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## **GOING SCHOOLWIDE**

Comprehensive School Reform Inclusive  
of Limited English Proficient Students:  
A Resource Guide

### **The Benchmark Study**

A National Study of Title VII  
Comprehensive School Programs  
funded by the U.S. Department of Education  
Office of Bilingual Education and Minority Languages Affairs

Conducted by  
The Institute for Policy Analysis and Research  
and the Center for Applied Linguistics

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Center for the Study of Language and Education  
The George Washington University  
Washington, DC

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# **GOING SCHOOLWIDE**

## **Comprehensive School Reform Inclusive of Limited English Proficient Students**

### **A RESOURCE GUIDE**

#### **THE BENCHMARK STUDY**

**A NATIONAL STUDY OF TITLE VII COMPREHENSIVE SCHOOL PROGRAMS**

*funded by the U.S. Department of Education  
Office of Bilingual Education & Minority Languages Affairs*

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The Institute for Policy Analysis and Research  
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The authors accept full responsibility for the content of this Resource Guide.

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## SECTION 1: WHY THIS RESOURCE GUIDE

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The Benchmark Study was funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to examine Title VII Comprehensive School grantees as they implemented schoolwide programs to reform, restructure, and upgrade services for language minority students within the context of schoolwide reform. The Study focuses on change efforts in all domains of schooling believed to give meaning to the term “comprehensive” reform and which together are thought to determine how effective a school will be in enabling all its students to achieve to high standards.

This Resource Guide, containing work developed as part of the Benchmark Study, is offered as a resource for conceptualizing, implementing, and measuring the success of reform efforts aimed at meeting the national mandate of having all students, including language minority students, achieve to high standards. It is intended for schools whose reform efforts are supported by federal funding (e.g., Title I, Title VII) as well as those schools implementing changes on their own. It is a resource for practitioners, technical assistance providers, and researchers who are working to give breadth and depth to our shared understanding of comprehensive school reform. We have found the tools useful in assessing a school’s strengths and needs, and the process of engaging with the rubrics offers schools an opportunity to build consensus and strengthen their bond as a learning community.

### A. THE VALUE OF EVALUATING: A SCHOOL’S REFORM EFFORTS

There is tremendous value in evaluating a school’s reform work using the type of tools contained within this Resource Guide. Among them are:

- **An opportunity to compare the breadth and depth of a school’s work against an external research-based model.** The suggested framework helps bring clarity to a school’s work and leads to areas of change that are grounded in an articulated comprehensive vision of school reform. Many schools have made and continue to make decisions on the direction of their school reform efforts without ever having developed an overall vision or plan of what “comprehensive” reform means in their school. Many continue to implement “programs” rather than systemically addressing a range of dimensions across the school system that are likely to jointly be impacting student achievement and school reform progress. The suggested framework helps schools understand and interpret the spirit and letter of legislative mandates calling for systemic comprehensive school reform (i.e., more integrated delivery of services that are based on high expectations and common standards for all students).

- **An opportunity to judge the progress of a school’s work against an external standard grounded in the educational field’s theoretical and empirical understanding of exemplary schools.** Schools tend to work in isolation, without external models, frameworks, or formal methods of feedback on the actions they are taking. These resources give schools an opportunity to judge their work against external criteria and get immediate feedback within the safety of their own learning community. Schools can document the progress of their efforts with site-specific evidence and against external criteria.
- **An opportunity to assess a school’s level of commitment and degree of progress in serving language minority students.** By specifically assessing the inclusion of language minority students in schoolwide reform efforts, the tools challenge a school’s beliefs that all students can achieve to high standards and helps evaluate their progress in meeting that goal.

The tools in this Resource Guide offer multiple avenues for documenting evidence in a range of school reform areas and can help schools gauge progress over time. They have the potential to be adapted and used in a variety of ways and in a number of settings. We encourage their use in support of school reform inclusive of English language learners.

## **B. WHAT THE GUIDE OFFERS**

The Benchmark Study materials contained in this document were originally developed as data collection tools for capturing change over time within schools implementing reform inclusive of limited English proficient (LEP)<sup>1</sup> students. Over the duration of the Study, the materials have been adapted and pilot-tested with school staff as self-reflection tools useful in identifying strengths and challenges across a broad number of dimensions of school reform. We invite you to apply our work in the context of your own school reform efforts and hope you will inform us of new applications and adaptations of our work.

The resource guide is written to address questions you may have been asking yourself about comprehensive reform in your school:

- What does comprehensive, schoolwide reform mean for our school?
- How do we know where our school currently stands in terms of comprehensive reform and how do we know whether we are making progress?
- What do we need to focus our reform efforts on so that our school reaches the goal of all our students achieving to a high level?

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<sup>1</sup>The term limited English proficient (LEP), rather than the more current designation of English language learners, is used to reflect the legislative language of the Comprehensive School Grant Program which funded the schools participating in the Benchmark Study.

Specifically, the Resource Guide contains the following:

- **A Framework for Understanding Comprehensive Reform** (Section 2). The guide offers a conceptual framework for understanding the term “comprehensive” reform. It identifies critical areas (domains of reform) and defines dimensions of schooling within these domains that may require attention. Together the dimensions provide a framework against which schools can judge whether the breadth of their current and future change efforts is likely to improve the education of all its students.
- **Comprehensive Reform Rubrics for Assessing a School’s Progress** (Section 3). The Guide contains rubrics for measuring change in each school reform dimension contained in the Study’s conceptual framework. The rubrics, presented on a three-point scale, are written in declarative and question form to stimulate an inquiry process at a school. The rubrics help identify areas of relative strength and need as well as suggest a picture of where the school is in its overall stage of development. They specifically focus on measuring — and therefore raising questions about — a school’s relative progress toward realizing what the literature suggests are exemplary practices that can lead to high student achievement. The use of the rubrics can help ensure a school is including language minority students within its overall reform efforts.
- **Primary and Upper Grade Examples of Each Dimension** (Section 3). The Guide contains real school examples of practices across a range of dimensions of school reform. These examples, drawn from Title VII Comprehensive schools involved in the Benchmark Study, describe practices and characteristics that correspond primarily to high ratings on each dimension rubric. The examples can suggest strategies that could benefit schools and highlight challenges particularly difficult for schools to address.
- **Evidence Checklists** (Section 3). The Guide contains a series of reflective questions and prompts for “unpacking” the meaning of the rubrics. The checklists can help schools reflect on and collect evidence to determine its school reform progress. These questions are part of an inquiry process that centers on program offerings (including the curriculum materials used) as well as other aspects of school operations. The questions tap into the nature of school activities such as frequency, duration, and make-up of participants (e.g., mainstream and language minority students and teachers) while also documenting their presence at a schoolwide, systemic level.
- **Rubric Worksheets** (Section 3). The Guide provides a “split” rubric worksheet for each of the 19 dimensions of school reform. The top half of the worksheet contains the rubric and the bottom half contains blank space for schools to enter evidence justifying their own personal rating on the rubric. Staff are encouraged to ask themselves the questions contained in the Evidence Checklists mentioned above as a way of arriving at their rubric score and reflecting on the evidence captured by each individual dimension of school reform. Schools may reproduce the Evidence Checklists and companion Rubric

Worksheets for use as individual, small group, or whole staff self-reflection and needs-assessment tools.

- **Literature Review** (Section 3 and Selected References at the end of the Resource Guide). The Guide offers a brief summary of the theoretical and empirical research leading to the development of the Study’s domains, dimensions, and rubrics. The literature gives meaning to the work as well as suggests direction for school reform efforts. In a number of instances the same literature identifies best practices and implementation strategies for mainstream education students as well as language minority students participating in schoolwide reform.
- **Activities for Using the Tools contained in the Resource Guide** (Appendix). Ideas of interactive activities for using the rubrics to assess a school’s strengths and areas for development are contained in the Guide’s Appendix. The steps and activities are suggested as ideas that may be adapted to each school’s unique setting.

### C. INTENDED AUDIENCE

The information contained in this Resource Guide is intended for a variety of readers engaged in comprehensive school reform. The following is simply intended to highlight a sample of audiences that may find the work useful:

**Practitioners.** School and district personnel are charged with the difficult task of developing and implementing schoolwide reform aimed at having all students learn and achieve to the same high standards. The text has been written so that it directly addresses teachers and administrators engaged in this challenge. The tools in this Resource Guide can be used to engage school staff in reflective activities that are designed to encourage dialogue by offering a standard to aim for –an ‘objective’ criteria against which to judge school reform activities. Working as a whole staff or smaller groups (e.g., grade level, subject area, or leadership teams), the tools may be used as ‘critical friends’ or sounding boards that can offer feedback and suggest areas to address. The tools may help focus regular staff meetings and yearly retreats, serve as planning guides for school and district master plans, and help conceptualize and implement school reform proposals and grants.

**Service Providers.** A number of service providers, such as the Comprehensive Regional Assistant Centers, Regional Educational Laboratories, and institutions of higher education working with local schools, are charged with the task of supporting schools as they implement comprehensive school reform changes. In their role as service providers, they are often required to bridge the gap between researchers and practitioners by grounding their technical assistance services on the latest theoretical and empirical findings available. This Resource Guide supports this task by providing a framework for understanding comprehensive school reform that could be applied to the development and support of multiple schoolwide programs (e.g., Schoolwide Title 1 and Title VII Comprehensive School grants) and also be used to suggest areas for integrated

services across funding sources. The Guide also offers a series of tools (e.g., dimensions, rubrics, and evidence checklists) that may suggest areas in need of development or of technical assistance within or across service schools. The Guide’s examples of real school practices offer sample strategies and suggest a model for documenting challenges and solutions faced by schools engaged in school reform. The materials also suggest criteria for identifying and evaluating schools engaged in comprehensive reform efforts. Once identified as exemplary or in need of support, schools may be linked within a network or consortium of mutual support.

**Other Interested Parties.** Other potential users of this Resource Guide include:

- federal or state agencies directing regional technical assistance providers in the area of comprehensive school reform;
- evaluators helping schools conduct needs assessments and develop action plans based on those needs assessments; and/or
- grant writers helping schools conceptualize, write and implement comprehensive school reform grants.

## SECTION 2: COMPREHENSIVE REFORM MEANS ASKING QUESTIONS ABOUT THE WHOLE SYSTEM

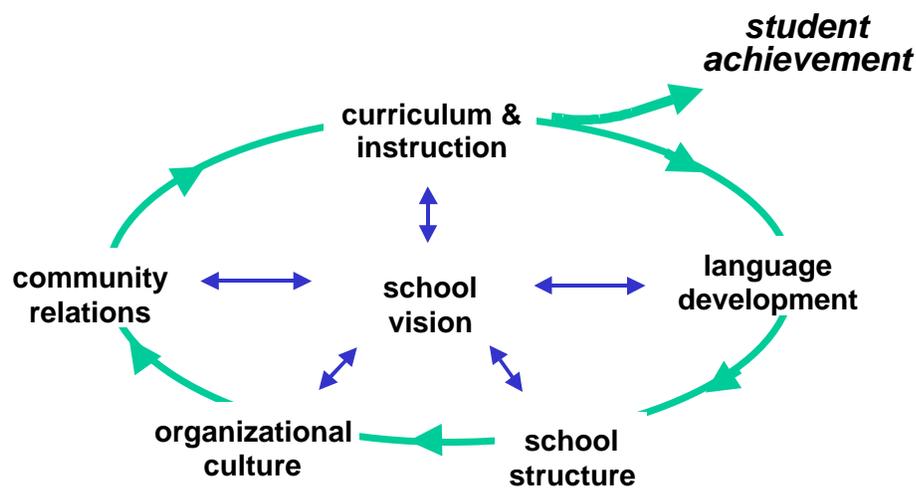
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Schools receiving Title VII Comprehensive School Grants have accepted the challenge of implementing schoolwide reform aimed at all students achieving to the same high standards. This challenge is complex and difficult. A “fix” to one or even several elements of schooling is unlikely to result in systemic improvements and necessary gains in student achievement. Many of these schools are therefore in the process of addressing multiple dimensions of their system of schooling. The Benchmark Study has learned much from their successes and struggles. By combining findings from research with insights gained from these schools, we developed an approach to thinking about and assessing efforts toward comprehensive reform. When we have shared this approach, the schools reported that they too learned much about comprehensive reform by working with our tools. This section presents the material we developed for and with those schools.

### A. WHAT IS THE MEANING OF COMPREHENSIVE REFORM?

We designed the Benchmark Study to examine the Title VII Comprehensive School grantees’ change efforts in all those dimensions of schooling that affect student achievement. Based on research about exemplary schools, we identified areas that are crucial to systemic reform. We call these areas the *domains of comprehensive school reform*, as illustrated in Exhibit 1.

**Exhibit 1: Domains of Comprehensive Reform for Schools Serving Language Minority Students**



Please note the larger type for “student achievement” on the right side of Exhibit 1. At the end of the day, school reform is about all students being successful in the demanding world they will face. The arrows connecting the domains of comprehensive reform all ultimately lead to high achievement for all students. This schematic is our way of emphasizing that exemplary schools always have this goal at the forefront of their change efforts. Further, the interconnections of arrows from one area of reform to another illustrate the idea of *systemic reform* in which all aspects of schooling are truly linked. This section offers a rationale for including the domains in Exhibit 1 within a framework of comprehensive school reform; Section 3 of the Resource Guide details the dimensions of schooling within each of the domains.

The center of the diagram is *school vision*. The literature on effective schools clearly pinpoints the importance of a coherent vision about student learning. Moreover, we have observed that Title VII Comprehensive schools in our sample that are further along in their implementation of comprehensive reform have developed a coherent and shared vision grounded in high academic achievement. Two aspects of school vision are worth noting. First, the Improving America’s Schools Act (IASA) and the Title VII Comprehensive Grants offer, and call for, a vision that assumes that all students can meet high expectations. Unlike many other education reform policies, Title VII encourages schools to adopt a vision of schooling that will guide their reform efforts. Second, the literature on school change also identifies a vision of student learning as the impetus and sustaining element in comprehensive reform efforts. It is the hub around which the other aspects of reform revolve.

*Curriculum and instruction* represent another crucial domain. Not long ago, many state and national improvement efforts neglected curriculum and instructional issues and instead promoted school governance and collaborative processes. Currently, policy-makers are seeking to right the balance by adding content (often translated as standards) back into reform discussions and by searching for “best practices” that can lead to high achievement for all students.

Though content is now taking its rightful place along the other elements of systemic reform, not enough attention has been paid to language acquisition issues that are core for schools serving a significant concentration of LEP students. Exhibit 1 includes *language development* as a separate domain for comprehensive reform to emphasize that schools serving limited English proficient students face unique challenges and require distinctive capacity. For example, school staff must have special qualifications to deal with the challenges of devising and implementing comprehensive strategies so that students can attain mastery of academic English and advance in their academic subjects. Title VII Comprehensive School grantees making progress in addressing this domain approach their language development program as an integral component of the school’s overall approach to curriculum and instruction. By doing so, they can create common standards articulated across the curriculum for limited English proficient and all other students.

The next domain of comprehensive school reform shown in Exhibit 1 is *school structure*, which encompasses such concerns as how students are grouped and how instructional and staff time are used. For example, structural arrangements that permit reduced class size, the operation

of schools-within-schools, and block scheduling to allow integrated curriculum or project-based learning, all fall within this domain. Schools with a culturally and linguistically diverse student body have to face such issues as how the school should be structured to enable close interaction among students of different backgrounds and how the school day, week, and year should be organized to enable students and parents to fully engage in education.

Another domain is the school's *organizational culture*. Here the focus is on how schools make decisions about their vision, curriculum and instruction, language program, school structure, and other aspects of being effective. Just as some schools have inadvertently reinforced segregation of students based on cultural and linguistic diversity, so have some schools replicated such practices among staff. Title VII Comprehensive School grantees making progress in addressing this domain operate as a learning community, actively promoting the professional development of their staff, and developing practices and a school culture that are inclusive and collaborative.

The final domain is *community relations*. This area contains the essential challenge of parents' participation in the school and in the education of their students. Title VII Comprehensive School grantees making progress in addressing this domain work on strategies for developing deep parent and community participation, despite cultural differences with school staff and administration. More generally, they involve a wide range of stakeholders in the school's activities and operations, often seeing the "education" of parents and community members as part of their responsibility.

In summary, these domains provide a framework around which a school can create meaning for the idea of comprehensive reform. Based on the research literature and our work with schools receiving Title VII Comprehensive School Grants, we have also identified dimensions within these domains that address more concrete aspects of school operations. Exhibit 2 lists the names of the dimensions under each domain discussed above. To be more useful to practitioners, we have translated these domains and dimensions throughout the Resource Guide into reflective questions that school staff might ask themselves as they plan for comprehensive reform.

