified curricula and lowered expectations too often prescribed for these students, the QTEL approach is driven by a rich academic framework that features high challenge, high support, and authentic engagement — for teachers as well as their students. Large school districts in New York, Texas, and California, as well as smaller districts and individual schools, have partnered with QTEL since 1999. An evaluation of QTEL’s work at two comprehensive high schools in Austin, Texas, found substantially increased student achievement, especially among English learners, since the schools began working with QTEL.

Participation Options

QTEL works with schools and districts in a number of ways:

- Customized School and/or District Partnerships, including classroom implementation and coaching of core QTEL principles, tools, and strategies; focused disciplinary applications; lesson-planning cycles; and local professional development capacity building

- On-site Teacher Institutes, including classroom implementation and coaching of core QTEL principles, tools, and strategies; literacy and focused disciplinary applications; and lesson-planning cycles in English language arts, mathematics, science, social studies, and English as a Second Language

A refreshing change from the status quo.

— Administrator, New York City Department of Education

On-site Leadership Institutes, designed specifically for district curriculum coordinators, principals, assistant principals, and teacher leaders to support and extend local QTEL implementation broadly and in the disciplines

Open-enrollment QTEL Summer Institutes held in San Francisco and Washington, DC, for teachers and instructional leaders are another way to engage your staff with QTEL’s research-based and classroom-friendly approaches and practices (see institute dates below)

Cost

Customized School and/or District Partnership costs are based on the number of participants and days of engagement over a period of several months up to three years or more. Tuition and materials for the Teacher and Leadership 2012 Summer Institutes are $1,700 per person, or $1,500 per person for teams of five or more.

2012 SUMMER INSTITUTES

July 16–20 • Washington, DC

- Scaffolding Literacy Instruction for English Learners (for teachers)
- The Role of Leadership (for instructional leaders)

July 23–27 • San Francisco, CA

- Scaffolding Literacy Instruction for English Learners (for teachers)
- Scaffolding Mathematics Instruction for English Learners (for teachers)
- The Role of Coaches (for coaches)
- The Role of Leadership (for instructional leaders)
- Teaching ESL to English Language Learners at the Beginning Level (for teachers)
- Spanish Institute: Desarrollo de Competencias Académicas en Español (for teachers)
- Teaching Writing with a Systemic Functional Linguistics Approach (for teachers)
Too often, the needs of English learners are met with simplified curriculum and lowered expectations. What would happen if instead classrooms were organized to honor the promise of these students by increasing rather than decreasing the intellectual challenge of instruction, by increasing the support such challenge requires, and by increasing students' active engagement with their own learning?

This book is the result of a decade-long effort in school districts such as New York City, Austin, and San Diego to implement challenging instruction that is designed for classrooms that include English learners, raises the bar, and increases engagement for all learners.

Classroom vignettes, transcripts of student interactions, and detailed examples of intellectually engaging middle and high school lessons provide a concrete picture of the instructional approach developed by coauthor Aída Walqui, founder and director of WestEd’s Quality Teaching for English Learners (QTEL) initiative.

Underlying the QTEL approach and giving it coherence and power are three strands of instructional theory — cognitive psychology, sociolinguistics, and sociocultural learning theory. Coauthor Leo van Lier, internationally recognized author, linguist, and sociocultural theorist, lays out through clear examples just what these theories have to offer the classroom teacher, in particular the teacher of English learners.

**Lively and highly readable...illustrates a creative, current, and coherent approach to teaching, and challenges aspects of traditional curricula and assessment processes that have, in the past, limited learners’ potential.**

— Pauline Gibbons, author of *Scaffolding Language*, *Scaffolding Learning*
English Language and Literacy Acceleration (ELLA)

ELLA is a research-based professional development program that improves academic language and literacy instruction for pre-K–8 students. ELLA supports teachers to successfully implement the Common Core State Standards for English learners, students with low literacy, and other students who may experience difficulty mastering academic language.