## **Exhibit 2: Domains and Preliminary Dimensions of Comprehensive School Reform for Schools Serving Language Minority Students**

### **A. School Vision**

1. A Coherent and Shared Vision
2. Values and Beliefs about Student Learning
3. Connection to Students' Culture(s)

### **B. Curriculum and Instruction**

4. Curriculum Goals and Standards
5. Meaningful Curriculum
6. Instruction for Engaged Learning
7. Use of Technology
8. Assessment and the Use of Data

### **C. Language Development**

9. Equity of Access to Core Curriculum
10. Pathways to Mastery of Academic English
11. Qualifications of Instructional Staff

### **D. School Structure**

12. Schoolwide Organization
13. Use of Time

### **E. Organizational Culture**

14. Decision-Making
15. Teacher Collaboration
16. Professional Development

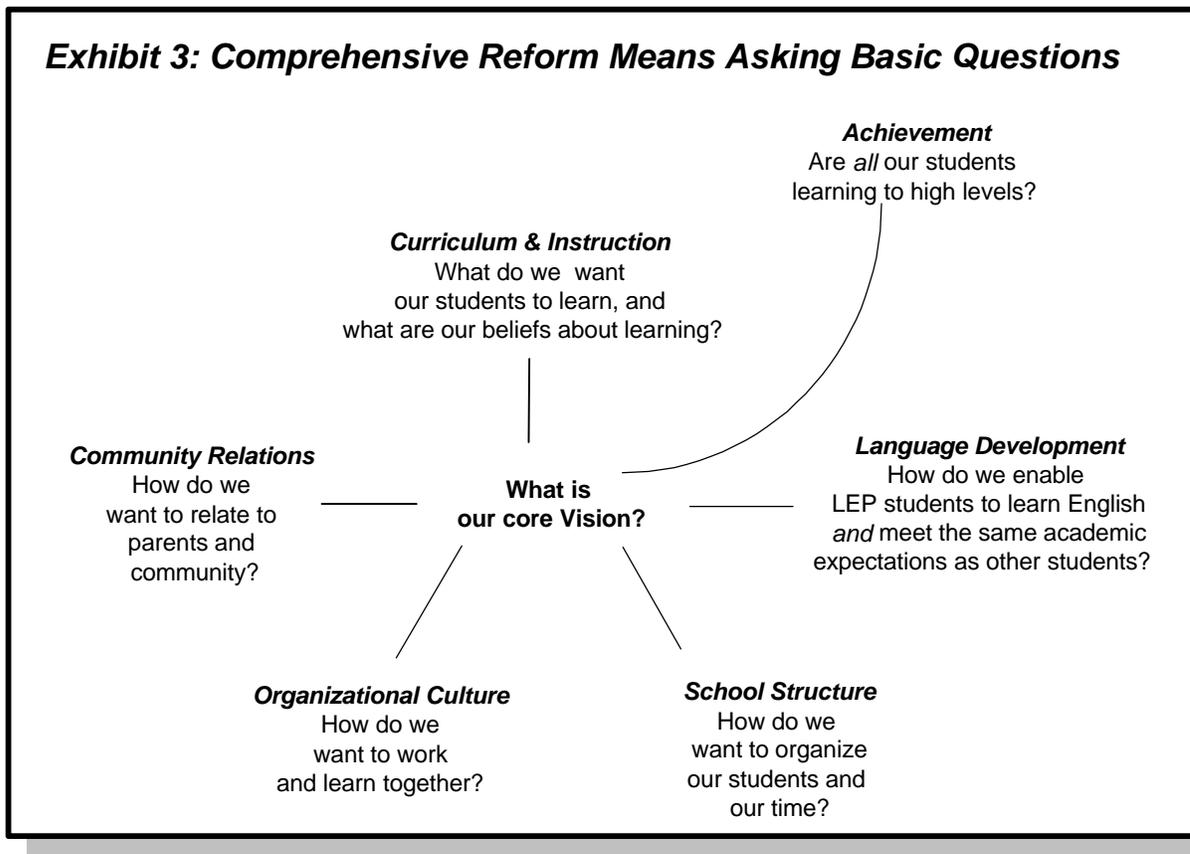
### **F. Community Relations**

17. Parent and Community Involvement
18. External Partnerships
19. Integrated Services

## B. ASKING QUESTIONS ABOUT COMPREHENSIVE REFORM

Exhibit 3 translates the domains of reform into basic questions that schools might benefit from asking at one time or another during their reform process. We found that Title VII Comprehensive schools engaged in comprehensive reform generally ask fundamental questions about their goals, educational program and operations. Inquiry becomes a way of life. Schools cannot tackle all questions at once but they ultimately need to develop answers to basic questions so that they can formulate and stay on the path of comprehensive reform.

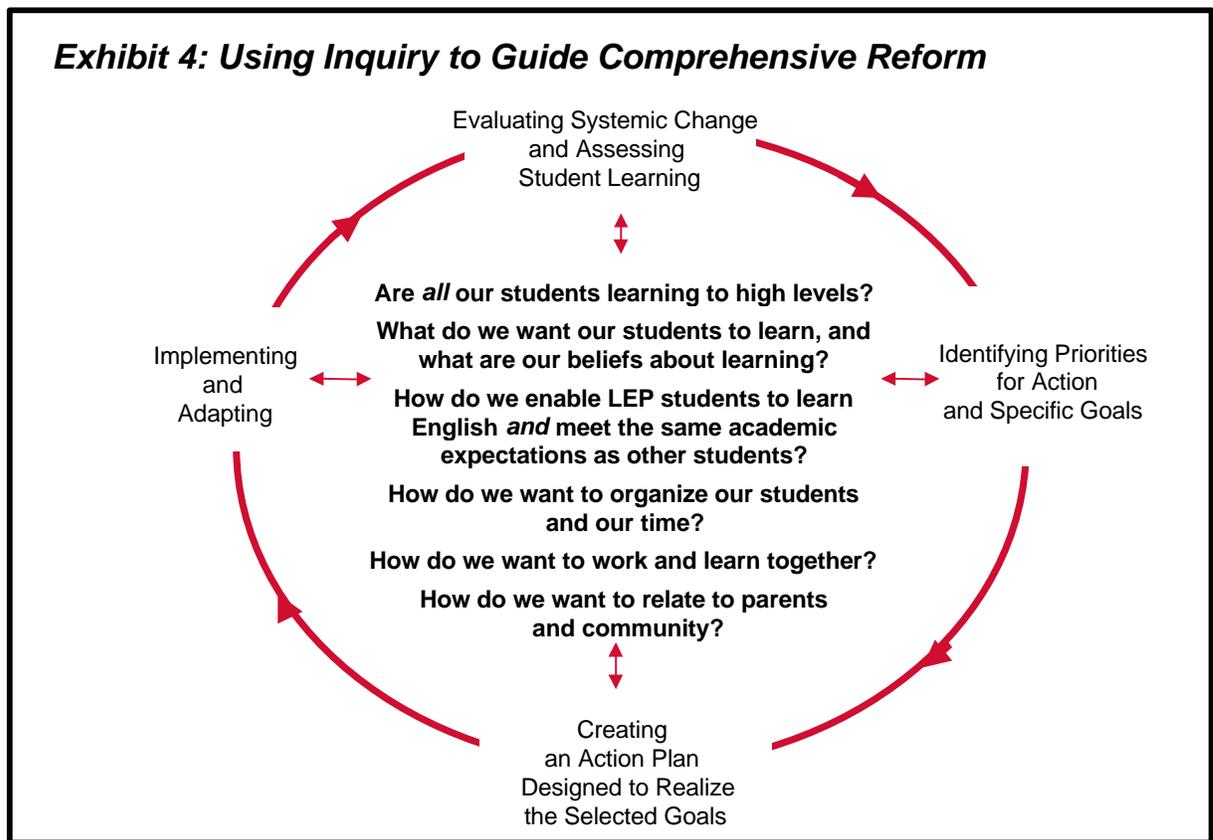
*There is no single or right answer to any one of the questions shown in Exhibit 3.* Each school must formulate its answers according to its particular students and context. Title VII Comprehensive schools implementing comprehensive reform do not follow a common model or educational program, but they assess their strengths and needs so that they can set priorities and build on their strengths. Asking themselves basic questions and collecting data to help answer these inquiries leads to other probing questions about the school's current state and its progress toward reform.



### C. THE ACTION-INQUIRY CYCLE

How then might school staff ask the “right” questions and help their reform process be self-conscious and deliberate? This point — asking the “right” questions — is so characteristic of schools engaged in comprehensive reform that we formalized how these schools structure their inquiries. We call this an *action-inquiry cycle*.

Exhibit 4 illustrates a cycle of activities that exemplary schools generally undergo as they work on comprehensive reform. At the center of the diagram are the questions that we posed earlier. The first question is the base for all inquiries: “Are *all* our students learning to high levels?” “All students” is emphasized to note that comprehensive reform implies a deep concern about equitable outcomes, including an expectation that LEP students will achieve as highly as other students. Whatever actions a school may take in the name of comprehensive reform, those actions should be linked to student learning. At the same time, it is essential for a school — and indeed for all members of the school’s community — to know how well its students are doing



against standards. Put into question form, the issue is “What do we want our students to learn?” The answer to this question guides your curriculum. The next question — “what are our beliefs about learning?” — is seldom asked but its answer should guide how instruction is designed and delivered. We invite school staff to continue reviewing the questions at the center of the diagram, giving personal interpretation to their meaning and considering how they might help staff in thinking about comprehensive reform. Next, we briefly mention the other elements of an inquiry-action process.

**Identifying Priorities for Action and Setting Specific Reform Goals.** The central questions in the diagram naturally provoke ideas about actions that the school might take to increase achievement for all students and strengthen the school. Since much can be done, the common problem across schools aiming toward comprehensive reform is to identify priorities for action and set specific goals. Our advice for a first step is to focus on one or a few areas, establish specific and measurable goals, and make sure you are clear about the connection between your action priority and its potential for improvement in student outcomes. The same advice pertains whether the focus of reform concerns curriculum or instruction, your English language development program, how school and class time are used, the professional development of the staff, or how parents can be more involved.

**Creating an Action Plan.** The next step is *creating an action plan* designed to realize specific reform goals. The action plan should involve all the stakeholders in appropriate ways and allocate the resources (time and money) needed to be successful. This is not easy, but exemplary schools demonstrate that the action plan is unlikely to produce the results without a participatory process that commits adequate resources.

**Adapting Plans during Implementation.** Moreover, it is important to anticipate that barriers will arise during implementation — the next step in the inquiry-action process. Barriers always happen, and successful reform efforts *adapt their action plans during implementation*.

**Evaluating Change.** In one sense, the step “after” (or during) implementation is *evaluating changes* that may have — or may not have — happened. Change for its own sake is not the objective, of course. Therefore, any evaluation, no matter how formal or informal, ultimately needs to ask whether learning for all students, including language minority students, has improved.

The strength of this action-inquiry process stems from its cyclical nature: Schools striving to be exemplary are continually evaluating the impact of their efforts and reflecting on their work.

#### **D. RUBRICS AS MEASURES OF COMPREHENSIVE REFORM**

Of course, the broad questions shown in Exhibit 4 are only a beginning of the inquiry for comprehensive reform. The next section of the Resource Guide provides a more detailed set of questions a school might ask corresponding to each dimension under each comprehensive reform

domain. How can these questions be used? For the Study, they became the basis for developing rubrics to measure where a school stands on comprehensive reform.

Specifically, as researchers, we created rubrics to assess the school's progress toward comprehensive reform and "benchmarked" that progress over the course of the Study through site visits at selected Title VII Comprehensive schools. As we used the rubrics to gain insight on a school's reform efforts, it became clear to us that school staff could use the very same rubrics to self-assess their progress, identify their strengths and areas for improvement, and set priorities to address their questions. The notion of having schools use the research tools for self-assessment was field tested with representatives from Title VII Comprehensive schools participating in the Benchmark Study. The experiment yielded a process for engaging teams of school staff (e.g., made up of the principal, Title VII Coordinator, and teachers) in critical self-reflection and dialogue both alone and with an external source (i.e., the researcher). Since then, we have revised the comprehensive reform rubrics and framed their meaning in terms of questions that practitioners can reflect upon. The next section of the Resource Guide presents the rubrics for each dimension of school reform proposed in our framework, along with real school examples of practices that correspond to high scores on the rubrics.

### **SECTION 3: RUBRICS FOR ASSESSING COMPREHENSIVE REFORM**

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The Comprehensive Reform Rubrics presented in this section offer multiple avenues for assessing your school's status in a range of school reform areas — namely, the dimensions. By documenting each year where you stand on comprehensive reform, you can gauge progress over time. The rubrics have the potential to be adapted and used in a variety of ways and in a number of settings. They provide a school the opportunity to give stakeholders a voice and a chance to work on building a sense of community. They can encourage dialogue and frank discussion between diverse groups of staff on topics that may not normally be openly shared. They can also serve as a mirror that offers your school a relatively objective measure of its work.

This section is organized into six tabbed subsections, each of which presents rubrics within a domain of comprehensive reform. Nineteen rubrics are described. Exhibit 5 on the next page provides a list of the rubrics along with basic questions that your school might ask for each rubric. For each dimension, we provide two examples of Title VII Comprehensive schools that scored at relatively high levels on the rubric and a checklist of questions a school may ask itself as it documents indicators and examples of its reform work.

We think of the highest rating — our number five — as representing attributes that the research literature on exemplary schools considers to be characteristic of schools that consistently have high student achievement and equity. We provide a thumbnail description of these attributes for each rubric. Taken together, the descriptions corresponding to the highest scores will give you a picture of exemplary practices across all the areas of comprehensive reform. If a school rates highly across all relevant dimensions, the school has, in our view, reached an advanced stage of comprehensive reform and achievement, and achievement results for all students should be outstanding. We also offer sketches for the attributes of lower ratings. In this way, we hope to convey what it means to have a rating of one (our lowest rating, indicating that much progress needs to be made) or a rating of three (our mid-scale rating, indicating a school that has made progress toward reform but needs further improvement). Five is the ideal.

If your school does not score highly on most dimensions, this is not a sign of “failure” — the practical challenges you face can be extremely hard to overcome — but rather an indication of where the reform work lies. School ratings are expected to generate a profile of strengths and needs across dimensions given the complexity and comprehensiveness of reform. Schools are encouraged to reflect on their movement within and across dimensions as they progress or fall behind in their school reform work. The Appendix suggests activities based on the rubrics that you might use at your school.

**Exhibit 5. Basic Questions for the Domains and Dimensions of Comprehensive Reform Inclusive of Limited English Proficient Students**

DOMAINS AND DIMENSIONS OF COMPREHENSIVE REFORM	BASIC INQUIRY
<b>A. SCHOOL VISION</b>	<b>What do we, as individuals and as a total school community, want all our students to learn?</b>
1. A Coherent and Shared Vision	1. Do our school's staff, students, parents, and community share a coherent vision for the education of all students, including LEP students?
2. Values and Beliefs about Student Learning	2. Does our school's vision set high expectations and high standards for all students, including language minority students?
3. Connection to Students' Culture(s)	3. Does our school recognize and value the cultural background of LEP and language minority students in all aspects of schooling?
<b>B. CURRICULUM AND INSTRUCTION</b>	<b>Do we set, evaluate, and support high standards across the school with student-centered and technologically sound curriculum and instruction?</b>
4. Curriculum Goals and Standards	4. Does our school define high quality curriculum goals and standards for all students across core subject areas and measure their attainment?
5. Meaningful Curriculum	5. Does our school's curriculum draw on students' experiences and link learning and the development of academic competence to the lives of the students?
6. Instruction for Engaged Learning	6. Do our school's learning tasks emphasize student production of knowledge, and are students actively engaged in their learning process?
7. Use of Technology	7. Does our school integrate the use of technology in support of learning goals?
8. Assessment and the Use of Data	8. Does our school routinely collect and analyze data about both student and school performance as part of a continuous improvement process?
<b>C. LANGUAGE DEVELOPMENT</b>	<b>Do we provide LEP and language minority students full access to the curriculum and a range of options for gaining full mastery of English?</b>
9. Equity of Access to Core Curriculum	9. Does our school provide LEP and language minority students access to the same core curriculum as other students and hold them accountable to the same high standards?

DOMAINS AND DIMENSIONS OF COMPREHENSIVE REFORM	BASIC INQUIRY
10. Pathways to Mastery of Academic English	10. Does our school have a range of carefully planned and well-implemented strategies that enable LEP students to gain full mastery of academic English?
11. Qualifications of Instructional Staff	11. Does our school have an adequate number of appropriately trained and experienced teachers able to meet the needs of LEP students and support schoolwide goals?
<b>D. SCHOOL STRUCTURE</b>	<b>How do we organize our staff and students to maximize learning time and serve the developmental needs of all students?</b>
12. Schoolwide Organization	12. Is our school's organizational structure flexible and supportive of the developmental needs of its students and the inclusion of LEP students into the schoolwide culture?
13. Use of Time	13. Does our school maximize, protect, and extend time to learn in ways that meet the unique needs of our students and context?
<b>E. ORGANIZATIONAL CULTURE</b>	<b>Does our school's organizational culture support our schoolwide vision?</b>
14. Decision-Making	14. Are our school's decision-making processes guided by the school's vision for student learning and inclusive of administrators, teachers, and parents?
15. Teacher Collaboration	15. Do teachers work collectively to improve the learning process for all of our students?
16. Professional Development	16. Are we a community of learners engaged in continuous professional growth linked to the students' learning needs and the school's vision?
<b>F. COMMUNITY RELATIONS</b>	<b>How do we, as a school, engage with our parents and the larger community?</b>
17. Parent and Community Involvement	17. Does our school engage parents and community members as active partners and welcome participants in the life of the school?
18. External Partnerships	18. Has our school developed multiple, long-term, and intensive partnerships with community agencies that support the school's vision?
19. Integrated Services	19. Has our school formed partnerships with local agencies to make links to community services to meet the physical and mental health, social service, and basic life needs of its families and children?

## **A. THE DOMAIN OF SCHOOL VISION**

*What do we, as individuals and as a total school community, believe and want all our students to learn?*

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### **1. A COHERENT AND SHARED VISION**

*Do our school's staff, students, parents, and community share a coherent vision for the education of all students, including LEP students?*

### **2. VALUES AND BELIEFS ABOUT STUDENT LEARNING**

*Does our school's vision set high expectations and high standards for all students, including language minority students?*

### **3. CONNECTION TO STUDENTS' CULTURE(S)**

*Does our school recognize and value the cultural background of LEP and language minority students in all aspects of schooling?*

## 1. A COHERENT AND SHARED VISION

### DIMENSION 1: A COHERENT AND SHARED VISION

*Do our school's staff, students, parents, and community share a coherent vision for the education of all students, including LEP students?*

Key to the success of a schoolwide effort at comprehensive reform is a coherent and shared vision of quality schooling for all students. Although the substance of the vision would differ from school to school, the vision would be shared by all members of the school community teachers, staff, students, parents, and community members. The vision would serve as a touchstone for the school community as it organized its culture, its learning activities, and its belief structure. A shared vision would permeate the organization with values, purpose, and integrity for both the what and the how of school improvement (Berman, McLaughlin, Minicucci, Nelson, & Woodworth, 1997; Fullan, 1992). The vision would be specific enough to guide the school's activities, providing a framework for the learning process (Newmann & Wehlage, 1995; Senge, 1990). The vision would represent the embodiment of the school's system of values and would be used to garner commitment of all members of the community to the same goal of a high quality education for all of the school's students (Louis, Marks, & Kruse, 1996).

#### RUBRIC

DIMENSION 1	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<b>Extent to which the school has a coherent vision for the education of all of its students that is shared by school staff, students, and parents.</b>	The school might have a vision or mission statement but it is not coherent and/or it is not fundamental to guiding the work of the school. Staff, students, and parents do not articulate a shared, common vision for the learning of all students.	The school has a clear and coherent vision but it is not shared across all stakeholders. The staff may be divided on the school's vision and/or parents and the school staff may have differing visions for the education of children.	All major stakeholders school staff, parents, students, and community members articulate a common, coherent, and shared vision of education for all students.

## **1. A COHERENT AND SHARED VISION**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR A COHERENT AND SHARED VISION**

An elementary school in the study sample exemplifies a schoolwide reform effort guided by a coherent vision of quality schooling that permeates the school's work and is shared by all its key stakeholders. The school and community have collaborated to define and develop three interlocking components that unify the school and guide decision-making: a mission statement, five school reform components reflected in their Title VII Comprehensive School grant, and district standards for their core curriculum. The school's mission statement emphasizes high standards for students and staff and encourages the full development of students in partnership with parents and the community. The five Title VII grant components reflect the areas of reform the school has chosen to focus on: Instructional Design and Technology, Schoolwide Bilingual Education, Family Education and Outreach, Professional Development, and Intensified Instruction. All of the school's reform efforts are focused on meeting the core learning goals and objectives established by the district and additional goals defined by the school's staff and community.