Who Should Participate
- Pre-K, elementary, and middle school teachers whose students struggle with academic language and literacy
- Literacy instructional coaches and English language development specialists
- Site and district administrators

Goals of ELLA Professional Development
ELLA shows teachers how to (1) analyze school curriculum and instructional activities for their academic language demands and (2) prepare lessons that both scaffold access to grade-level content and accelerate academic language and literacy development.

What You Learn
- Plan and teach lessons with an emphasis on academic language and literacy development
- Employ research-based teaching strategies that increase student collaboration and communication using academic language
- Implement a schoolwide systems approach to language and literacy teaching to close achievement gaps

ELLA is designed as a two-year professional development approach to ensure that all teachers are able to successfully implement the Common Core State Standards.

Format Options and Cost
We offer ELLA in two formats to accommodate your scheduling needs.

Format One: Yearlong ELLA Training — Focused on Student Engagement and Interaction, Structured Academic Talk, and Academic Vocabulary Instruction. This format includes six, three-hour workshops and ten days of implementation coaching. The total cost, including all workshops, materials, and technical assistance, is $48,000.

The workshops are for up to 35 participants, and are flexibly scheduled throughout the school year. In each workshop, participants learn manageable chunks of evidence-based, practical information that they can use in their classrooms before attending the next workshop.

The ten days of on-site technical assistance, which includes demonstration lessons and peer reflective coaching sessions, support teachers with what they’ve learned in the workshops.

Format Two: Half-Year ELLA Training — Focused on Academic Vocabulary Instruction. This format includes three, three-hour workshops and five days of technical assistance. The total cost, including all workshops, materials, and technical assistance, is $24,000. Optional follow-up coaching/implementation support for this format is available.

All participants, regardless of the ELLA format chosen by their school, receive comprehensive materials, tools, and templates.

For more information, visit WestEd.org/ella
What Teachers are Saying

“ELL has been the most effective professional development I've had in 20 years. BRAVO!”

“ELLA strategies have helped my 15 beginning-English proficiency students... the strategies make it possible for newcomers and students who struggle with sentence structure to be successful participants. Now they are not afraid of new words.”

“ELLA has pushed me to have higher expectations for all students and given me the tools and new techniques to better scaffold vocabulary instruction. Now, my students enjoy learning academic language.”

“The most powerful thing about ELLA is seeing student language and literacy development. Students are using and owning academic words in their oral and written language.”

Summer Institutes

ELLA provides an intensive three-day institute that includes evidence-based practical information, structured reflection, demonstration lessons, planning time, and opportunities to practice new strategies. Modules include:

- Increasing student engagement, structuring academic conversation, and improving reading comprehension
- Academic vocabulary instruction
- Writing instruction
- Early literacy instruction for pre-K through 2nd grade

The total cost per participant is $750.

ELLA Professional Development Model

*Focused, Intensive, & Sustained*

- **Reflect and Refine**
  Examine evidence (student data) to determine instructional efficacy and student needs

- **Gain New Knowledge**
  Learn all together about research-based, effective, and practical instructional strategies

- **Put Knowledge into Practice**
  Peer collaborative coaching and reflection: Watch a model lesson; watch a colleague teach; give feedback

- **Plan with New Knowledge**
  Work together in teams to plan lessons using the new strategies

(Sabdaq-Haqq, 1996; Ball, 1996; Little, 1988; Putnam & Borko, 1997; Wilson & Berne, 1999)
Who Should Participate

- Teachers and specialists who provide academic instruction to English learners and/or students with learning difficulties in grades 6–12 (may include lower grades)
- Teacher support staff such as staff developers, specialists, and coaches
- School/district teams of general and special education instructional leaders, teacher support staff, and teachers for gradual school implementation
- Whole school academic instructional staff for immediate school implementation

Goals of the Workshop

Participants attain the knowledge and practice the skills to implement a doable, daily, research-based set of specific strategies to tailor academic instruction for English learners and students with learning difficulties such as specific learning disabilities, ADHD, and Asperger’s syndrome.

School/district teams attain the knowledge, practice the skills, and plan to implement the strategies schoolwide, blending this approach with other improvement initiatives and prior professional development.

What You Learn

- The language skills of English learners at different developmental levels to learn and communicate what they have learned
- The learning characteristics of students with prevalent learning difficulties
- How to blend direct instruction and inquiry-based, student-led learning for all diverse learners
- How to develop academic vocabulary and discourse in a discipline for all diverse learners
- How to integrate six strategies to scaffold content learning for all diverse learners
- How to assess content learning in the classroom for all diverse learners
- How to “put it all together” as a doable, daily approach to teaching in an inclusive classroom

What Resources Support Your Learning

The workshop is based on Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom: A Guidebook for Teachers, written by workshop leaders John Carr and Sharen Bertrando.

Format and Cost

The on-site one-day workshop covers the fundamentals and costs $4,000 for up to 35 participants.

The on-site two-day workshop with flexible dates offers more intensive exploration, application, and team planning time, and costs $8,000 for up to 35 participants. Travel costs are separate.

Participants receive a 40% discount off the list price of Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom: A Guidebook for Teachers.

CONTACT: John Carr • 925.246.9911 • jcarr@WestEd.org • WestEd.org/inclusiveclassrooms
This unique guidebook offers powerful, concrete ways to engage all middle and high school students in successful learning, especially English learners and students with special needs.

Teachers will benefit from the practical, evidence-based approaches for teaching standards-based content in any subject area. School and district leaders will benefit from the sustainable schoolwide and districtwide practices that respect diversity and support inclusion.

Authors John Carr and Sharen Bertrando provide invaluable insight, tools, and strategies, including:

- An effective framework for teaching diverse learners in any core discipline
- Specific steps and resources for helping students organize concepts, develop appropriate use of academic language, and communicate ideas effectively
- Rubrics identifying key characteristics of five English language proficiency levels, along with teaching strategies appropriate for each
- Methods for scaffolding assessments to ensure every student has a fair and accurate way to communicate what they are learning
- A lesson plan template for combining and putting into practice all of the ideas, approaches, and tools offered in this guidebook

The strength of this book is its consistent message that with the appropriate instruction, all students can learn, no matter what their challenges are.

— Nancy Snodgrass, Bilingual Special Education Resource Teacher
Making Science Accessible to English Learners Professional Development

**Who Should Participate**

- Science teachers grades 6–12 (may include grades 4–5)
- Secondary level English language development and science leaders, coaches, and staff developers

**Goals of the Professional Development**

Using the principles and approaches described in *Making Science Accessible to English Learners: A Guidebook for Teachers, Updated Edition*, WestEd offers professional development for schools and districts to work into an existing and ongoing professional support system for teachers. Participants enhance their knowledge and skills to plan and differentiate instruction and assessment for diverse learners, particularly English learners.

**Format**

A two- and three-day professional development can be tailored with flexible dates for school or district teams of up to 35 people.

The two-day workshop engages participants in a hands-on, student-centered model lesson, and offers the opportunity to delve deeper into how to effectively integrate research-based strategies that are highly effective for English learners. Participants integrate tools and strategies into doable discipline-specific lessons, with many opportunities to explore, inquire, reflect, and problem solve with each other and the facilitator about practical ways to refine their practice. Participants explore designing cohesive lessons and managing a student-centered classroom with adaptations for English learners.

The three-day workshop also includes formative assessment design strategies to align and inform instruction, making science instruction culturally relevant to students. The workshop can be a summer institute of consecutive days or interspersed throughout the school year, allowing participants to experiment with this teaching approach between workshop sessions.

**What You Learn**

- How to engage English learners in scientific discourse and practice in order to successfully learn science content, literacy, and communication skills
- How to embed teaching strategies that are highly effective for English learners in an inquiry-based approach to teaching science
- What to expect of English learners at each level of language acquisition
- How to apply tools and strategies for building vocabulary and literacy, and planning lessons that engage all learners
- How to use strategies for teaching and applying academic language throughout each lesson and how to build a cohesive unit of lessons
- How to integrate seven research-based strategies as scaffolds to rigorous content standards
- How to design appropriate assessments for English learners

**Cost**

The two-day teacher workshops are $8,000, and the three-day workshops are $11,000 per site for up to 35 participants. These include all accompanying materials and facilitator travel and expenses. Participants also receive a 40% discount off the price of *Making Science Accessible to English Learners: A Guidebook for Teachers, Updated Edition*.