The school has established formal procedures for ensuring that its vision as reflected in the five components is used to guide decision-making and program services at the school. One procedure involves continually identifying and nominating or electing a mix of stakeholders (e.g., administrators, teachers, classified staff, parents, and community members such as police officers) to key school-based planning teams. The teams are responsible for making decisions around a number of issues that may directly or indirectly impact student achievement (e.g., the curriculum in the two-way immersion program, school uniforms, or compacts entered into between parents and the school.)

It is the responsibility of the planning team to link their decisions to the school's overall reform components and/or the district or school goals and objectives. The decisions are shared with all stakeholders in the school, and include a plan and timeline for implementing and evaluating the proposed change. Two-way communication is considered key to maintaining a shared understanding and ensuring that all stakeholders are encouraged to share their expectations and offer continual feedback on the work of the school.

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## **1. A COHERENT AND SHARED VISION**

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR A COHERENT AND SHARED VISION**

A small high school in a large city provides a good example of the value of having a vision of high standards of learning for all students. The school's mission and vision are built on the small-school philosophy of the Coalition of Essential Schools and the International Schools' view of the development of language and academic skills. "The mission of [the school] is to assist new learners of English in developing their linguistic, intellectual, cultural and collaborative abilities so that they may become active participants in today's interdependent world."

The small faculty and staff share a common vision of excellence for the school. They see themselves as lifelong learners and view implementing the mission as creating an environment where all their students can learn.

The mission is supported by an explicit educational philosophy:

1. Students need to understand, speak, read, and write English so that they may share a common language and realize their potential as contributing members of this English-speaking society.
2. School members' native languages, cultures, and families are a resource for the student, the school, and society.
3. Students and faculty must investigate the ethical questions that arise in our pluralistic society in order to foster an appreciation of diversity.
4. Learning and teaching are interdisciplinary and collaborative endeavors that are best accomplished by heterogeneous groups.
5. We emphasize high expectations of students and teachers in their individual and collaborative quest for excellence.
6. Assessment must offer a variety of opportunities on an ongoing basis for students and staff to demonstrate what we know, what we can do, and what we are learning and teaching.
7. Effective school management is a shared activity; consequently students, families, and faculty must participate in the school decision-making process.

The comprehensive mission statement and their educational philosophy serve as touchstones for staff when solutions to problems are being developed. Solutions are examined for how they relate to the mission and philosophy of the school. The faculty shares a high degree of consensus about expectations for student learning. Faculty members regard their mission and educational philosophy as a living, vital foundation for the school's organization, use of time, curriculum, and instruction. Faculty is very familiar with the details of the vision and mission statement.

As the school's student population has grown, the school staff have had multiple opportunities to hire new faculty. During the faculty recruitment process, the school staff question prospective hires about their philosophy and beliefs to ensure a fit with the school's mission and educational philosophy.

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## ***1. A COHERENT AND SHARED VISION***

### **DIMENSION 1: A COHERENT AND SHARED VISION EVIDENCE CHECKLIST**

1. Have we engaged in discussions with teachers, parents, and the community on our school's goals and priorities?
  - a) How did we engage stakeholders in the "construction" of the school's goals and priorities?
  - b) How have we addressed the questions or problems that all relevant groups agree are important?
  - c) What processes or mechanisms have we put in place to ensure the concerns and feedback of teachers, students, parents, and community members are addressed?
2. Does our school have broad support for the goals and changes proposed? How do we know and what is the nature of the support?
3. How do our key stakeholders collaborate in executing our school's vision? How do staff demonstrate individual and collective responsibility over student learning?
4. Do we maintain a clear, long-term focus on a few priorities important to the school (or do we tend to address multiple things at once)?
  - a) What strategies do we have for identifying our most significant problems and keeping ourselves focused?
5. How does our school use relevant data to foster continued understanding and revision of our vision?
6. How often and in which ways do we refer to the school's vision when proposing and evaluating school reform changes?

**1. A COHERENT AND SHARED VISION**

**DIMENSION 1: Extent to which the school has a coherent vision for the education of all of its students that is shared by school staff, students, and parents.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		The school might have a vision or mission statement but it is not coherent and/or it is not fundamental to guiding the work of the school. Staff, students, and parents do not articulate a shared, common vision for the learning of all students.		The school has a clear and coherent vision but it is not shared across all stakeholders. The staff may be divided on the school's vision and/or parents and the school staff may have differing visions for the education of children.		All major stakeholders - school staff, parents, students, and community members - articulate a common, coherent, and shared vision of education for all students.
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## 2. VALUES AND BELIEFS ABOUT STUDENT LEARNING

### DIMENSION 2: VALUES AND BELIEFS ABOUT STUDENT LEARNING

*Does our school's vision set high expectations and high standards for all students, including language minority students?*

A common, schoolwide commitment to high expectations and high standards for all students, including language minority students, is necessary in order for schools to maintain an academic focus. In the ideal situation, there would be a schoolwide commitment to the learning of all students at high levels (Berman, et al., 1997; Elmore, 1996) in which the school "weaves norms of high expectations and inclusion into the entire fabric of school life" (Wheelock, 1992). The school staff would have high expectations and believe that language minority and LEP students are fully capable of achieving academic success (Carter & Chatfield, 1986; Costa & Kallick, 1995; García, 1994). The vision is of "high quality intellectual work" that involves the construction of knowledge and student inquiry (Newmann & Wehlage, 1995). School staff would be reflective about the needs of their students and would make the education of language minority students a schoolwide priority (Berman, et al., 1997; Lucas, Henze, & Donato, 1990) and beliefs about students would be communicated and acted on to impact student learning (Weinstein, 1996). The school staff would create a "caring community" (Newmann, 1993) that has a clear, shared purpose, and focus all core activities on student learning (Newmann & Wehlage, 1995).

### RUBRIC

DIMENSION 2	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<b>Extent to which staff actions and behaviors demonstrate a common vision that includes a commitment to high expectations and standards for all students, including language minority students.</b>	Staff do not share a common vision of high standards for all students. Students are divided into long-term achievement groups and teachers have lower expectations for language minority students. Staff believe school programs and services have minimal impact on student learning.	School staff are divided into factions, with some holding high standards for all students and others not holding high standards for all students, including language minority students. Not all staff believe individual or collective efforts can impact student learning.	School staff have high expectations and believes that LEP and all students are fully capable of achieving academic success. The education of language minority students is a schoolwide priority. Staff show through their words, actions, curricula, and activities that they hold high standards for language minority students. Staff believe their individual and collective efforts make a difference in student learning.

## **2. VALUES AND BELIEFS ABOUT STUDENT LEARNING**

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### **An Elementary School Example of a High Rating for Values and Beliefs about Student Learning**

All stakeholders —parents, teachers, administrators, and students at a large elementary school in the study’s sample —share the belief that the school’s students, nearly all of whom have limited proficiency in English, can achieve academic success both at their school as well as in later life. The school’s population is more than 95 percent Hispanic and more than 98 percent eligible for free and reduced-price lunch.

The school first opened its doors in 1991 and its challenge was to create a model program based on the research on comprehensive school reform and a quality education for LEP students in a high-poverty, high-density neighborhood with large numbers of recent immigrants. As a new school, they were able to create a vision that reflected the research, the educators’ beliefs about teaching and learning drawn from their extensive experience, and the hopes and dreams of the community. A vision of high achievement for all students emerged through early work between staff, parents, and the larger community:

*To develop lifelong learners and problem solvers who are respectful, responsible, and value themselves and others while persevering to actively and positively contribute to our global community.*

The school’s comprehensive reform efforts recognize the value of and build on students’ cultural, socio-economic, and learning differences. School staff, parents, and students share a commitment to high levels of student achievement and to bilingualism. Nearly all the staff are bilingual and have been trained to teach English language learners, and many share the students’ culture. Parents speak proudly of their children’s academic achievements and the teaching staff work hard to maintain a focus on high standards.

The staff recognize that their students come to the school with differing levels of schooling, proficiency in English, and academic achievement. The Title VII grant has allowed the school to implement a whole school reform effort and focus all of their funding streams toward a comprehensive plan linked to high levels of student achievement.

In part as a result of their Title VII participation, the school’s staff recognized the importance of and developed a sense of urgency around high achievement for all students, and began using data to identify the most challenged students. This enabled teachers to modify both time and the instructional pace to accommodate differing levels of their students without lowering expectations. The school continually tries to determine whether they hold their students to the same standards as other communities and whether they provide the necessary supports to allow all students to achieve. The school staff have become quite sophisticated in maintaining a specific focus on high expectations.

## **2. VALUES AND BELIEFS ABOUT STUDENT LEARNING**

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR VALUES AND BELIEFS ABOUT STUDENT LEARNING**

A secondary school in the study illustrates values and beliefs about student learning grounded in high academic expectations and staff behaviors. The approximately 20 faculty members at this small school share a high degree of consensus about the expectations for learning for their students—all of whom are immigrants with limited proficiency in English. The school is a member of a local Center for Collaborative Education, which is an affiliate of the Coalition for Essential Schools. The Coalition's philosophy and approach to high school education provide an important foundation for the school's mission and vision. The school adapts the Coalition's approach to meeting the individual needs of students to their unique mission of educating immigrant students. During the faculty recruitment process, the staff question prospective hires about their philosophy and beliefs to ensure a fit with the school's mission and educational philosophy.

The staff continually review the school's written mission statement and an eight-point educational philosophy to ensure that the school remains on course. These written statements are used as a touchstone when solutions to problems are being developed. The school's mission is:

*To assist new learners of English in developing their linguistic, intellectual, cultural, and collaborative abilities so that they may become active participants in today's interdependent world.*

The school's educational philosophy includes a goal of helping students achieve high levels of English literacy, while regarding their native languages and cultures as resources for the school, the students, and society. The school's philosophy embraces learning in and out of school, investigations of the ethical and moral questions of a pluralistic society, high expectations, multiple avenues for assessing learning, and collaborative decision making at the school site.

The faculty regards their mission and educational philosophy as a living, vital foundation for the school organization, use of time, curriculum, and instruction. The faculty shares a clear vision of excellence for the schooling of their students. All aspects of the school reflect the stakeholders' (students, teachers, and administrators) commitment to the mission and philosophy.

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## **2. VALUES AND BELIEFS ABOUT STUDENT LEARNING**

### **DIMENSION 2: VALUES AND BELIEFS ABOUT STUDENT LEARNING EVIDENCE CHECKLIST**

1. What evidence is available documenting our beliefs about student learning (e.g., mission statement, goals statement, or vision statement)?
2. Does our entire learning community (i.e., principal, teachers, and parents) share the belief system that all students can achieve to high standards?
3. What actions do we take, as individuals and a whole staff, which demonstrate high expectations for all students? Does our school honor and/or support in some tangible way achievement by language minority students?
4. Do teachers and other staff believe teaching and other school programs and services impact student learning? What evidence do we have of this belief?
5. Do our students express a commitment to high standards?

## 2. VALUES AND BELIEFS ABOUT STUDENT LEARNING

**DIMENSION 2: Extent to which staff actions and behaviors demonstrate a common vision that includes a commitment to high expectations and standards for all students, including language minority students.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		Staff do not share a common vision of high standards for all students. Students are divided into long-term achievement groups and teachers have lower expectations for language minority students. Staff believe school programs and services have minimal impact on student learning.		School staff are divided into factions, with some holding high standards for all students and others not holding high standards for all students, including language minority students. Not all staff believe individual or collective efforts can impact student learning.		School staff have high expectations and believes that LEP and all students are fully capable of achieving academic success. The education of language minority students is a schoolwide priority. Staff show through their words, actions, curricula, and activities that they hold high standards for language minority students. Staff believe their individual and collective efforts make a difference in student learning.
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

### 3. CONNECTIONS TO STUDENTS' CULTURE(S)

#### DIMENSION 3: CONNECTION TO STUDENTS' CULTURE(S)

*Does our school recognize and value the cultural background of LEP and language minority students in all aspects of schooling?*

As evidence of this dimension, the school recognizes and values the cultural background of LEP and language minority students in all aspects of schooling. A school scoring high on this dimension would demonstrate its respect for and affirmation of students' experiences, cultures, and languages through the curriculum, activities, staffing, and overall climate (August & Pease-Alvarez, 1996; August & Hakuta, 1997; Berman, et al., 1997.) Staff at the school would show through their words, actions, curricula, and activities that they accept each student's culture and language (Rueda, Goldenberg, & Gallimore, 1992; Valdez Pierce, 1991) and staff would incorporate "aspects of students' home culture into all school domains" (Wheelock, 1992). Teachers and other school staff would convey their validation of student culture in concrete ways such as encouraging students to develop their primary language skills, hiring bilingual and minority staff as teachers and counselors, integrating students' experiences in their native countries and in their U.S. communities into the curriculum, offering content courses in students' native languages, and providing ESL and other courses to parents (Cummins, 1986, 1989; García & Ortíz, 1988; Lucas, 1993; Moll, 1992; Olsen, Salazar, Leong, McCall-Perez, McClain, & Raffel, 1994; Olsen & Dowell, 1997; Quality Education for Minorities Project, 1990; Rueda, et al., 1992; Stedman, 1987).

#### RUBRIC

DIMENSION 3	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<b>Extent to which the school recognizes and values the cultural backgrounds of LEP and language minority students in all aspects of schooling.</b>	School staff show little awareness of or respect for students' cultural backgrounds. There is no recognition of students' cultures in schoolwide events. Curriculum and instruction ignore students' cultural heritage. There is little or no attempt to reflect student and family cultural demographics in school staff.	Some staff members understand and respect the students' cultural backgrounds, but others do not. If multiple cultures are represented in the school, they are not equally recognized. There is little recognition of the students' culture(s) in schoolwide events. Curricula and materials tend toward an anecdotal treatment of the students' cultural heritage (holidays and heroes). Students are rarely encouraged to make connections between what they study and their own cultural backgrounds. Some staff are representative of student cultural characteristics.	The teachers and other staff understand and respect the students' cultural backgrounds. Many of the staff are from the students' home countries, and many speak the students' language(s), especially in schools where a majority of students are from one or two linguistic backgrounds. Aspects of the students' culture(s) are reflected in public displays and schoolwide events. Curricula, materials, and instructional activities make frequent connections with students' culture(s). The staff are representative of the major student cultural groups in the school.

### **3. CONNECTIONS TO STUDENTS' CULTURE(S)**

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#### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR CONNECTION TO STUDENTS' CULTURE(S)**

A large elementary school in the study sample has created a student-centered environment that clearly values the contributions of the cultures represented among its students. The school has created a dual language program in Cantonese and English that capitalizes on its student population and that of the surrounding community.

Nearly three-fourths of the school's students are Chinese and both the school's population and the surrounding community include significant numbers of African American and Hispanic students. The school has implemented a dual language (Cantonese and English) strand that runs throughout the grades. Students learn about Chinese culture while learning to speak, read, and write Cantonese. During one school year, a Chinese calligrapher came regularly to the school to offer classes for the students.

Much of the school's instructional material is in the Cantonese language including many texts and resource materials. Evidence of Chinese culture pervades the classrooms and hallways. The school also embraces the cultures of Hispanic and African-American students, although not as prominently.

The after-school program includes classes in Cantonese as a second language and many of the school's African American and Hispanic students enroll in these classes. Other after-school activities as well as field trips offer opportunities for appreciation and understanding of the school's cultures. Business and professional people from the neighborhood make visits to the school to talk to students about their jobs. This not only acquaints the students with the community but also gives them insights into various career opportunities.

Schoolwide assemblies and yearlong projects frequently reflect the cultural heritages of all the students. Nearly half the school staff come from the students' cultural backgrounds and speaks their languages (Cantonese, Mandarin, and Spanish) and all communications sent home to the parents are written in a language the parents can understand. The school employs a home-school liaison who is knowledgeable about the needs of the students and their families, and works to help them adjust to life in the United States.

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### **3. CONNECTIONS TO STUDENTS' CULTURE(S)**

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#### **A PREK-9 SCHOOL EXAMPLE OF A HIGH RATING FOR CONNECTION TO STUDENTS' CULTURES**

A large urban pre-kindergarten through grade 9 school in our sample recognizes the cultural backgrounds of the students through the composition of its staff, the content of the curriculum, and the life of the school. Almost 90 percent of the students are of Latino origin, with the remaining ten percent made up primarily of African American and white students. Sixty-eight percent of the students are classified as LEP. The school is located within the city's oldest Latino community and participates in schoolwide Title I; over 80 percent of its students are eligible for free or reduced-cost lunch.

The school's instructional program begins with a pre-K-3 dual language program (English/Spanish) and continues into English-medium instruction at grade 4. English-medium instruction is used in grades 5-8, with Spanish maintained by a combination of Spanish enrichment (for native Spanish speakers) and Spanish as a foreign language (for native English speakers), and a grade 9 Freshman Academy. A Newcomer Program, for recent immigrants to the United States who have limited English and interrupted prior schooling, is available in grades 5-9.

A connection to Latino cultures is strongly maintained through staff and in the life of the school. Approximately half of the teachers are proficient in the students' languages (Spanish and Polish) and the assistant principal, counselor, and virtually all the office staff are bilingual. The team leaders for the primary grades and Newcomer Program are bilingual, as are the preK-3 dual language teachers and the Newcomer teachers. Many members of the staff were born in Latin countries while others have worked overseas and have experienced immersion in a foreign culture. Evidence of respect for students is apparent in the positive teacher talk about students and in students' reports of teachers' willingness to help. Spanish-language signs and posters are abundant throughout the school and a mural of César Chávez is located in the lobby of the main building.

Examples of ways the curriculum reflects the students' cultures include a six-week curriculum unit on African American leaders and a six-week unit on Mexico in grade 2. In the upper grades, elements of Hispanic culture are used for enrichment through Spanish push-in instruction. A new multicultural program that includes cultural geography, literature, fine arts, music, and art for students in grades 3-8 was recently established. As students progress through the program, they develop a portfolio that contains a collection of their experiences with the different cultures and several checklists and graphs that reflect how their attitudes have expanded. Both students and teachers select items to include in the portfolios with three to four items selected each trimester. For example, students in grade 4 class may do a unit on Brazil and the rainforest while students in grade 7 may study India.