**For more information, visit WestEd.org/englishlearnersscience**
Making Science Accessible to English Learners
A Guidebook for Teachers, Updated Edition

This updated edition of the best-selling guidebook helps middle and high school science teachers reach English learners in their classrooms. The guide offers practical guidance, powerful and concrete strategies, and sample lesson scenarios that can be implemented immediately in any science class. It includes:

- Rubrics to help teachers identify the most important language skills at five English language development levels
- Practical guidance and tips from the field
- Seven scaffolding strategies for differentiating instruction
- Seven tools to promote academic language and scientific discourse
- Assessment techniques and accommodations to lower communication barriers for English learners
- Two integrated lesson scenarios demonstrating how to combine and embed these various strategies, tools, techniques, and approaches

The volume is designed for teachers who have had limited preparation for teaching science in classrooms where some students are also English learners. Chapter topics include understanding language development, teaching the language of scientists, scaffolding science learning, and applying strategies in the classroom.

As a teacher with many English learners in every class, I value the ideas and models presented in this guidebook.

— Science teacher

To order: Call 888.293.7833 or online at WestEd.org/bookstore
Who Should Participate

- Mathematics teachers grades 6–12 (may include grades 4–5)
- Mathematics coaches and instructional leaders
- Staff developers

What Participants Learn

Using the principles and approaches described in *Making Mathematics Accessible to English Learners: A Guidebook for Teachers*, WestEd offers professional development for schools and districts. Participants enhance their knowledge and skills to differentiate instruction and assessment for diverse learners, particularly English learners, thereby giving all students universal, equitable access to a rigorous mathematics curriculum. Participants learn how to:

- Tailor the three-phase model of mathematics instruction to support an inquiry-based approach to teaching English learners
- Use a chart of eight essential language skills to plan lessons that include English learners at different language development levels
- Apply academic language during mathematics lessons

This book’s clear, understandable writing style makes complex ideas accessible. The authors explain how teaching strategies that are good for English learners are good for all diverse learners. This principle is the heart of equity.

— Kathlan Latimer, Mathematics and Science Leadership Office, California Department of Education

- Design accommodations to create equitable classroom mathematics assessments
- Implement seven research-based strategies to scaffold rigorous mathematics content standards
- Integrate the instructional tools and strategies into doable daily pedagogy

Format and Cost

Two-day professional development workshops with flexible dates are available for school or district teams of up to 35 people. The teacher workshops, including all accompanying materials and facilitator travel and expenses, cost $8,000 per site for up to 35 participants. Participants also receive a 40% discount off the price of *Making Mathematics Accessible to English Learners: A Guidebook for Teachers.*
Making Mathematics Accessible to English Learners
A Guidebook for Teachers

AUTHORS: John Carr, Catherine Carroll, Sarah Cremer, Mardi Gale, Rachel Lagunoff, and Ursula Sexton

This practical book helps middle and high school mathematics teachers effectively reach English learners in their classrooms. Designed for teachers who have had limited preparation for teaching mathematics to English learners, the guide offers an integrated approach to teaching mathematics content and English language skills, including guidance on best instructional practices from the field, powerful and concrete strategies for teaching mathematics content along with academic language, and sample lesson scenarios that can be implemented immediately in any mathematics class.

It includes:
- Rubrics to help teachers identify the most important language skills at five English language development levels
- Practical guidance and tips from the field
- Seven scaffolding strategies for differentiating instruction
- Seven tools to promote mathematical language
- Assessment techniques and accommodations to lower communication barriers for English learners
- Three integrated lesson scenarios demonstrating how to combine and embed these various strategies, tools, techniques, and approaches

Chapter topics include teaching inquiry-based mathematics, understanding first and second language development, teaching the language of mathematics, scaffolding mathematics learning, and applying strategies in the classroom.

This guidebook is based on its predecessor, Making Science Accessible to English Learners: A Guidebook for Teachers, Updated Edition. See page 11.

Great guidebook! I look forward to using it with many of the teachers I coach.

— Professional developer

To order: Call 888.293.7833 or online at WestEd.org/bookstore
By talking to learn, students also learn how to think. The sentence stems on these colorful posters provide students with a scaffold for voicing their ideas and questions, valuing others’ contributions, and incorporating increasingly sophisticated thinking strategies. Using Discussion Builders, students learn through active participation in classroom discussions. Accompanying quick-guides for teachers explain how to get students talking — and thinking — more conceptually, in any subject.

Proven powerful for English learners and students of all achievement levels, Discussion Builders scaffold progressively more complex reasoning across the grades and increasingly complex use of academic language.

- **Grades K–1** helps students present, expand upon, and reflect on important ideas
- **Grades 2–3** prompt students to use these skills at more sophisticated levels
- **Grades 4–8** strengthen students’ complex reasoning, including their abilities to consider counterexamples and conjectures and to justify options

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**I like **Discussion Builders** because they help us get to the point.**

— Third grader
The Map of Standards for English Learners

Books
This best-selling lesson-planning and assessment tool has proven its worth to more than 100,000 K–12 California teachers. The Map presents California's English Language Development (ELD) standards and English Language Arts (ELA) standards side-by-side and organized in a logical, pedagogical way and supports teachers in designing instruction that integrates ELD and ELA standards and appropriate assessment. These fifth editions include an updated list of essential standards; an ELD report card that allows teachers to report in a meaningful, seamless way on their students’ progress; and a “bridge” for using the Map with California’s adopted reading textbooks.

Workshop
Who Should Participate
California teachers of K–12 English learners and ELD program administrators

What You Learn
You will learn how to navigate the Map and focus on essential standards; use the Map as a teaching tool to design differentiated, standards-based lessons; use the Map as a classroom assessment tool to measure and monitor English learners’ progress; and report achievement using WestEd’s ELD Student Report Card.

Who Facilitates Your Learning
Dr. John Carr, coauthor of the Map, conducts all workshops and tailors the presentation to fit local needs.

Format
The full-day teachers workshop provides ample time for interaction and hands-on learning activities.

Cost
The workshop costs $3,500, plus travel expenses. Participants receive a 40% discount off the price of the Map of Standards for English Learners, Fifth Edition.

Thank you so much for a terrific workshop. I’ve been receiving emails from our teachers who appreciated the clarity you provided on the different sets of standards.

— District coordinator
Who Should Participate

School and district leadership, classroom teachers, counseling staff, paraprofessionals, and school support staff who work across cultures; parents and community members

Goals of the Institute

Bridging Cultures is dedicated to helping administrators, teachers, and support staff design and implement programs that effectively address the needs of underserved cultural, linguistic, and racial groups in order to improve their educational outcomes. The ideas and approaches disseminated at the institute reflect the findings of the Bridging Cultures research project, a multiyear collaboration between classroom teachers and professional researchers.

Format

The one-day institute is interactive and designed to connect with participants’ personal experiences. In addition to learning a conceptual framework that helps illuminate important cultural differences, participants will have opportunities to work in small groups, reflect, and explore applications to their own educational settings. Particular aspects of the Bridging Cultures work can be highlighted during the institute, depending on client need. For example, participants may wish to focus on culturally appropriate assessment for diverse learners.

The awareness I have experienced...is amazing!
Dialogue was a key component. A “comfort zone” was established early on…and barriers were taken down, allowing for meaningful conversations to take place.

— Principal

What You Learn

Participants learn strategies to:

- Support meaningful education experiences that tap the funds of knowledge of students and families
- Carry out standards-based curricula in ways that are culturally and linguistically appropriate
- Approach assessment in ways that take cultural and linguistic differences into consideration
- Use effective and culturally appropriate classroom management strategies
- Support meaningful parental involvement in children’s education

What Resources Support Your Learning

Participants receive a variety of readings drawn from Bridging Cultures publications and other sources. Participants can also purchase Bridging Cultures publications at a 20% discount.