### **3. CONNECTIONS TO STUDENTS' CULTURE(S)**

#### **DIMENSION 3: CONNECTION TO STUDENTS' CULTURES EVIDENCE CHECKLIST**

1. How representative are our teachers and other staff members of the students' cultural backgrounds? Do they come from the same countries as our students?
2. Do representative numbers of teachers and other staff members speak the language(s) of our school's language minority students and families? What languages are represented and which are not?
3. What evidence of teacher and staff comments and behaviors show that we respect language minority students and understand their backgrounds?
4. What evidence exists of our students' cultural heritage in public displays (hallways, classrooms) and schoolwide events?
5. How does our school infuse aspects of the students' culture(s) into the curricula of various content areas?
6. How do our school's teachers infuse students' culture(s) into class discussions and activities?
7. In what ways do we draw upon the resources of the neighborhood and the students' ethnic community (ies) to make connections to the students' culture(s)?

### 3. CONNECTIONS TO STUDENTS' CULTURE(S)

**DIMENSION 3: Extent to which the school recognizes and values the cultural backgrounds of limited English proficient and language minority students in all aspects of schooling.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		School staff show little awareness of or respect for students' cultural backgrounds. There is no recognition of students' cultures in schoolwide events. Curriculum and instruction ignore students' cultural heritage. There is little or no attempt to reflect student and family cultural demographics in school staff.		Some staff members understand and respect the students' cultural backgrounds, but others do not. If multiple cultures are represented in the school, they are not equally recognized. There is little recognition of the students' culture(s) in schoolwide events. Curricula and materials tend toward an anecdotal treatment of the students' cultural heritage (holidays and heroes). Students are rarely encouraged to make connections between what they study and their own cultural backgrounds. Some staff are representative of student cultural characteristics.		The teachers and other staff understand and respect the students' cultural backgrounds. Many of the staff are from the students' home countries, and many speak the students' language(s), especially in schools where a majority of students are from one or two linguistic backgrounds. Aspects of the students' culture(s) are reflected in public displays and schoolwide events. Curricula, materials, and instructional activities make frequent connections with students' culture(s). The staff are representative of the major student cultural groups in the school.
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## **B. THE DOMAIN OF CURRICULUM AND INSTRUCTION**

*Do we set, evaluate, and support high standards across the school with student-centered and technologically sound curriculum and instruction?*

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### **4. CURRICULUM GOALS AND STANDARDS**

*Does our school define high quality curriculum goals and standards for all students across core subject areas and measure their attainment?*

### **5. MEANINGFUL CURRICULUM**

*Does our school's curriculum draw on students' experiences and link learning and the development of academic competence to the lives of the students?*

### **6. INSTRUCTION FOR ENGAGED LEARNING**

*Do our school's learning tasks emphasize student production of knowledge and are students actively engaged in their learning process?*

### **7. USE OF TECHNOLOGY**

*Does our school integrate the use of technology in support of learning goals?*

### **8. ASSESSMENT AND THE USE OF DATA**

*Does our school routinely collect and analyze data about both student and school performance as part of a continuous improvement process?*

#### 4. CURRICULUM GOALS AND STANDARDS

##### DIMENSION 4: CURRICULUM GOALS AND STANDARDS

*Does our school define high quality curriculum goals and standards for all students across core subject areas and measure their attainment?*

High quality curriculum goals and standards lay the foundation for implementing consistent, developmentally appropriate curriculum and instruction for all students across core subject areas. An exemplary school would have a fully developed system of goals and standards that would articulate and uphold rigorous curriculum standards across all core subject areas and grades (Newmann, 1993; Newmann & Wehlage, 1995). Standards would be used not as uniform demands, but rather as goals that can be reached by all students (Covington, 1996). Site-based standards would be connected to state and national efforts and be appropriate for all students, including English language learners (August & Hakuta, 1997). Standards would be developed by multiple stakeholders and known and supported by the entire school community. Teachers would have high expectations for all students and would translate those expectations into academically demanding curriculum (Zeichner, 1995). The curriculum standards would reflect the natural connections between and among disciplines, emphasize depth of understanding over breadth of coverage, and focus on higher order thinking skills (Anderson, et al., 1994; Anderson, 1995; Sizer, 1984; Sizer, McDonald, & Rogers, 1992).

##### RUBRIC

DIMENSION 4	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<b>Extent to which high quality curriculum goals and standards are defined for all students across core subject areas and standards are linked to assessment.</b>	School does not embrace standards or does not articulate or implement them; or standards exclude LEP students. The school implements assessment requirements as dictated by external authorities (district, state, federal), but does not place much value on standards or assessments linked to standards.	Standards have been established in some, but not all, subject areas and grade levels; or standards are tied to assessment in some subject areas, but not all. LEP students are not expected to meet the same high standards as mainstream students. Multiple stakeholders at the school do not accept the standards.	School articulates and upholds rigorous curriculum standards connected to district, state and national standards. Goals and standards are clear, well known to everyone in the school community, and upheld by multiple stakeholders. Content and performance standards are appropriate for LEP students and are linked to a student assessment system.

#### **4. CURRICULUM GOALS AND STANDARDS**

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##### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR CURRICULUM GOALS AND STANDARDS**

An elementary school from our study sample offers an example of using district curriculum standards as a unifying feature across the school. These core standards, developed by cross-district teams of administrators, teachers, and parents led by district curriculum specialists, reflect the state curriculum frameworks in language arts, math, science, and history/social science.

The standards are well known throughout the school community and are disseminated widely to various constituencies (parents, administrators, staff, and teachers) in the form of brochures outlining grade-level expectancies by subject matter area.

The standards are consistently referenced across grade levels and strands (two-way immersion, structured English immersion, and English-only).

Teachers use the standards as part of the classroom activities, making them transparent to their students. In many classrooms, the standards are posted and students are able to articulate how the standards apply to their work.

Teams of teachers use the standards in planning their integrated thematic units, which are continuous and parallel across grade levels in Spanish and English. These core standards inform all aspects of curriculum design, instruction, and assessment.

Measurement of the core standards is linked to a district assessment program aligned with the National Education Goals and the state's curriculum frameworks. Site-based goals and objectives are reflective of the district standards and are measured through a variety of methods, including district level testing, state mandated testing, individual performance based assessment, teacher observations, parent input, and student self-evaluation. The school is now developing a translated Spanish version of an achievement measure aligned with the district's standards.

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#### **4. CURRICULUM GOALS AND STANDARDS**

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##### **A PREK-9 SCHOOL EXAMPLE OF A HIGH RATING FOR CURRICULUM GOALS AND STANDARDS**

A large urban pre-kindergarten through grade 9 school in our sample exemplifies a community that articulates and upholds rigorous curriculum standards that are connected to district, state, and local standards and are aligned with a coherent student assessment system. Teachers at all grade levels have been working the last several years to develop a coherent, sequenced curriculum by establishing connections between district goals, state standards, and objectives based on curriculum frameworks from DePaul University. Recently distributed content area teacher handbooks outlining goals and objectives coordinated with district curriculum frameworks also support the school's effort.

Content standards at the school include those derived from state and district (city) standards. In addition, the school's Newcomer Project has developed its own mastery lists from state and district standards, from the American Association for the Advancement of Science (AAAS) Benchmarks for Science, and from the Teachers of English to Speakers of Other Languages (TESOL). The Newcomer Project serves recent immigrants to the United States who have limited English and/or have interrupted prior schooling.

The DePaul University curriculum frameworks set out coordinated themes in science and social studies and (with guidance and assistance of consultants from the DePaul Center for Urban Education) teachers are fleshing out these themes and extending them to all core curriculum areas, including language development. University consultants have also helped teachers to create customized documents to guide weekly, monthly, and trimester cycles of lesson planning. At the beginning of each trimester, teachers select two school-wide concepts as focal points. They then identify specific goals from the DePaul frameworks, the state goals, and the city-recommended frameworks that are directly related to the concepts and complete monthly plans and weekly learning agendas. Subsequent instructional activities are driven by the learning agendas, which are posted in the classrooms. The learning agenda is an organizational tool that teachers use to identify key vocabulary and methods of vocabulary development, math skills, reading skills, writing skills, phonics and/or grammar skills, and means of assessment.

Student learning based on the standards is measured through a combination of measures, including primary language achievement tests for LEP students until they have mastered enough English language proficiency to take the state examination. Primary language and English language proficiency are also regularly assessed through state- or commercially-available examinations.

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#### ***4. CURRICULUM GOALS AND STANDARDS***

##### **DIMENSION 4: CURRICULUM GOALS AND STANDARDS EVIDENCE CHECKLIST**

1. Have we adopted standards for core subjects (including ELD) across all grade levels? Is this the result of efforts by the school staff to develop our own standards or has the staff implemented district or state standards by adapting them to our particular program of instruction?
  
2. Are our standards linked to district, state, and/or national standards?
  
3. Do we address LEP student learning in our standards? Is the learning of LEP students included in the standards or do separate standards exist?
  
4. How widespread is the use of standards by teachers in our school? What are the barriers to their use?
  
5. What assessments are being used to measure learning against those standards?

#### 4. CURRICULUM GOALS AND STANDARDS

**DIMENSION 4: Extent to which high quality curriculum goals and standards are defined for all students across core subject areas and standards are linked to assessment.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		School does not embrace standards or does not articulate or implement them; or standards exclude LEP students. The school implements assessment requirements as dictated by external authorities (district, state, federal) but does not place much value on standards or assessments linked to standards.		Standards have been established in some, but not all, subject areas and grade levels; or standards are tied to assessment in some subject areas, but not all. LEP students are not expected to meet the same high standards as mainstream students. Multiple stakeholders at the school do not accept the standards.		School articulates and upholds rigorous curriculum standards connected to district, state and national standards. Goals and standards are clear, well known to everyone in the school community, and upheld by multiple stakeholders. Content and performance standards are appropriate for LEP students and are linked to a student assessment system.
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## 5. MEANINGFUL CURRICULUM

### DIMENSION 5: MEANINGFUL CURRICULUM

*Does our school's curriculum draw on students' experiences and link learning and the development of academic competence to the lives of the students?*

A growing body of literature suggests that the use of "meaningful curriculum" is a powerful spur to learning. Thus, this dimension concentrates on the relevance of a school's curriculum to its students' context. An exemplary school would focus on teaching for meaning helping students connect the development of discrete skills to the application of those skills to the world in which they live (Knapp, Shields, & Turnbull, 1995). The curriculum would place the development of higher order and advanced skills at the center of learning opportunities afforded all children and, by doing so, would emphasize meaning (Knapp, et al., 1995; Rossi & Stringfield, 1997). Teachers would select and develop challenging curricula that "involve students as highly thoughtful learners in socially and academically meaningful tasks" (Moll, 1992; Ball & Cohen, 1996). Curriculum would be contextualized in the knowledge, experience, and skills of the students' communities (Tharp, 1994). Textbooks would not be the main source of knowledge, but would be replaced by primary source materials, student-produced materials, and teacher-developed curriculum (Boyer, 1983). The school would use thematic instruction and project-based approaches to maximize connections across disciplines.

#### RUBRIC

DIMENSION 5	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<b>Extent to which the curriculum is contextualized in the students' needs and experiences, integrated across core subject areas, and students are engaged in authentic and meaningful tasks relevant to their context, culture and life experiences.</b>	The curriculum is generalized and not specific to school context (i.e., teachers rely primarily on textbooks and workbooks). The curriculum is fragmented and compartmentalized into distinct subject areas. There is little effort to demonstrate how schoolwork is linked to students' life experiences and culture.	Some curriculum units show integration of subject areas and some reflect students' backgrounds but the connections are not well planned or not systematic. Students are encouraged to see some connections between the subjects they study and their life experiences. Materials are uneven across subjects and/or grades. Some teachers draw on multiple materials and some rely on standard texts.	Curriculum involves challenging learning activities, is responsive to students' needs and makes connections to students' life situations. Students are encouraged to make connections between their schoolwork and their life experiences. The curriculum is developmentally appropriate, draws on a variety of materials including primary sources and the resources of students, families, and the community.

## 5. MEANINGFUL CURRICULUM

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### AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR MEANINGFUL CURRICULUM

The staff at one elementary school in our study sample worked as a school team, with the community, and with external partners, to create its curriculum. The school's mission statement places the emphasis on meaningful curriculum at the core of the school:

*Our mission...is to become the 'hub' of our school community. This entails broadening our repertoire of instructional strategies and developing our thinking- and meaning-centered curriculum on the real world needs and concerns of our students and their families.*

The school's community was concerned about the safety of the neighborhood and the quality of life for the community's children from the beginning of the school's existence. The community felt strongly that the curriculum at the school should include helping students understand and make positive contributions to their community. The school wove concerns about neighborhood safety and crime and gang-related activity into the curriculum, and school activities include a service-learning component for each student that is designed to help students understand their responsibility for making positive change.

The school engaged an outside consultant, whose model for a "Thinking and Meaning Centered Curriculum" most closely fit the needs of the school. The school staff developed integrated, thematic units linking the overarching concepts of the state's social studies and science frameworks with the school's focus. At the end of each year, students demonstrate their skill and conceptual development through an action-based project that they help develop. The Thinking and Meaning Centered Curriculum model contains five steps: gather data, formulate a tentative plan and generate products, revise plan and take personal action, document procedure, and evaluate the work and plan further action. As part of their action-based projects, students develop and carry out research projects that draw on data from their own investigations. To gather data, students create and administer surveys, interview knowledgeable people in the school and/or the community, perform experiments, draw on resources on the Internet, and use other sources to gather data from which they construct their action-based projects. Student products include displays of their project results in the form of graphs, tables, models, and posters. Once the projects are complete, students, faculty, parents, and community members meet with the students on their action-based projects, question them on their methods and their results, and assess the work of the students.

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## **5. MEANINGFUL CURRICULUM**

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR MEANINGFUL CURRICULUM**

An urban high school provides an example of meaningful curriculum that relates to students' context. This high school has a well-developed School-to-Work Transition program, consisting of four academies: Health, Graphic Arts, Business and Career Exploration. All students take a common core curriculum in 9th grade and then choose one of four academies in grades 10 through 12. There are 100-150 students per academy. Once in the academy, students take core courses in math, science, social studies and a vocational series, such as Health Technology I, II and III. The academy programs are articulated with the local community college district. Students receive both a high school diploma and a certificate of work-readiness in their field when they graduate. LEP students are integrated into the career academies. LEP students make up 45% of the Business Academy 10th graders, 25 % of the Career Exploration Academy, and 14 % of the Health Academy.

This high school has been a leader in the school-to-work transition movement in the metropolitan area. The elements of school-to-work transition that were early innovations at this school include work based learning opportunities for students, joint curriculum development work with industry, use of industry-specific standards, and close linkage to community colleges to provide both a career pathway and a route to higher education for students. There are mentors from industry available to work with students as well.

Towards the end of their high school careers, students work as interns or apprentices in businesses related to the academy emphasis. Occupation related instruction is very meaningful to the immigrant student populations as well as the low-to-moderate income population served by the school. The academy structure meets that need but does not place the student on an academic pathway that leads them away from higher education opportunities. The linkage to the community colleges enables students to work after high school and continue to take courses in their field of study.

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## **5. MEANINGFUL CURRICULUM**

### **DIMENSION 5: MEANINGFUL CURRICULUM EVIDENCE CHECKLIST**

1. How relevant is our school's curriculum to the context of our students? What examples are available (e.g., does it draw on our students' cultural backgrounds)?
2. Does our curriculum offer students cognitively challenging learning activities? What examples are available?
3. How is our curriculum integrated across the core subject areas? What examples are available?
4. How are our students encouraged to build on their experiences through classroom discussions, their writing, etc? What examples are available?
5. How often do our teachers go beyond textbooks to use source materials? In what ways are source materials used?
6. How often is our students' work project-based? What examples are available of project assignments?
7. When and how does our school draw on parents and the community as resources in support of the curriculum? What examples are available?

## 5. MEANINGFUL CURRICULUM

**DIMENSION 5: Extent to which the curriculum is contextualized using the students' needs and experiences, integrated across core subject areas, and students are engaged in authentic and meaningful tasks relevant to their context, culture and life experiences.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		The curriculum is generalized and not specific to school context (i.e., teachers rely primarily on textbooks and workbooks). The curriculum is fragmented and compartmentalized into distinct subject areas. There is little effort to demonstrate how schoolwork is linked to students' life experiences and culture.		Some curriculum units show integration of subject areas and some reflect students' backgrounds but the connections are not well planned or not systematic. Students are encouraged to see some connections between the subjects they study and their life experiences. Materials are uneven across subjects and/or grades. Some teachers draw on multiple materials and some rely on standard texts.		Curriculum involves challenging learning activities, is responsive to students' needs and makes connections to students' life situations. Students are encouraged to make connections between their schoolwork and their life experiences. The curriculum is developmentally appropriate, draws on a variety of materials including primary sources and the resources of students, families, and the community.
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## 6. INSTRUCTION FOR ENGAGED LEARNING

### DIMENSION 6: INSTRUCTION FOR ENGAGED LEARNING

*Do our school's learning tasks emphasize student production of knowledge and are students actively engaged in their learning process?*

This dimension measures the extent to which students are actively engaged in learning, including the type of ongoing instructional conversation. In the ideal case, a school's learning tasks would emphasize student production rather than reproduction of knowledge and language, and students would be active and self-directed (Berman, et al., 1997; Rossi & Stringfield, 1997). Students would regularly engage in "instructional conversation" (Goldenberg, 1991; Perez, 1996; Rueda, et al., 1992; Tharp & Gallimore, 1988, 1991.) and "functional communication" (García, 1991). Teachers would design learning activities to tap into students' "multiple intelligences" (Gardner, 1993). Teachers would recognize that learning is a social act, that real learning involves personal invention or construction, and that their role is to guide students toward a more mature understanding (Prawatt, 1992). The school would reflect the understanding that deep learning is a process driven by the learner and always involves moving back and forth between thinking and action (O'Neill, 1995).

#### RUBRIC

DIMENSION 6	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<p><b>Extent to which students and teachers are actively engaged in classroom learning, teachers employ a variety of instructional strategies, and grouping for instruction is tailored to students' learning needs.</b></p>	<p>Most class instruction is teacher centered with the teacher lecturing or using the recitation script and students acting as passive recipients of pre-determined ideas and information. Grouping of students for instruction is inflexible, not based on students' needs or the educational task at hand, or the majority or all activities are done with the class as a whole. The language and learning needs of LEP students are not considered.</p>	<p>Instruction is active and student centered some of the time with students taking the initiative for some activities. Teachers use some variety in instructional activities but more generally most teachers lecture or make use of the recitation script much of the time. Grouping is sometimes matched to the students' needs but often is not consciously designed. Instruction and grouping sometimes take into account the language and academic needs of LEP students.</p>	<p>Instruction is active and student centered. Teachers act as coaches and facilitators. They guide and support students in their individual and group efforts in challenging learning activities. Teachers use a variety of instructional strategies and provide for flexible grouping which is tied to students' learning needs and takes into account the language and academic needs of LEP students.</p>

## **6. INSTRUCTION FOR ENGAGED LEARNING**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR INSTRUCTION FOR ENGAGED LEARNING**

An elementary school from our study sample that is committed to actively engaging students in the learning process represents an example of instruction for engaged learning. The school has four student learning outcomes, one of which focuses specifically on actively engaging students in the learning process:

*Students will.. be knowledge seekers and problem solvers who demonstrate their learning in a variety of ways including risk taking, use of community resources, and applications of knowledge to real life situations.*

Teachers engage students in making decisions about what is to be learned and how they will learn. Staff develop broad themes and within each theme there are options for student decision-making and input. Students, individually or in groups, are able to choose the parts of an activity that they will explore in depth and are provided with the opportunity to share their knowledge with their class. Students articulate a sense of control and responsibility for their learning process.

Teachers plan their thematic units and their learning strategies within grade-level teams and link their units across grade levels to build on the learning process. Teachers use their common planning time to reflect on their practice and to suggest ways to improve strategies for instruction across the school.

Teachers encourage students to support each other in their learning and to use their peers as learning resources. Students often operate in small groups and share their insights into the work. Teachers (and other adults including parents, aides, student teachers, and volunteers) meet with individual students and with small groups of students to ask questions that require the students to think critically and to extend their own inquiries more deeply.

Students work on semester-long thematic projects that actively engage them in an inquiry of their choosing. The culmination of the project is a demonstration of their work for their peers and for the school community.

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## **6. INSTRUCTION FOR ENGAGED LEARNING**

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR INSTRUCTION FOR ENGAGED LEARNING**

A small international high school in a large urban district provides a good example of instruction for engaged learning in which students take responsibility for their own learning. The strategy employed by the high school is to place high school students in community internships four days a week and tie the students' experience on the job to the learning occurring at school.

Internships generally last 12 weeks, with six weeks of preparation before the onset of the assignment. During their internships, students spend three hours per day, four days per week at their work assignment. The career internship program introduces students to the work world and provides them with a real-world context for skill development. In order to graduate from the high school, students must complete two 12-week internships in addition to their regular course work. Once students have sufficient English fluency and the maturity necessary to handle a work situation, they select an internship from a catalogue developed by the school staff. The catalogue is developed through cooperation among three small international high schools in a large city. Students choose internships based on their personal and career interests and apply for internships as though they were applying for a job. Student interns perform a variety of jobs: translating Bengali titles for the public library catalog, tutoring younger children in elementary schools, working for attorneys, and providing translation services in a hospital. Each intern is assigned a mentor in the workplace who assumes responsibility for training and ensuring that the intern is a member of the work team.

A teacher at the school who maintains contact with the mentor and with the intern serves as an internship advisor. The advisor meets weekly with the student to review progress and help the student use the work experience to enhance their high school learning.

Organizations that accept interns for the small high school engage in a long-term commitment to work with the schools to make the internship experience valuable both for the organization and the students. Follow through and supervision of students by school staff enables this to be effective.

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## **6. INSTRUCTION FOR ENGAGED LEARNING**

### **DIMENSION 6: INSTRUCTION FOR ENGAGED LEARNING EVIDENCE CHECKLIST**

1. In which ways do we allow students choices in their learning activities?
  - a. What evidence of assignment sheets and samples of student work are available?
  - b. What type of learning centers do we establish and how do we use them?
2. How do we encourage our students to be self-directed and take responsibility for their own learning?
  - a. What evidence of contracts and assignment sheets is available?
  - b. What resources do we make available to students to encourage and support self-directed learning (e.g., encyclopedias, trade books, Internet, community people, etc.)?
3. How many of our teachers use a variety of instructional strategies?
  - a. What evidence can we offer regarding questioning techniques, modeling, or referring students to instructional resources?
4. How many of our teachers practice flexible student grouping?
  - a. What evidence is available of this practice (e.g., class schedules, charts of group assignments, and teacher comments).
5. How often do our students engaged in complex learning activities?
  - a. What evidence is available of this practice (e.g., on-going projects, student learning logs, science fairs, simulations, etc.)?
6. Are all or most of our students actively engaged in learning?
  - a. What evidence is available of this practice (e.g., participation in discussions, project involvement, questioning, peer tutoring, etc.)?

## 6. INSTRUCTION FOR ENGAGED LEARNING

**DIMENSION 6: Extent to which students and teachers are actively engaged in classroom learning, teachers employ a variety of instructional strategies, and grouping for instruction is tailored to students' learning needs.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		<p>Most class instruction is teacher centered with the teacher lecturing or using the recitation script and students acting as passive recipients of pre-determined ideas and information. Grouping of students for instruction is inflexible, not based on students' needs or the educational task at hand, or the majority or all activities are done with the class as a whole. The language and learning needs of LEP students are not considered.</p>		<p>Instruction is active and student centered some of the time with students taking the initiative for some activities. Teachers use some variety in instructional activities but more generally most teachers lecture or make use of the recitation script much of the time. Grouping is sometimes matched to the students' needs but often is not consciously designed. Instruction and grouping sometimes take into account the language and academic needs of LEP students.</p>		<p>Instruction is active and student centered. Teachers act as coaches and facilitators. They guide and support students in their individual and group efforts in challenging learning activities. Teachers use a variety of instructional strategies and provide for flexible grouping which is tied to students' learning needs and takes into account the language and academic needs of LEP students.</p>
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

to a wide array of information and the ability to make connections to experts and peers. Students would also be able to use interactive graphics that would allow them to "give tangible form to concepts that are otherwise difficult to visualize" (Means, Olsen, & Singh, 1995). In short, technology would become an integral part of curriculum and instruction for all students.

### RUBRIC

DIMENSION 7	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<p><b>Extent to which the use of technology in varied forms is integrated throughout the school for the furthering of learning goals and development of workplace skills.</b></p>	<p>The school has very little hardware or outdated hardware, and/or hardware is not readily accessible to students for classroom or lab use. Multimedia capabilities and software are limited. Students use computers only for tutorials or other computer-directed activities or only use them on isolated occasions. Few teachers are familiar with how to use technology and most are resistant to learning. The school has not made efforts to secure funding for improving their technology capabilities.</p>	<p>The school has some hardware available to some, but not all, students on a regular basis (e.g., computers in some classrooms or in a lab). Students may use technology for electives but not for core classes, or technology is used sporadically and not always tied to instructional goals. Students have limited access to the lab and to some software. LEP students have less access. Few teachers are appropriately trained in using technology for instructional purposes.</p>	<p>The school has an abundance of hardware to assure consistent access by all students (e.g., computers in every classroom and/or in a lab). Video, multimedia, and Internet capabilities are available, as is a variety of software in the primary language(s) of LEP students. The school has a technology coordinator and/or teachers are appropriately trained for technology use. Teachers use technology where appropriate as a tool for exploring the core curriculum as well as for the development of practical skills.</p>

## **7. USE OF TECHNOLOGY**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR THE USE OF TECHNOLOGY**

An urban elementary school emphasizes using technology as a tool to further learning. The school's goals for all students are: "academic achievement, bilingual proficiency, and technological aptitude." In addition to Spanish and English, technology is identified as the third language all students will know by the end of elementary school.

With Title VII funding and additional grants, the school hired a Technology Resource Teacher full-time. She guides curriculum development, helps teachers develop their technological aptitude, and provides direct student services. Grant funding supported staff release time to develop a technology use plan for the school. The plan includes a five-year time line for accomplishing the school's technology goals and objectives, grade level expectancies for technology skills, rubrics for evaluating progress in each of the skills, and benchmark products for each grade level. For example, in conjunction with the theme "All About Me," kindergarten students learn to take pictures with a quick-take camera, dictate a sentence describing their picture, and type their names under their picture. Their work is saved on the student's personal disk for use in language arts portfolios. As part of a "Planet Life" theme, fifth graders researched a topic on the Internet or CD-ROM and presented an oral report to the class. Each benchmark product identifies the techniques required and the online and offline tools used in the creation of the product.

In addition to classroom instruction, teachers take their classes to the computer lab weekly for whole class instruction in technology skills. The Technology Resource Teacher uses a graduated system of supports to assist teachers she begins by modeling a lesson and progresses to supporting more independent teacher-led lessons.

The computer lab has an internal network with over 30 multimedia stations, laser discs, printers, scanners, and video accessories including digital cameras, camcorders, and editing equipment. This wealth of hardware enables students to go beyond basic computer literacy to master more sophisticated media use such as hypercard, animation, graphics, and video editing. Internet access is available to students and is carefully monitored. The Technology Resource Teacher manages a complex database of student projects and software use. The computer lab is available to teachers, parents, and students for school-related work before and after school as well.

This complex technology program reflects the school's philosophy that "...responsible productive members of our global society will need information literacy skills which will need to be continually updated. Students will need to be able to understand, and use appropriate technology tools to become contributing members of tomorrow's work force." This skill development, however, is embedded in the school's larger mission of providing learning environments where students have to develop critical-thinking and problem-solving skills.

## **7. USE OF TECHNOLOGY**

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR THE USE OF TECHNOLOGY**

A high school in our study focused their efforts on integrating the use of technology school-wide by upgrading their hardware and focusing on staff development. Title VII funds provided a lab with 30 computers and a mix of other funds (Title I, Perkins, Eisenhower, and technology grants) provided computers for each classroom. Beginning with English, English Language Development, math, and science teachers, half the classrooms got computers in the first year and all by the second year. The school made it a priority that all classrooms be networked and the computer lab be available for computer-assisted design and after school assistance and tutorial help. Unused allotted technology money was shifted to provide each teacher with approximately 10 days of staff development with a local university consultant on the use of technology in the classroom. The school's goal was to move students beyond word processing and on to other applications such as Power Point.

Technology is used extensively for instruction, curriculum development, and connecting with the business community. All students, including limited English proficient, use the Internet for research projects and to connect with outside mentors. Teachers use the Internet as a tool for primary language development in a number of ways: linking students to native language e-mail pen pals; on-line primary language resources and tutoring; bookmarks of on-line sites for primary language newspapers and periodicals; and an e-mail book study between LEP students and executives from National Semiconductor. The school has instituted technologically based classes such as automotive repair, TV production, computer graphics, networking, and computer maintenance, and is planning a class on computer technology open to parents. Upon completing the course, parents will be able to take home an Internet-ready computer. A computer class in the use of Microsoft Word, Excel, and PowerPoint taught by a teacher fluent in Spanish is a recent addition.

The school was selected as a pilot Bay Area National Digital Library (BANDL) program, a research and development effort associated with a K-12 outreach project of the Library of Congress the National Digital Library (NDL). The NDL uses the Internet to provide access to a repository of primary sources of information on American history and culture. Through BANDL, the school accesses on-line primary source documents and receives extensive coaching on integrating inquiry-based instruction and information technology into the classroom. Each year an expanding group of teachers, including ELD and Sheltered Instruction teachers, spends school year and summer staff development time examining student work, sharing lessons, and brainstorming strategies for engaging students in critical thinking and writing.

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## **7. USE OF TECHNOLOGY**

### **DIMENSION 7: USE OF TECHNOLOGY EVIDENCE CHECKLIST**

1. In what quantity and quality is multimedia equipment available at our school (e.g., video, computer, e-mail, Internet)?
  
2. In what quantity and quality is software available at our school (e.g., by grade level, subject area, primary language of students)?
  
3. How accessible does our school make multimedia equipment to all students and teachers (e.g., bilingual and mainstream English classes; computers in classrooms and labs)?
  
4. What type of multimedia training has our teaching staff been provided? Do we have a trained technology specialist available onsite?
  
5. How do we coordinate with, and/or integrate technology into, our school's regular classroom instruction?
  - a. What evidence do we have of teacher and/or student use of technology?
  
6. How widespread is classroom use of technology across the school, including bilingual and mainstream English strands?

## 7. USE OF TECHNOLOGY

### DIMENSION 7: Extent to which the use of technology in varied forms is integrated throughout the school for the furthering of learning goals and development of workplace skills.

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		<p>The school has very little hardware or outdated hardware and/or hardware is not readily accessible to students for classroom or lab use. Multimedia capabilities and software are limited. Students use computers only for tutorials or other computer-directed activities or only use them on isolated occasions. Few teachers are familiar with how to use technology and most are resistant to learning. The school has not made efforts to secure funding for improving their technology capabilities.</p>		<p>The school has some hardware available to some, but not all, students on a regular basis (e.g., computers in some classrooms or in a lab). Students may use technology for electives but not for core classes, or technology is used sporadically and not always tied to instructional goals. Students have limited access to the lab and to some software. LEP students have less access. Few teachers are appropriately trained in using technology for instructional purposes.</p>		<p>Instruction is active and student centered. Teachers act as coaches and facilitators. They guide and support students in their individual and group efforts in challenging learning activities. Teachers use a variety of instructional strategies and provide for flexible grouping which is tied to students' learning needs and takes into account the language and academic needs of LEP students.</p>
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

which may be contributing to a student's lack of success" (Cummins, 1986) and use this information to "upgrade and restructure teaching and learning" based on best instructional practices (García, 1994).

### RUBRIC

DIMENSION 8	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<p><b>Extent to which comprehensive assessment system is used to examine student learning and refine curriculum and instruction to improve programs for all students, including language minority students.</b></p>	<p>Assessment and evaluation system arises from external requirements only. School makes no use of data for purposes of reflection on student achievement or program changes. Data are not disaggregated and examined to ensure educational equity or used for planning purposes. Key stakeholders do not value assessment as a way to measure student learning.</p>	<p>Assessments to measure learning against standards are available in some, but not all curriculum areas. Assessment results are available to school staff for some, but not all, assessments. There may be gaps in assessing LEP students (measures, what is being measured, and timeliness of testing). Limited number/type of data collection methods for assessing student and program needs and progress, but currently developing or selecting more appropriate measures. Majority, but not all, student and program components assessed and evaluated. Findings are sometimes disaggregated or used to change instruction and programs or improve reform efforts. Some stakeholders value assessment; some do not.</p>	<p>All stakeholders at the school embrace standards and assessments to measure learning against standards. State or district assessments measure student progress in meeting content and performance standards. Multiple forms of assessment are used to determine how well students are meeting content and performance standards. Assessment results are accessible to the school staff; assessment results are used for individual diagnostic purposes, to refine curriculum and instruction and program evaluation. Primary and English language proficiency and academic achievement for LEP students are assessed regularly. The use of data is a standard component of the school's planning.</p>

## **8. ASSESSMENT AND THE USE OF DATA**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR ASSESSMENT AND THE USE OF DATA**

An elementary school from our study participates in an extensive program of district and state standardized testing. State tests include reading and math at third grade, science at fourth grade, and writing at fifth grade. Mandated district tests are given in reading and math at third through fifth grades. English proficiency of LEP students is tested annually. LEP students may be exempted from other standardized tests for up to five years if their reading score on the English proficiency test is below a stated level.

District-specified and state test results are provided in a form that allows the school to compare its most recent performance with the previous two years. The school's three-year performance may also be compared to that of all schools in the district, to all schools with a similar student body, to all schools in the city, and to all schools in the state.

The school takes very seriously the need to monitor the progress of its students and evaluate its programs. A curriculum and assessment specialist is a full time member of the staff. In addition to the mandated standardized testing, the staff have worked to develop and implement a comprehensive program of alternative assessment, linked to the development of standards for each grade level.

Building on earlier efforts at standards development, the school became a demonstration site for the New Standards Project and undertook a revision of its standards in light of the New Standards process. Teachers began by analyzing the best written work of their students. This process led to agreement on literacy standards, fleshed out with rubrics and anchor papers. The school now has a literacy curriculum, linked to assessment, with objectives set for each grade level for both LEP and English-only students. Parallel development efforts are under way for math and other core subjects.

Once the teachers were in agreement about what constitutes good work, they could help their students reflect on their own work and provide constructive feedback on the work of their peers. A variety of assessment techniques are practiced and every child's work is evaluated through multiple measures. Teachers use the process approach to teach writing (with feedback from teacher and peers), and the students maintain writing portfolios and reading response logs.

Each student selects work to be included in a portfolio that is maintained across grades. Report cards are not just sent home, they are discussed in parent-teacher conferences, and each student's report card includes a self-evaluation. The staff have developed additional measures to acquaint parents with the school's standards and overall approach to student assessment. For example, one teacher holds breakfast meetings for parents at which she explains objectives and indicators for literacy.

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## **8. ASSESSMENT AND THE USE OF DATA**

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR ASSESSMENT AND THE USE OF DATA**

A high school in our sample has demonstrated steady progress in improving their assessment system, and is beginning to establish a culture of data-based inquiry at their school. Progress in the use of curriculum standards and assessments linked to standards came about as a result of district leadership and school involvement in the broader areas of school reform. The district led the way in adopting standards for the main curriculum areas and in adopting assessments to measure student learning against those standards. The school, meanwhile, was engaged in an active program of learning about school reform, including the use of standards and assessments linked to standards. Both movements came together in the English Department's use of assessment results to improve student writing.

A recently published document outlines the district's priority to become a "standards-based district" keeping content and performance standards as the focus of all teaching, assessment, resource allocation, staff training, facilities improvements, and parent information. Adopted in advance of action by the state of California, the document contains academic and performance standards for English, Mathematics, History, Social Science, Science and Physical Education and outlines six steps in their strategy to become a standards-based district (e.g., adopt standards in all curriculum areas; review all classes in light of the standards; and provide professional development for teachers). Committees across the district developed standards across all content areas and the School Board adopted twenty outcomes (developed based on staff, community and state/national report input) for graduates that gives vision and direction to the curriculum (e.g., higher levels of mathematical reasoning, greater facility with technology).

The district and school use a variety of measures to assess against the standards, including the state mandated norm-referenced Stanford Achievement Test (SAT-9), a district writing assessment which is linked to district standards and is part of the minimum proficiency program, grade point averages, attendance and units earned. End-of-course exams have been developed for algebra, geometry and algebra 2/trigonometry. English language learners are held to the same standards and assessed on the same instruments as monolingual English speakers, with the data analyzed and published disaggregated by language. Spanish speaking LEP students in the country for less than one year take the Spanish Assessment of Basic Skills (SABE) instead of SAT-9. LEP student progress is also assessed using the Language Assessment Scales (oral, reading and writing) in English and Spanish.

An external coach recently helped the school's English teachers examine their writing results and establish in which classes students were performing the best. Teachers with high passing rates shared strategies with their colleagues, particularly those with lower passing rates. As a Department, the teachers agreed on promising strategies and set a passing performance goal.