Cost

The cost for a one-day institute at your site is $2,700. Institutes can also be arranged at WestEd’s San Francisco or Oakland offices for a minimum of 25 participants.
Academic Parent-Teacher Teams (APTT)
Family Engagement in Education

Who Should Participate
Teachers, principals, district administrators, pre-service teachers, family engagement specialists, Title I facilitators, and academic coaches

What You Learn
This professional development will provide your district/school staff with a new vision for family engagement and the confidence, skills, tools, and strategies necessary to effectively collaborate with families to boost student performance.

You will gain expertise to:
- Maximize student learning through home practice of academic skills
- Effectively share data with families to drive student performance
- Create a classroom community with families that supports learning and high achievement
- Engage families in creating and reaching short- and long-term academic goals
- Align school improvement goals to family engagement strategies and outcomes
- Exceed Title I family engagement accountability requirements

Implementing APTT in my classroom helped to use my time and effort with parents more effectively, all my work is paying off. This approach to parent engagement pushed me professionally to a place I wasn’t always comfortable — working closely with parents.

— First-year APTT teacher

Who Facilitates Your Learning
Professional development will be facilitated by a WestEd expert trainer in the field of family engagement in education. With 20 years of experience in education, lead facilitator Maria C. Paredes has been a classroom teacher, college instructor, school administrator, and a coach in family engagement. Paredes developed the Academic Parent-Teacher Teams (APTT) model and has conducted extensive research that substantiates the wide-reaching benefits of implementing APTT. Her knowledge of research, first-hand experience with minority parents and Title I schools, and innovative approach have awarded her national recognition as a leading expert.

Cost
The cost of this professional development service is $2,700 per day, including consulting, travel, and materials.

For more information, visit WestEd.org/aptt
Who Should Participate

- District-based teams of foreign language and English as a Second Language coordinators
- District administration
- Teachers who work with pre-K–8 English learners and English home speakers

Goal of the Institute

Dual Language Solutions explores the feasibility of creating or expanding a dual language program in your school or district. Dual language programs promote bilingualism and biliteracy for students who speak a language other than English as well as for students who are English-only speakers. The Dual Language Solutions Institute participants will:

- Explore the salient features and theoretical underpinnings of dual language programs
- Identify expected linguistic, sociocultural, and educational outcomes of dual language programs
- Discuss professional development and evaluation strategies for dual language programs
- Examine practical ways to build student language capacity, academic attainment, and cross-cultural friendships

Format

The Dual Language Solutions Institute is five full-day, six-hour interactive sessions covering the following topics:

Session 1: What is Dual Language?
Session 2: Creating a Dual Language Program Step by Step
Session 3: Professional and Curriculum Development
Session 4: Families Come First — Ways to Engage All Families in Their Children’s Dual Language Education
Session 5: Collaborative Evaluation — A Dynamic and Interactive Approach

Cost

Institutes can be scheduled at your school, district, or region. The institute costs $16,000 for up to 30 participants, including all materials and travel expenses.

For more information, call 781.481.1126 or email mperezs@WestEd.org
English Learner Evaluation and Accountability Support (ELEAS)

Who Should Participate
District teams, including superintendent, board members, assistant superintendents/directors of curriculum and instruction, categorical programs and English learner program administrators; assessment directors; research and evaluation staff; site administrators, including principals and assistant principals; English learner program coordinators; and interested teachers.

Goals of the Institute and Systemic Support
- Build local capacity to evaluate English learner performance and progress in English language development (ELD) and academic achievement
- Provide a forum and tools for improving curricular, instructional, and assessment practices
- Integrate NCLB Titles I and III accountability requirements into local accountability systems

Format of the Institute and Support
The institute is offered in three full-day sessions, distributed over four months, so that district teams may complete tasks assigned between sessions. Institutes may be sponsored by county offices or state education agencies for multiple districts or tailored to an individual district. Introductory full-day and half-day sessions are also available.

Opened my eyes to the importance of using data to drive our decisions and where we put our resources...and having that data in charts to show how well we are meeting our goals and moving English learner students to redesignation.

— Past participant

What You Learn: Institute Agenda

Session 1: Evaluating English Learner Services and Results for Accountability and Instructional Improvement — Overview and Conceptual Framework
Session 2: Using and Improving Local English Learner Data for Instructional Decision-Making
Session 3: Addressing Instructional Implications of Assessment and Accountability Findings

Districts utilizing ELEAS systemic support services cite outcomes, including the following:
- Board-adopted ELD and academic achievement goals for English learners
- Consensus on instructional program expectations (Structured English Immersion; bilingual education; mainstream)
- Revised English Learner Master Plans that have purpose and focus
- Useful progress monitoring systems
- Among districts that ELEAS has supported most extensively, Garden Grove Unified School District — with over half of its 50,000 students being English learners — was awarded the $500,000 Broad Prize for Urban Education in 2004.

Cost
The three-day institute is approximately $17,000, plus travel expenses. Systemic support services are about $25,000–$30,000 per year, plus travel expenses.

For more information, visit WestEd.org/eleas
Useful Resources

Doing What Works (DWW)
Professional Development Packages
WestEd for the U.S. Department of Education

These one-stop-shop packages contain everything you need to facilitate effective professional development, including:

- PowerPoint presentations
- Sample agendas
- Handouts
- Multimedia and other useful tools

Building Academic Literacy
Lessons from Reading Apprenticeship Classrooms, Grades 6–12
Edited by Audrey Fielding, Ruth Schoenbach, and Marean Jordan

This book provides guidance on conducting Academic Literacy course units, as well as how to make use of readings from its companion student book, Building Academic Literacy: An Anthology for Reading Apprenticeship. It features insights, advice, and case examples from five middle and high school teachers who have successfully applied the Reading Apprenticeship instructional framework in diverse urban classrooms.

Building Academic Literacy
An Anthology for Reading Apprenticeship
Edited by Audrey Fielding and Ruth Schoenbach

This themed anthology for middle and high school students explores topics related to literacy, including questions of why and how we read, the connections between literacy, personal empowerment, and life achievement, and what it takes to read and understand different types of texts. Featuring lively and inspiring essays, journalistic writings, poetry, and personal stories, the volume contains selections at varied levels of reading difficulty and offers diverse cultural and historical perspectives.

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Bonnie Benard

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A Guide for Teachers
Elise Trumbull, Carrie Rothstein-Fisch, Patricia M. Greenfield, and Blanca Quiroz

Teaching students from a range of cultural backgrounds is made easier when teachers understand the cultural norms of both the mainstream culture of schools and the cultures of their students. This guide provides a framework for learning about culture, along with many teacher-created strategies for making classrooms more successful for students, particularly those from immigrant Latino backgrounds.

Allocating Federal Funds for State Programs for English Language Learners
National Research Council of the National Academies

Title III of the Elementary and Secondary Education Act allows the U.S. Education Department to use either census or state data to identify the number of English learners and immigrant students in each state in order to allocate funds to support these students. The funding allocation is based on an established formula that uses two data sources that produce dramatically different results. Which is more accurate? Which is more fair? This report addresses these pressing questions.
Useful Resources

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Academic Success for English Language Learners
Strategies for K–12 Mainstream Teachers
Patricia A. Richard-Amato and Marguerite Ann Snow

With an introductory chapter by WestEd’s Aída Walqui, this book includes discussions of sociocultural issues and language learning; ways to meet the cognitive and academic needs of K–12 English learners; practical instructional strategies and techniques; and specific chapters addressing language learning in math, literature, social studies, science, physical education, music, and art.

The Status of the Teaching Profession 2011
The Center for the Future of Teaching and Learning at WestEd

This 13th annual report on the California teacher workforce takes an extended look at principals and their vital role in supporting teacher effectiveness. The report provides new information on budget cutbacks to teacher professional development, declining enrollment in preparation programs, drops in the rate of newly credentialed teachers, and escalating educator retirements, and offers useful recommendations for improvement.

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