## **8. ASSESSMENT AND THE USE OF DATA**

### **DIMENSION 8: ASSESSMENT AND THE USE OF DATA EVIDENCE CHECKLIST**

1. What types of assessments (standardized and non-standardized; in a student's first and/or second language) do we use to assess academic achievement? Why did we select these instruments?
  - a. Do we test academic achievement on a regular and consistent schedule (how often and at what points in time)?
2. What types of assessments (standardized and non-standardized) do we use to measure English language proficiency and, if a goal of the program, native language proficiency?
  - a. Do we test English language proficiency and/or native language proficiency on a regular and consistent schedule (how often and at what points in time)?
  - b. What areas of English language and/or native language proficiency do we assess (i.e., oral, reading, writing, listening)?
3. For native English speakers in dual language programs, do we test their second language proficiency (L2) on a regular and consistent schedule (how often and at what points in time)? What areas of L2 proficiency do we assess (i.e., oral, reading, writing, listening)?
4. How do we assess student learning against district curriculum standards?
5. Do we use portfolios or other means of authentic assessment? If so, have we developed rubrics and/or standards for assessing the portfolio contents? If we have, what are they?
6. What criteria do we use to exempt LEP students from standardized testing? While LEP students are exempt from regular academic standardized testing, how do we monitor and assess their progress?
7. How do we disaggregate our test result data? Which groups do we disaggregate by (e.g., LEP/non-LEP, Chinese/Arabic/Spanish)? Do we have a way of linking student variables (e.g., first language proficiency, English language proficiency designation, and gender) with performance on learning measures?
8. How does our school use assessment data? What are some examples of actions we have taken based on our assessment data (e.g., deciding when to transition LEP students to mainstream instruction, evaluating programs, and refining curriculum and instruction for individual students and groups of students)?

## 8. ASSESSMENT AND THE USE OF DATA

**DIMENSION 8: Extent to which comprehensive assessment system is used to examine student learning and refine curriculum and instruction to improve programs for all students, including language minority students.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)					
	Assessment and evaluation system arises from external requirements only. School makes no use of data for purposes of reflection on student achievement or program changes. Data are not disaggregated and examined to ensure educational equity or used for planning purposes. Key stakeholders do not value assessment as a way to measure student learning.			Assessments to measure learning against standards are available in some, but not all curriculum areas. Assessment results are available to school staff for some, but not all, assessments. There may be gaps in assessing LEP students (measures, what is being measured, and timeliness of testing). Limited number/type of data collection methods for assessing student and program needs and progress, but currently developing or selecting more appropriate measures. Majority of, but not all, student and program components assessed and evaluated. Findings are sometimes disaggregated or used to change instruction and programs or improve reform efforts. Some stakeholders value assessment; some do not.		All stakeholders at the school embrace standards and assessments to measure learning against standards. State or district assessments measure student progress in meeting content and performance standards. Multiple forms of assessment are used to determine how well students are meeting content and performance standards. Assessment results are accessible to the school staff; assessment results are used for individual diagnostic purposes, to refine curriculum and instruction and program evaluation. Primary and English language proficiency and academic achievement for LEP students are assessed regularly. The use of data is a standard component of the school's planning.				
INDICATORS AND EXAMPLES	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5 (IDEAL)	

## **C. THE DOMAIN OF LANGUAGE DEVELOPMENT**

*Do we provide LEP and language minority students full access to the curriculum and a range of options for gaining full mastery of English?*

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### **9. EQUITY OF ACCESS TO CORE CURRICULUM**

*Does our school provide LEP and language minority students access to the same core curriculum as other students and hold them accountable to the same high standards?*

### **10. PATHWAYS TO MASTERY OF ACADEMIC ENGLISH**

*Does our school have a range of carefully planned and well-implemented strategies that enable LEP students to gain full mastery of academic English?*

### **11. QUALIFICATIONS OF INSTRUCTIONAL STAFF**

*Does our school have an adequate number of appropriately trained and experienced teachers able to meet the needs of LEP students and support schoolwide goals?*

for special language instruction (August & Hakuta, 1997; Berman, et al, 1997). Instead, English language development would be achieved through an integrated system that would expose all students to challenging curriculum and instruction (Knapp, et al., 1995; Minicucci, 1996).

### RUBRIC

DIMENSION 9	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<p><b>Extent to which LEP and language minority students have access to the same core curriculum as other students, are held to the same academic goals, and are taught by appropriately trained teachers.</b></p>	<p>There are serious gaps in the core curriculum available to LEP and language minority students. They are not expected to meet the same academic goals as mainstream students. There are few or no appropriate materials to support academic instruction in L1 or in sheltered classes. Few or no members of the instructional staff are appropriately trained to facilitate the learning of LEP students and there are no plans to train or hire qualified staff.</p>	<p>LEP students are provided access to some, but not all, core curriculum areas. LEP and language minority students may not be expected to meet the same goals as mainstream students. Some, but not all, courses use materials that are appropriate for and understandable to LEP students. Some members of the instructional staff are appropriately trained to facilitate the learning of LEP students and the school is working to upgrade staff qualifications in this area.</p>	<p>All LEP and language minority students are provided with a full core curriculum (e.g., language arts, science, math, social studies, arts, and school-to-work preparation) and the school sets the same academic goals for language minority as for mainstream students. Instruction is provided in a comprehensible manner, whether through the native language or sheltered instruction. Materials are of high quality and are appropriate for, and accessible to, LEP students. Instructional staff members assigned to teach LEP students are appropriately trained to facilitate student learning.</p>

## **9. EQUITY OF ACCESS TO CORE CURRICULUM**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR ACCESS TO CORE CURRICULUM**

A large preK-5 school in our sample offers an example of providing language minority students access to the same core curriculum as other students and of holding them accountable to the same high standards. Approximately 70 percent of the school's students are Chinese and approximately 25 percent of the students are classified as LEP. Twenty percent of the student body has come to this country in the last three years.

In response to the diverse needs of its students, the school offers three program strands extending across all grade levels: dual language, transitional and English. The dual language is offered in one classroom at each grade preK-5. Students in this strand are either native speakers of English, or non-native speakers with a reasonable amount of English proficiency. Ordinarily, students remain in this strand until they graduate. The core curriculum is augmented by instruction that provides enrichment in Chinese language and culture through a combination of in-class and after-school instruction

One transitional bilingual classroom is usually available at each grade level and is the recommended placement for students with very limited English proficiency and/or gaps in prior schooling that put them below their age-appropriate grade level. At times, there is no need for a transitional class at a given grade level and, at other times, it is necessary to create bridge classes that combine two grades. Students in transitional bilingual classes who need additional attention to their English development may receive pull-out ESL instruction. Usually, students are able to transfer from the transitional bilingual strand to a monolingual English or dual language class by the end of their second year in the school. Two to three monolingual English classes are available at each grade level and are primarily designed for native English-speaking students and for former LEP students who have been redesignated.

The staff ensure that all students follow the same core curriculum, regardless of the program strand (monolingual English, transitional bilingual, or dual language). Instructional materials are either accessible to LEP students or the teachers use strategies that help students to understand them. In addition to textbooks, there are numerous up-to-date and colorful multicultural trade books that are well used by teachers and students. Teachers are sensitive to the cultural backgrounds and life experiences of the students and continually find ways both to capitalize on what students bring to the classroom and to supplement their experiences where necessary.

There are adequate qualified teachers to implement all program strands. In the transitional bilingual and dual language strands, the teachers all have credentials for the teaching of LEP students. Over half of the teachers in the school speak the languages of the Chinese students, including all teachers in the transitional bilingual and dual language classes.

## **9. EQUITY OF ACCESS TO CORE CURRICULUM**

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR EQUITY OF ACCESS TO CORE CURRICULUM**

A large urban high school in our study sample provides an example of how a high school can offer access to core curriculum to LEP students in a variety of ways. Two key strategies for providing full access to the core curriculum involve the integration of LEP students in career academies and the provision of core courses in both primary language and sheltered formats.

The high school is structured into four career academies (Health, Business, Graphic Arts, and Social Service) and incorporates LEP students into each of the academies. Within each academy, LEP students are provided with extra academic support both in the classroom and through after-school tutorials to help them learn academic course work, develop English literacy, and meet the demands of the classes related to their academy. LEP students are allowed to take extra English classes if they wish to accelerate their learning of English. By making additional learning time available to LEP students, this school has opened up the career academy option to LEP students while they are learning English.

The school offers content classes in social studies, science, and heritage language in both Russian/Ukrainian and in Spanish. The school offers a special intensive summer school for secondary school-age LEP students. The summer school offers all levels of ESL and core sheltered classes. The district also uses the summer program as a way to provide hands-on staff development to teachers in training for their Cross-cultural, Language and Academic Development (CLAD) certificate.

The school has a sufficient number of trained teachers to offer sheltered content area classes in science, social studies, and mathematics. The school also has a small number of primary-language-fluent teachers who are qualified to teach content classes in the primary language of LEP students. Content classes taught in the primary language are, in general, not considered college preparatory classes and are designed for students with lower levels of fluency in their native language. More advanced students are placed into sheltered content classes taught in English. By having core content classes in sufficient number and taught in both primary language and sheltered format, the school can better meet the wide range of academic needs of its LEP students. Title VII funds are used to supplement the materials needed in the core content classes for LEP students.

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## ***9. EQUITY OF ACCESS TO CORE CURRICULUM***

### **DIMENSION 9: EQUITY OF ACCESS TO CORE CURRICULUM EVIDENCE CHECKLIST**

1. What percentage of our LEP and language minority students have access to the core curriculum? Does our school exclude any groups of LEP or language minority students from access to the core curriculum?
2. Does our school limit the learning opportunities of LEP or language minority students in any way (e.g., less demanding course curricula, limited access to advanced courses, exclusion from some disciplines or activities)?
3. Are our instructional materials appropriate for, and accessible to, LEP students? If not, do we have supplementary materials or materials especially adapted for LEP students?
4. Are the teachers who provide core content instruction to our LEP and language minority students appropriately trained in techniques and strategies for facilitating their learning?
5. Where necessary for our program, are our teachers trained in the language and culture of students, and are these staff members appropriately assigned?
6. (For elementary schools in particular): Do we inform parents about our program (and all of the program strands) for LEP students? Are parents informed of their child's options and do they take part in the placement decision?
7. (For middle and high schools in particular): Are we able to diagnose our students' special needs and are they placed into the program most appropriate to serve their needs?

**9. EQUITY OF ACCESS TO CORE CURRICULUM**

**DIMENSION 9: Extent to which LEP and language minority students have access to the same core curriculum as other students, are held to the same academic goals, and are taught by appropriately trained teachers.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		<p>There are serious gaps in the core curriculum available to LEP and language minority students. They are not expected to meet the same academic goals as mainstream students. There are few or no appropriate materials to support academic instruction in L1 or in sheltered classes. Few or no members of the instructional staff are appropriately trained to facilitate the learning of LEP students and there are no plans to train or hire qualified staff.</p>		<p>LEP students are provided access to some, but not all, core curriculum areas. LEP and language minority students may not be expected to meet the same goals as mainstream students. Some, but not all, courses use materials that are appropriate for and understandable to LEP students. Some members of the instructional staff are appropriately trained to facilitate the learning of LEP students and the school is working to upgrade staff qualifications in this area.</p>		<p>All LEP and language minority students are provided with a full core curriculum (e.g., language arts, science, math, social studies, arts, and school-to-work preparation) and the school sets the same academic goals for language minority as for mainstream students. Instruction is provided in a comprehensible manner, whether through the native language or sheltered instruction. Materials are of high quality and are appropriate for, and accessible to, LEP students. Instructional staff members assigned to teach LEP students are appropriately trained to facilitate student learning.</p>
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## 10. PATHWAYS TO MASTERY OF ACADEMIC ENGLISH

### DIMENSION 10. PATHWAYS TO MASTERY OF ACADEMIC ENGLISH

*Does our school have a range of carefully planned and well-implemented strategies that enable LEP students to gain mastery of academic English?*

Schools serving LEP students must implement programs for English language development so that students may learn the English they need to succeed in their academic studies. Effective schools draw upon a repertoire of strategies to construct a program for English language development that fits the particular needs of their students and their context (Genesee, 1999; Walqui, 2000). Ideally, the school's strategies are coordinated within grades and articulated across grade levels, and the program is flexible enough to serve the needs of different students as they progress toward mastery of academic English. The program should allow English language development to progress in a well-defined sequence and should be effectively implemented by qualified teachers (Nelson, 1996; Olsen & Dowell, 1997). It may feature more than one pathway or strand, including content-based ESL (Kauffman, 1994) or two-way immersion (Christian, Montone, Lindholm, & Carranza, 1997) as well as transitional bilingual instruction. A newcomer program or similar strategy allows the school to accommodate the needs of students who immigrate to this country in later grades (Berman, et al., 1997; Lucas, 1997; Short & Boyson, 1997). Whenever possible, students' primary language would be developed and used as a foundation for English language development (Collier, 1989; Hakuta, 1990). Extra instructional support would be provided, particularly during times of transition, to assure the success of students not fully proficient in English (August & Pease-Alvarez, 1996; Berman, et al., 1997).

#### RUBRIC

DIMENSION 10	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<p><b>Extent to which the school has implemented appropriate, varied, and flexible plans for the English language development of LEP students that provide coordination within the same grade as well as articulated sequences across grades, and that are supported by adequate, qualified staff, so that LEP students may master academic English and transition successfully to mainstream instruction.</b></p>	<p>The school lacks a sequential planned program for development of academic English (and/or for L1 in programs intended to develop the primary language). There is at most a single pathway for English development and transition to mainstream instruction, with no flexibility to provide instructional support to accommodate differing student needs. There are few or no teachers who can deliver appropriate instruction for LEP students.</p>	<p>The school has elements of a sequential planned program for the development of academic English (and of L1 in designated programs), but there are gaps in the sequence and/or the program does not adapt to differing student needs. The program may not provide appropriate support during and after transition to mainstream instruction. There may not be sufficient, qualified staff to implement the program design.</p>	<p>The school has a planned sequential program for the development of academic English, including support during and after transition to mainstream instruction. In response to differing student needs, there are multiple pathways for English language development. For programs designed to develop or sustain students' primary language, there is a planned sequence for development of L1 oral, reading, and writing skills, and teachers use L1 to advance content learning. Adequate, qualified staff are available to implement the program design.</p>

**AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING  
FOR PATHWAYS TO MASTERY OF ACADEMIC ENGLISH**

An elementary school in a rural setting serves a Spanish-speaking population made up of Mexican immigrant students and U.S. students of Mexican ancestry. Approximately 55 percent of the students have limited proficiency in English. The school developed and implemented a sequential program of language development for English and Spanish with a goal of biliteracy. Students in the two-way immersion strand begin with reading or reading readiness in their native language, and oral language development with literacy support in English and Spanish, alternating by week or by day.

Once students are reading at grade level in their native language, they start the transition process to reading in their second language (this may start as early as the end of first grade). The core curriculum is supported with a transition program, developed by the Modern Curriculum Press, consisting of a series of leveled books emphasizing English and Spanish phonics and supported with a corresponding computer program. The transition program places special emphasis on sounds that are not readily transferable from Spanish to English, or vice versa.

Students who are not reading at grade level in either language are placed in an accelerated reading program (a modified version of Reading Recovery) and/or nominated for summer school. Teachers have been trained in providing accelerated reading for students experiencing difficulty and use the Learning Recovery Program, a series of leveled books, flashcards, and worksheets published by the Wright Group. The teacher and an aide, using the same state basal textbook in both English and Spanish (HBJ Treasury of Literature), teach reading to all students through small group instruction.

Each classroom has an aide during language instructional time and the teacher and the aide each work with small groups of students rotating them through a series of daily activities some with the teacher or the aide, some on the computer, and some working on individual or group assignments. Recent immigrants in grades 4-5 receive instruction under the transitional bilingual program, currently being phased out as the two-way immersion program progresses up the grades.

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## ***10. PATHWAYS TO MASTERY OF ACADEMIC ENGLISH***

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### **A PREK-9 SCHOOL EXAMPLE OF A HIGH RATING FOR PATHWAYS TO MASTERY OF ACADEMIC ENGLISH**

With a preK-9 grade range and large student body (over 800 students, 65 percent classified as limited English proficient), this urban school provides several program options as well as a variety of additional support to enable its students to achieve mastery of academic English. In the original plan for its Comprehensive School Grant, two-way immersion was to be phased in grade by grade throughout the school. However, a student turnover of 30 percent or more per year made it impossible to implement the plan. The school therefore devised alternative programs that take into account the differing language proficiencies of students at all grade levels.

Grades preK-3 are organized into a two-way immersion program. The staff have found ways to accommodate later-entering students until they catch up to their classmates in language proficiency. Grade 4 uses a transitional bilingual program, with students grouped into classes based on their English proficiency. Spanish-language support is used as needed, gradually decreasing throughout the school year.

In Grades 5-8, there are two different programs. Students with advanced English proficiency are given English-medium instruction, together with regularly scheduled periods of Spanish enrichment for English speakers and Spanish maintenance for Spanish speakers. Also at grades 5-8 is the newcomer program, featuring accelerated learning for recent immigrant and refugee students with limited English proficiency, limited Spanish literacy, and limited prior schooling.

Grade 9 is a freshman academy—the first year of high school taught in the safer and more supportive environment of middle school. The medium of instruction is English, supplemented as necessary by Spanish. Rounding out the picture of program alternatives is the transitional bilingual program for a very small number of Polish-speaking students, who are found at all grade levels.

Short-term courses during and after school hours offer extra support to students who need it, much of it directed at improving reading skills. Tutorials include Reading Recovery in first grade, literacy enrichment for students in grades 3 and 6, and a state-mandated after-school tutorial to prepare students in grades 3, 6, and 8 in reading and math for the state standards assessment test. The school staff continue close monitoring of enrollment patterns and individual student progress and adapts program design and instruction as needed to accommodate student needs.

## ***10. PATHWAYS TO MASTERY OF ACADEMIC ENGLISH***

### **DIMENSION 10: PATHWAYS TO MASTERY OF ACADEMIC ENGLISH EVIDENCE CHECKLIST**

1. (For English) Does our school have:
  - a. a variety of program options (e.g., ESL, transitional bilingual, two-way immersion);
  - b. a clear sense of the language skills that are appropriate to different English proficiency levels and a planned sequence for their development;
  - c. coordination of the content of English instruction within and across grades;
  - d. adequate support (in language and/or academics) as needed before and after transition to full mainstream instruction?
2. (For all types of programs) Does our school have program features that respond to individual students' needs (e.g., newcomer students, students with low literacy, students with varying levels of previous schooling)?
3. (For programs developing primary language) Is there a clear sequence for the development of language skills?
4. Do we have adequate, qualified staff to implement all program strands and features?

**10. PATHWAYS TO MASTERY OF ACADEMIC ENGLISH**

**DIMENSION 10: Extent to which the school has implemented appropriate, varied, and flexible plans for the English language development of LEP students that provide coordination within the same grade as well as articulated sequences across grades, and that are supported by adequate, qualified staff, so that LEP students may master academic English and transition successfully to mainstream instruction.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		The school lacks a sequential planned program for development of academic English (and/or for L1 in programs intended to develop the primary language). There is at most a single pathway for English development and transition to mainstream instruction, with no flexibility to provide instructional support to accommodate differing student needs. There are few or no teachers who can deliver appropriate instruction for LEP students.		The school has elements of a sequential planned program for the development of academic English (and of L1 in designated programs), but there are gaps in the sequence and/or the program does not adapt to differing student needs. The program may not provide appropriate support during and after transition to mainstream instruction. There may not be sufficient, qualified staff to implement the program design.		The school has a planned, sequential program for the development of academic English, including support during and after transition to mainstream instruction. In response to differing student needs, there are multiple pathways for English language development. For programs designed to develop or sustain students' primary language, there is a planned sequence for development of L1 oral, reading, and writing skills, and teachers use L1 to advance content learning. Adequate, qualified staff are available to implement the program design.
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## 11. QUALIFICATIONS OF INSTRUCTIONAL STAFF

### DIMENSION 11: QUALIFICATIONS OF INSTRUCTIONAL STAFF

*Does our school have an adequate number of appropriately trained and experienced teachers able to meet the needs of LEP students and support schoolwide goals?*

This dimension addresses the extent to which teachers involved with LEP and language minority students have the appropriate linguistic training and capacity to meet their program goals. An exemplary school would be staffed with an adequate number of appropriately trained and experienced teachers able to support and meet schoolwide goals (Berman, et al., 1997). Teachers who work with language minority and LEP students would have specialized knowledge and training that relate to the experiences and backgrounds of their students, including knowledge of language acquisition and the ability to integrate varying levels of linguistic and cognitive complexity into their instruction (August and Hakuta, 1997; Olsen & Dowell, 1997). Teachers would be equipped with knowledge about strategies that are compatible with, and supportive of, the cultural backgrounds of their students. Teachers who teach in the primary language of their students would be proficient in that language and versed in bilingual teaching methodology (Faltis & Merino, 1992; Milk, Mercado, & Sapiens, 1992).

#### RUBRIC

DIMENSION 11	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<p><b>Extent to which staff (teachers, aides, and other instructional personnel) assigned to teach LEP and language minority students have knowledge of the students' language(s) and culture(s), understanding of language acquisition processes and ESL methodology, and professional preparation for teaching subject matter and/or language.</b></p>	<p>Few or no staff members assigned to teach LEP and language minority students are appropriately trained in techniques of instruction for LEP students. Most do not understand the learning difficulties created by limited English proficiency. The school has no interim measures to better accommodate the learning needs of LEP students. Teachers are not knowledgeable about the students' cultural backgrounds. There are no plans for hiring qualified teachers or training the existing staff.</p>	<p>Some staff members assigned to teach LEP and language minority students are appropriately trained to develop academic English proficiency (and L1 proficiency in designated programs) or to support students' learning of academic content. Some teachers understand the learning difficulties created by limited English proficiency. The school is working to increase the qualifications of the staff through professional development and/or new hiring.</p>	<p>All staff members assigned to teach LEP and language minority students understand the needs of students who are acquiring language while learning content. They are appropriately trained (as required) in developing students' academic English proficiency (and L1 proficiency in designated programs). They provide access to core curriculum either through sheltered instruction or the students' primary language, or by supporting their learning of content and language in mainstream instruction. Through training or experience, teachers are sensitive to students' cultural backgrounds.</p>

## ***11. QUALIFICATIONS OF INSTRUCTIONAL STAFF***

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR QUALIFICATIONS OF INSTRUCTIONAL STAFF**

An elementary school in the study, located within what had traditionally been one of the oldest neighborhoods of a predominantly wealthy white community, offers an example of bilingual services supported by experienced staff specifically trained to work with LEP students.

The school's demographics have changed gradually over the last ten years, with the neighborhood's Hispanic population growing from approximately 30 percent to more than 80 percent, of which approximately 60 percent are LEP students. The school has responded to this challenge by going from six bilingual teachers and a heavy reliance on paraprofessionals, to a staff where nearly all teachers hold state certification qualifying them to work with LEP students. Approximately 85 percent of the teachers have special second-language acquisition certification and/or Master's degrees.

Administrative team members (principal, vice principal, and Title VII coordinator) and office staff are all bilingual. Title VII provides full-time funding for a bilingual Technology Resource Teacher, a bilingual Community Resource Coordinator, and two bilingual instructional aides.

Several certified bilingual teachers are pursuing Master's degrees and a high percentage of paraprofessionals are receiving college and university credits toward a bilingual teaching credential.

The school's professional development plan includes literacy development, whole-language strategies, hands-on math and science, social science, language development, and technology applications. Materials and information from previous professional development activities and materials developed as part of the Title VII grant have been shared across the school.

Recruitment of highly qualified, bilingual teachers is supported through priority hiring of bilingual teachers and bilingual instructional aides at the district level and a year-round schedule which allows the school to make job offers earlier than schools on traditional calendars.

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## ***11. QUALIFICATIONS OF INSTRUCTIONAL STAFF***

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### **A PREK-9 SCHOOL EXAMPLE OF A HIGH RATING FOR QUALIFICATIONS OF INSTRUCTIONAL STAFF**

A large preK-9 urban year-round school in our sample exemplifies a school continually working on providing an adequate number of teachers with the training and experience needed to serve its students. Almost 90 percent of the students are Latino and 70 percent of the students are classified as LEP. The school participates in schoolwide Title I and over 80 percent of its students are eligible for free or reduced-cost lunch. Student mobility rate is over 30 percent and approximately 10 percent of the student body arrive each year directly from Mexico or Poland.

Several sequenced programming initiatives are in place at the school. Students in grades preK-3 follow a dual language program (English/Spanish) and transition to English-medium instruction in grade 4. English-medium instruction is used in grades 5-8, with Spanish maintained by a combination of Spanish enrichment (for native Spanish speakers) and Spanish as a foreign language (for native English speakers). A Freshman Academy exists at grade 9 and a Newcomer Program, for recent immigrants to the United States who have limited English and interrupted prior schooling, is available in grades 5-9.

Many of the staff were born in Latin countries and others have worked overseas (e.g., as Peace Corps Volunteers) and experienced immersion in a foreign culture. Nearly all teachers who have been assigned to teach LEP and language minority students are appropriately trained for language and/or content instruction and approximately one half of the teachers are proficient in the students' languages of Spanish and Polish (one teacher responsible for ESL instruction in grade 9 is certified for English language arts but not for English as a second language). The team leaders for the primary grades and Newcomer Program are bilingual, as are the preK-3 dual language teachers and the Newcomer teachers. The assistant principal, counselor, and virtually all the office staff are bilingual.

Schoolwide staff development frequently presents strategies for teaching LEP students and teachers also receive ongoing mentoring from the team leaders that is directed in part at ways of accommodating LEP students. Teaching assignments in the preK-3 two-way program take into account the language proficiencies of the teachers, so those students are presented with good language models in both English and Spanish. (At least one of the three teachers in grade 4 is bilingual in English and Spanish.) A qualified native speaker handles push-in Spanish-medium instruction in grades 5-8. The majority of aides are proficient in Spanish or Polish, and one third have training in second language acquisition.

Teachers in the regular programs from PreK-9 are appropriately certified for the grade levels at which they teach, with many personally seeking additional endorsements and advanced degrees.

## ***11. QUALIFICATIONS OF INSTRUCTIONAL STAFF***

### **DIMENSION 11: QUALIFICATIONS OF INSTRUCTIONAL STAFF EVIDENCE CHECKLIST**

1. For our mainstream teachers who are teaching LEP and language minority students:
  - a. What percentage/how many of our teachers speak the students' language(s)?
  - b. Are our teachers knowledgeable about the students' culture(s) and what teaching strategies that are compatible with students' cultural background(s) are they using?
  - c. Do our teachers have appropriate professional preparation for teaching their subject matter (in English or in students' language(s)? What are we doing to address staff development needs?
  - d. In what ways has staff development taught our teachers how to accommodate the learning needs and language limitations of LEP students?
2. Are our teachers who are responsible for language instruction appropriately trained to develop students' skills in the use of academic English?
3. For programs in which the students' primary language is used: Are our teachers trained to strike an appropriate balance in the ways that English and the student's language are used?
4. How do we use paraprofessionals? What are their qualifications?

## 11. QUALIFICATIONS OF INSTRUCTIONAL STAFF

**DIMENSION 11: Extent to which staff (teachers, aides, and other instructional personnel) assigned to teach LEP and language minority students have knowledge of the students' language(s) and culture(s), understanding of language acquisition processes and ESL methodology, and professional preparation for teaching subject matter and/or language.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		<p>Few or no staff members assigned to teach LEP and language minority students are appropriately trained in techniques of instruction for LEP students. Most do not understand the learning difficulties created by limited English proficiency. The school has no interim measures to better accommodate the learning needs of LEP students. Teachers are not knowledgeable about the students' cultural backgrounds. There are no plans for hiring qualified teachers or training the existing staff.</p>		<p>Some staff members assigned to teach LEP and language minority students are appropriately trained to develop academic English proficiency (and L1 proficiency in designated programs) or to support students' learning of academic content. Some teachers understand the learning difficulties created by limited English proficiency. The school is working to increase the qualifications of the staff through professional development and/or new hiring.</p>		<p>All staff members assigned to teach LEP and language minority students understand the needs of students who are acquiring language while learning content. They are appropriately trained (as required) in developing students' academic English proficiency (and L1 proficiency in designated programs). They provide access to core curriculum either through sheltered instruction or the students' primary language, or by supporting their learning of content and language in mainstream instruction. Through training or experience, teachers are sensitive to students' cultural backgrounds.</p>
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## **D. THE DOMAIN OF SCHOOL STRUCTURE**

*How do we organize our staff and students to maximize learning time and serve the developmental needs of all students?*

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### **12. SCHOOLWIDE ORGANIZATION**

Is our school's organizational structure flexible and supportive of the developmental needs of its students and the inclusion of LEP students into the schoolwide culture?

### **13. USE OF TIME**

Does our school maximize, protect, and extend time to learn in ways that meet the unique needs of our students and context?

## 12. SCHOOLWIDE ORGANIZATION

### DIMENSION 12: SCHOOLWIDE ORGANIZATION

*Is our school's organizational structure flexible and supportive of the developmental needs of its students and the inclusion of LEP students into the schoolwide culture?*

This dimension focuses on how a school organizes its instructional environment to meet student needs. An exemplary school would organize students developmentally, cluster students and faculty into smaller units, and eliminate tracking. The school would group and advance students based on developmental readiness rather than the traditional lock step age-/grade-based progression (Goodlad, 1984; Spady, 1988). At the elementary level, the school would be organized in ways that respond to the developmental needs of its students, including multi-aged, multi-graded arrangements. Both elementary and secondary schools would organize students and teachers into smaller, more personalized units —schools-within-school, teams, families, houses or academies —to build stronger relationships between and among teachers and students (Darling-Hammond, 1996; Newmann & Wehlage, 1995; Sizer, 1984). The school would have eliminated tracking structures, as well as pull-out compensatory and remedial programs, replacing them with more flexible means for supporting the learning needs of every student (Oakes, 1985). Teachers would employ innovative and flexible instructional grouping practices, including separating students for targeted instruction as well as bringing them together in heterogeneous groupings for integrated learning experiences (Berman, et al, 1997; Olsen, et al., 1994). Such joint teacher/students and student/student cooperative groups would be common, so that students could be better assisted by teachers and peers (Tharp, 1994). The school's physical space would be organized to facilitate flexibility (Berman, et al., 1997).

#### RUBRIC

DIMENSION 12	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<p><b>Extent to which the school organizes itself in ways that support the developmental needs of its students. Extent to which the school organization adapts to students' changing educational needs and ensures the integration of LEP students into the schoolwide culture.</b></p>	<p>The school is organized conventionally (e.g., grade level divisions, departmental structure) with no apparent effort to change or increase the variety of organizational structures to meet student needs. The staff are unable to articulate an educational rationale for existing school structures. LEP students may be in segregated learning or social situations.</p>	<p>School has taken some strides toward systematically designing its organizational structure to meet student needs. School staff have some flexibility to modify school organization but are constrained in some areas. There may be some examples of innovative organization but they do not pervade the school.</p>	<p>Staff have a sense of confidence that they can modify school organization to meet student needs and can articulate a rationale for the school's structure. The school creates structures that facilitate instructional interactions between small numbers of teachers and students. The school may include looped or continuum classes where students remain with the same teacher over several years and/or may be divided into more personalized units such as houses, families, and/or academies.</p>

## **12. SCHOOLWIDE ORGANIZATION**

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### **A PREK-9 SCHOOL EXAMPLE OF A HIGH RATING FOR SCHOOLWIDE ORGANIZATION**

A large preK-9 year-round urban school in our sample exemplifies a school structure supportive of diverse student developmental needs and continually changing demographics and enrollment patterns. Almost 90 percent of the school's over 800 students are of Hispanic origin (mostly Mexican) and 68 percent of the students are classified as limited English proficient. The school participates in schoolwide Title I, and over 80 percent of its students are eligible for free or reduced-cost lunch. Student mobility rate is over 30 percent, and approximately 10 percent of the student body arrive each year directly from Mexico or Poland.

Several programming initiatives are in place at the school. Students in grades preK-3 enroll in a dual language program (English/Spanish) and transfer to English-medium instruction at grade 4. English-medium instruction is used in grades 5-8, with Spanish maintained by a combination of Spanish enrichment (for native Spanish speakers) and Spanish as a foreign language (for native English speakers). A Freshman Academy is available at grade 9 and a Newcomer Program, for recent immigrants to the United States who have limited English and interrupted prior schooling, is available in grades 5-9. Original plans to extend the two-way immersion program into the fifth grade were abandoned due to the school's high student turnover rate (30 percent or more), large numbers of late entering students, and the need for more English instruction to better prepare students for English-medium instruction and English-medium standardized tests.

Students are assigned to grades on the basis of their age. In preK-3, students in the same classroom vary in both their English and Spanish proficiency. Students have the same bilingual teacher or the same English-Spanish pair of teachers for all their instruction. In grade 4, there are three classrooms, distinguished primarily by the English proficiency of the students. Three teachers, who are specialized respectively in English language arts and reading, math, and science, share the instruction for all three classrooms. At each of the grades 5-9, students are heterogeneously grouped into three homerooms and taught at each grade level by a three-teacher team whose members are specialized as to content.

In past years, students in the Newcomer Program were organized into three proficiency levels, with the proportion of English-medium instruction increasing as a student progressed through the proficiency levels. More recently teachers have organized students on the basis of their prior academic experience, producing a greater mix of English proficiency at a given class level. The organizational structure adopted in the future will take into consideration both needs of students and the specialization of the program's teachers. Currently all teachers in the Newcomer Program teach all proficiency levels of students and are specialized as to content (i.e., math and science, Spanish language arts, and English language arts). Language arts instruction is content based, with social studies serving as the content.

## ***12. SCHOOLWIDE ORGANIZATION***

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR SCHOOLWIDE ORGANIZATION**

A large urban high school in our intensive study sample provides an illustration of a school that uses an innovative approach to its structure in order to transform a large high school into a series of smaller, more personal units. This high school enrolls more than 900 students and has organized the school into career academies to create smaller units within the school.

The school assigns entering ninth grade students to a ninth-grade core program where they study subjects that serve as the foundation for each of the academies. At the end of ninth grade, students, including LEP students who have reached intermediate levels of oral English fluency, choose one of the school's four school-to-career academies, where they will spend grades 10 through 12. The core ninth-grade program and the academy structure replace the traditional tracking into college preparatory and non-college preparatory classes.

Each academy prepares all students for college, and each focuses on a specific industry: Health, Business, Graphic Arts, and Career Exploration. Faculty collaborates with the relevant industries to create the academy's curriculum, which is based on industry-developed skill standards and is designed to prepare students for work and for further education. In each academy, students take courses in core academic subjects, courses related to the career field, and engage in work-based learning through internships. Students graduate with both a high school diploma and a certificate of academy completion. The school has extensive partnerships with local businesses in each academy area. Business partners provide work-based learning opportunities for students and work in close cooperation with the school's faculty to ensure that the school's coursework develops the skills the students will need in the workplace. The school's academy programs communicate with the local community college, allowing an easy transition from high school to the community college.

Within academies, the staff operate as a team responsible for 100 to 150 students. Students interact with the faculty of their chosen academy for three years, allowing the faculty to get to know the students and providing consistent contact with adults. The common interest in the academy's substantive area provides another connection between students and faculty and among students. Academy faculty meets regularly to discuss curriculum and student needs.

LEP students are well represented in academy programs. The school provides special support for LEP students, including an after-school tutorial program, which gives students special help in meeting their core academic requirements, mastering the courses related to their academy, and gaining English fluency and literacy.

## ***12. SCHOOLWIDE ORGANIZATION***

### **DIMENSION 12: SCHOOLWIDE ORGANIZATION EVIDENCE CHECKLIST**

1. What is the structure of our school?
  - a. How are our elementary students organized into classrooms (e.g., by achievement level, non-graded, by language)?
  - b. How are our elementary classrooms organized across the school (e.g., in wings, families, continuum classes)?
  - c. How are our secondary students organized into classes (e.g., by achievement level, heterogeneously)?
  - d. How are our secondary classrooms organized (e.g., in academies, houses, etc.)?
2. What is our school staff's developmental or other pedagogical rationale for the structure?
3. How well does our school structure match student needs? How do we know?
4. Has our school's structure changed over time? How and why?
5. Does our school plan anticipate or forecast structural changes? What are the planned changes and what is their rationale?

**12. SCHOOLWIDE ORGANIZATION**

**DIMENSION 12: Extent to which the school organizes itself in ways that support the developmental needs of its students. Extent to which the school organization adapts to students' changing educational needs and ensures the integration of LEP students into the schoolwide culture.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		<p>The school is organized conventionally (e.g., grade level divisions, departmental structure) with no apparent effort to change or increase the variety of organizational structures to meet student needs. The staff are unable to articulate an educational rationale for existing school structures. LEP students may be in segregated learning or social situations.</p>		<p>School has taken some strides toward systematically designing its organizational structure to meet student needs. School staff have some flexibility to modify school organization but are constrained in some areas. There may be some examples of innovative organization but they do not pervade the school.</p>		<p>Staff have a sense of confidence that they can modify school organization to meet student needs and can articulate a rationale for the school's structure. The school creates structures that facilitate instructional interactions between small numbers of teachers and students. The school may include looped or continuum classes where students remain with the same teacher over several years and/or may be divided into more personalized units such as houses, families, and/or academies.</p>
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

### 13. USE OF TIME

#### DIMENSION 13: USE OF TIME

*Does our school maximize, protect, and extend time to learn in ways that meet the unique needs of our students and context?*

This dimension focuses on the school's use of time for meeting its goals for student learning. In the ideal, the school would maximize, protect, and extend time to learn in ways that meet the unique needs of its students and context (Adelman & Pringle, 1995; National Education Commission on Time and Learning, 1994). Teachers would manage classroom time to maximize the time on task for student learning (Adelman & Pringle, 1995). The school would create blocks of time for in-depth learning activities (National Education Commission on Time and Learning, 1994; Berman et al., 1997). To meet the needs of students who need more time to master concepts including LEP students—the school would extend the day with after-school academic support programs and/or operate a year-round or an extended summer program (Berman, et al., 1997; Lucas et al., 1990; Policy Studies Associates, 1992). The school would create time for teachers to collaborate, plan, reflect on their teaching, participate in school governance, meet with parents, and participate in staff development activities.

#### RUBRIC

DIMENSION 13	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<b>Extent to which time is effectively organized, protected, and extended in order to maximize student learning.</b>	School is organized around traditional time blocks (50-minute classes in high school), or otherwise uses time unconsciously or wastefully: in class, teachers spend excessive time on administrative tasks at the expense of learning time. At the school level, there are frequent administrative interruptions (assemblies or announcements) that disrupt classroom learning.	A school with some time optimization strategies, but time may not be organized, protected, or extended (e.g., time is extended but not protected) or the whole school is not involved in the extended time. Pull-outs may exist but the school has conscientiously taken steps to minimize their disruption of learning time.	Time is organized efficiently; time on task is protected and time is extended beyond the hours and days in a standard school schedule. School might have a year-round school, extended day, before or after school tutoring, some summer programs (not standard summer school), and policies that protect time in the classroom (e.g., longer time blocks for classes.)

### **13. USE OF TIME**

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#### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR THE USE OF TIME**

Faculty and administrators at a large, urban elementary school have developed strategies that extend time and use instructional time efficiently. The school, located close to the Mexican border, enrolls a student population that is 80 percent Hispanic and more than 50 percent LEP. The school recognized that many of its families returned to Mexico during the months of December and April to spend time with extended families, causing high rates of student absenteeism during those times. The staff met with parents and community members to generate possible solutions to the disruption in students' education caused by extended absences. The faculty and community ultimately devised a strategy that modified the school schedule to meet the needs of the community. The school adopted a single-track year-round calendar that scheduled school vacation times in December, April, and August—a schedule that allowed families to visit Mexico and that did not disrupt student learning time. Teachers report that attendance has increased and, because of the lack of disruptions, student learning has increased. The school has also reaped the benefit of recovering the Average Daily Attendance (ADA) funding previously lost because of student absences.

The school also extends the school day through an after-school academy program taught by the regular teachers at the school, who are provided a stipend for their participation. Each teacher submits a proposal describing his or her proposed course and indicating how the course links either to academic achievement or increased student self-esteem or both. The school's year-round schedule breaks the school year into three-month quarters, and the school provides a new schedule of academy courses each quarter. Students and parents can choose among the academy offerings, and some students take advantage of three academy courses each year. Some academy courses support the school's academic program while others focus on non-academic areas. Each course meets for one hour, three days each week. The academy program offers the additional benefit of allowing students to make a connection with a caring adult outside the regular classroom structure.

The school takes advantage of the intersession periods by offering several programs that address specific student needs. One intersession program for entering kindergarten LEP students provides language development and early exposure to English for students and ESL instruction for their parents. Another intersession program targets students about to start first grade who have made insufficient progress, and provides additional support for language development.

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### **13. USE OF TIME**

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#### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR THE USE OF TIME**

A small international high school in a large urban district offers an example of how time is organized, protected, and extended to maximize student learning. The school organizes its students and faculty into mixed-grade teams of 75 students and four faculty members. The use of time is flexible and allows students to work on individual projects and participate in internships in the community.

The school's philosophy is reflected in the way it organizes its students and faculty and how it uses time. Time is structured to support the model of integrated and project-based instruction. In the morning, students take 65-minute core classes in math and science, and a class in the humanities. Support classes in English and mathematics and mentoring classes fill out the morning program two days a week; one mentoring class is held three to four days per week. In the afternoon, time is organized more flexibly. Some students spend time in the community participating in the internship program, working in small groups on projects, conducting research on the Internet, or working in small groups with faculty members.

Internships as part of a high school program are another unique use of time. Internships generally last 12 weeks, with six weeks of preparation before the onset of the assignment. During their internships, students spend three hours per day, four days per week at their work assignment. The career internship program introduces students to the work world and provides them with a real-world context for skill development. In order to graduate from the high school, students must complete two 12-week internships in addition to their regular course work. Once students have sufficient English fluency and the maturity necessary to handle a work situation, they select an internship from a catalogue developed by the school staff. Students choose internships based on their personal and career interests and apply for internships as though they were applying for a job. Student interns perform a variety of jobs: translating Bengali titles for the public library catalog, tutoring in elementary schools, working for attorneys, and providing translation services in a hospital. Each intern is assigned a mentor in the workplace who assumes responsibility for training and ensuring that the intern is a member of the work team. Student interns also have an internship advisor —a teacher at the school who maintains contact with the mentor and with the intern.

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### **13. USE OF TIME**

#### **DIMENSION 13: USE OF TIME EVIDENCE CHECKLIST**

1. How is time structured at our school? What are the period lengths?
  
2. What policies do we have to protect instructional time (e.g., against interruptions, pull-outs, etc.)?
  
3. Does our staff have a conscious awareness or theory of the use of time? What is our philosophy or theory?
  
4. What programs does our school have to extend instructional time (e.g., before school, after school, intersession, and summer school or Saturday school)?
  - a. For each time extension, what students are targeted, about how many participate and what is the purpose?
  
5. What other innovative uses of time exist at our school?
  
6. Do we have pull-out programs?
  - a. How long are they and how disruptive are they? Who participates and for what purpose?

### 13. USE OF TIME

#### DIMENSION 13: Extent to which time is effectively organized, protected, and extended in order to maximize student learning.

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		School is organized around traditional time blocks (50-minute classes in high school), or otherwise uses time unconsciously or wastefully. In class, teachers spend excessive time on administrative tasks at the expense of learning time. At the school level, there are frequent administrative interruptions (assemblies or announcements) that disrupt classroom learning.		A school with some time optimization strategies but time may not be organized, protected, or extended (e.g., time is extended but not protected) or the whole school is not involved in the extended time. Pull-outs may exist but the school has conscientiously taken steps to minimize their disruption of learning time.		Time is organized efficiently; time on task is protected and time is extended beyond the hours and days in a standard school schedule. School might have a year-round school, extended day, before or after school tutoring, some summer programs (not standard summer school), and policies that protect time in the classroom (e.g., longer time blocks for classes.)
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## **E. THE DOMAIN OF ORGANIZATIONAL CULTURE**

*Does our school's organizational culture support our schoolwide vision?*

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### **14. DECISION-MAKING**

*Are our school's decision-making processes guided by the school's vision for student learning and inclusive of administrators, teachers, and parents?*

### **15. TEACHER COLLABORATION**

*Do teachers work collectively to improve the learning process for all of our students?*

### **16. PROFESSIONAL DEVELOPMENT**

*Are we a community of learners engaged in continuous professional growth linked to the students' learning needs and the school's vision?*

## 14. DECISION-MAKING

### DIMENSION 14: DECISION-MAKING

*Are our school's decision-making processes guided by the school's vision for student learning and inclusive of administrators, teachers, and parents?*

This dimension focuses on the inclusiveness of a school's decision-making processes. The literature suggests that an exemplary school would have a coherent vision of student learning that guides schoolwide decision-making (Darling-Hammond, 1996). The school's governance structure would be inclusive, with teachers, parents, and community members sharing responsibility with administrators for school operation, organization, and philosophical approach to teaching and learning (McKeon & Malarz, 1991; Newmann, 1991b; Wohlstetter, Smyer, & Mohrman, 1994; Wohlstetter, 1995). Teachers would be empowered to make collective decisions about pedagogy and curriculum (Marks & Louis, 1997). Teachers of LEP students would participate in decision-making, so that the school's decision-making bodies would be representative of the school's (and in the ideal, of the students') cultural and linguistic diversity (Berman, et al., 1997). The school would actively seek to involve parents in governance councils with the aim of having councils that represent the parents' cultural and linguistic diversity (Olsen & Dowell, 1997; Cushman, 1993). For secondary schools, the councils would include students who reflect the student body's diversity.

#### RUBRIC

DIMENSION 14	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<b>Extent to which the school employs an inclusive decision-making process to guide school reform efforts.</b>	Site decision-making body exists, but principal presents vision and dominates process. Site body has defined responsibilities and makes some schoolwide decisions, but there is little connection between what site body decides and teaching and learning schoolwide. Principal retains control and leadership over teaching and learning.	Site decision-making body includes some but not all key stakeholders (e.g., teachers, parents, other staff). It makes decisions about some important priorities. The principal shares decision-making authority with a core of committed staff or parents, but participation of others is sporadic.	Site decision-making body is representative of faculty, staff, parents, and students and is empowered to make decisions about a range of issues that affect teaching and learning, including staff development, budget, and curriculum. Principal facilitates and manages change, delegating authority to others in critical areas.

## **14. DECISION-MAKING**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR DECISION-MAKING**

A large urban preK-5 school in our sample exemplifies a decision-making process inclusive of administrators, teachers and parents. Approximately 80 percent of its 700 students are Chinese and 25 percent of the school's students are classified as limited English proficient. The school receives schoolwide Title I funding, and over 93 percent of its students are eligible for free or reduced-cost lunch.

Site-based management has been a feature of the school's governance for nearly a decade and is grounded in a spirit of cooperation and collegiality that has grown over the years. The site-based planning team crafted the school vision with the collaboration of a broadly based segment of the school staff that now ensures the team's decisions are congruent with the school's vision. The Schoolwide Projects Team is composed of the principal, the administrative assistant, the Title VII staff developer, the New Standards Project coordinator, the chair of the local chapter of the teachers' union, the PTA president, and teachers from across the grades and program strands. The team meets biweekly (or more often if needed) and reflects the school's cultural and linguistic diversity.

The Schoolwide Projects Team is the chief decision-making body made up of volunteers who have the approval of the constituencies that they represent. Team members receive input from all the school's constituencies (including parents) in a number of ways, including through staff surveys, faculty conferences and grade-level meetings. The team makes decisions by consensus in the areas of budget, staffing, goals and standards, curriculum and instruction, assessment and evaluation, and professional development. If consensus is not reached, discussions continue until an agreeable solution is found. A major undertaking by the Schoolwide Projects Team each year is the development of the Comprehensive Education Plan for the coming school year. Once the team develops the draft plan, approval must be sought from the wider school community.

In addition to being represented on the Schoolwide Projects Team, teachers can express their views and make decisions in more specialized committees such as the New Standards Project Committee and grade-level teams. The various venues allow for critical teacher input over the decisions that most directly affect instruction, e.g., design of curriculum, selection of textbooks, development of assessments.

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## **14. DECISION-MAKING**

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR DECISION-MAKING**

A high school from our sample exemplifies how site-based decision-making can support representative of the school in terms of cultural and linguistic diversity. First established while the school was going through an accreditation review, it was expanded with Title VII funds and emerged into a natural venue for pooling money and engaging in shared decision-making. It is composed of the vice principal, a counselor, department chairs, representatives of the school's special education, vocational education, Title I, Title VII, gifted program, School Improvement staff, and teaching staff. (We believe that the decision-making body at the secondary school level should include students.) Core Team members serve two year terms, with one to two new members chosen annually, to ensure continuity. The three teachers serving on the Steering Committee are released from instruction for one period of the day to implement the decisions of the Core Team and to work on priorities set by the faculty. Recent priority areas have included schoolwide literacy and assessment strategies. The Core Team structure has enabled the large high school —with more than 80 teachers to implement school change that benefits student learning.

The Core Team meets monthly and approves all expenditures for staff development from all sources, ensuring that staff development and other expenditures align with the schoolwide plan for improvement. The Core Team recommends actions to the full faculty. The decision to adopt a block schedule, for example, was made by the full faculty on the recommendation of the Core Team. The team worked with the faculty and the administration to move from a traditional seven-period schedule to a four-period block schedule over the course of a two-year period. Staff attributes the smooth transition to the block schedule to the involvement of all constituencies in both the decision to go to a block schedule and in its implementation process.

The school administrators and key Department chairs consciously seek to develop teacher leaders by offering teachers opportunities to serve on and lead committees, attend conferences and report back to their peers, make decisions about allocation of resources, and serve as members of the teacher Steering Committee. This conscious policy of developing teacher leaders serves to increase the number of teachers actively involved in school reform.

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## **14. DECISION-MAKING**

### **DIMENSION 14: DECISION-MAKING EVIDENCE CHECKLIST**

1. How do our school's decision-making structure and processes support our school's vision?
  
2. Are our site decision-making bodies:
  - a. Representative of all stakeholders (e.g., administrators, teachers, classified staff, parents, students (if appropriate), community members)?
  
  - b. Chosen in a way that allows a voice to stakeholder groups?
  
  - c. Involved in making decisions on key aspects of our school's program (e.g., curriculum, program design, budgeting, school organization, and staff development priorities)?
  
3. What clear mechanisms do we have in place for involving stakeholders in making major decisions and resolving conflict?
  
4. What major decisions were made in a collaborative way at our school last year? What, if any, important lessons can be drawn from that experience?
  
5. Does our school community believe that they have a voice in making key decisions? How do we know?
  
6. What mechanisms do we have in place that allow teachers to make decisions on issues that impact their classrooms and student learning?

**14. DECISION-MAKING**

**DIMENSION 14: Extent to which the school employs an inclusive decision-making process to guide school reform efforts.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)
		<p>Site decision-making body exists, but principal presents vision and dominates process. Site body has defined responsibilities and makes some schoolwide decisions, but there is little connection between what site body decides and teaching and learning schoolwide. Principal retains control and leadership over teaching and learning.</p>		<p>Site decision-making body includes some, but not all, key stakeholders (e.g., teachers, parents, other staff). It makes decisions about some important priorities. The principal shares decision-making authority with a core of committed staff or parents, but participation of others is sporadic.</p>	
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)

## 15. TEACHER COLLABORATION

### DIMENSION 15: TEACHER COLLABORATION

*Do teachers work collectively to improve the learning process for all of our students?*

This dimension concerns the extent to which teachers coordinate and plan together across the school to address student needs and further schoolwide goals. An exemplary school would be supportive of teacher collaboration and regularly set aside time for staff to work together on furthering reform goals (Little, 1990; Louis & Kruse, 1995). Teachers would interact and plan together in and outside of the classroom, with no teacher, program, or department isolated from schoolwide efforts and all teachers—not only ESL and bilingual teachers—accountable for educating LEP students. Time would be allowed for collaborative inquiry into curriculum and instruction, planning across subject areas, and attending professional development sessions that are planned collaboratively (Joyce & Calhoun, 1995; Newmann & Wehlage, 1995). The school's schedule would provide structured time during regular school hours for teachers to work together and/or pay teachers a stipend or supplementary salary for working outside of school hours; for example, on weekends or during summer periods (Berman, et al., 1997). Teachers would collaborate to develop and coordinate curriculum, to share and refine instructional strategies, to ease articulation across grade levels and from programs for LEP students to mainstream programs, and to address the needs of individual students (Newmann, 1991c, 1993; Marks & Louis, 1997).

### RUBRIC

DIMENSION 15	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<b>Extent to which teachers work together across the school to further schoolwide goals of learning for all students.</b>	Teachers are isolated from each other and work largely alone. Teachers in one class or program are not aware of the needs and expectations in another class or program that affects their students. There is no common paid planning time for teachers across grades, subject areas, or programs.	Some teachers collaborate on their own time, but the school day does not allow for it. LEP teachers might collaborate with each other but not with mainstream English teachers, and vice versa. Limited opportunities for paid planning time for teachers.	All teachers impacting a particular student/group of students interact to discuss their students and address issues and needs. Teachers have paid time for common planning during the school day and extended day (e.g., Saturday and summer). There is collaboration between LEP and mainstream English teachers.

## **15. TEACHER COLLABORATION**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR TEACHER COLLABORATION**

An urban elementary school from our sample provides an example of staff collaboration in support of schoolwide reform. Staff collaboration served as one mechanism for integrating the school's federal grants including Title VII, Title I, Migrant Education, and the Eisenhower Mathematics and Science program. As part of its Title VII Comprehensive grant, the school is working toward unifying its separate program strands into a schoolwide effort. The school's vision is to expand its dual language program to encompass the whole school. In the dual language program, teachers are team teaching with a "family of three" – a bilingual Spanish/English speaking teacher, an English speaking teacher, and a bilingual Spanish/English speaking instructional assistant. Each family works with two classrooms of students. A Title VII Native Language Literacy Resource teacher and a Title I teacher plan jointly with bilingual teachers to provide in-class support for all students in mathematics and English and Spanish reading.

Content coverage and thematic units are continuous across both languages (Spanish and English) and materials are shared across grade levels. Teachers share successful classroom instructional strategies and classroom management procedures. English speaking teachers are responsible for English speaking students' report cards, conferences, parent follow-up, formal assessment, and take home folders; Spanish speaking teachers have the same responsibilities for Spanish speaking students. To allow teachers more collaboration time and eliminate the heavy reliance on substitutes, the instructional schedule was lengthened on Monday through Thursday each week and shortened on Friday to accommodate common planning time for teachers. During the Friday afternoon collaboration time, teachers meet in grade level teams, in families, and as a whole staff to jointly coordinate program and curriculum, plan collaborative activities, and share instructional strategies. Teachers also use the time together to discuss the progress of individual students and strategies for working with particular children.

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## 15. **TEACHER COLLABORATION**

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### **A PREK-9 SCHOOL EXAMPLE OF A HIGH RATING FOR TEACHER COLLABORATION**

A large preK-9 urban year-round school in our sample exemplifies a school where teachers work together across the school to further schoolwide learning goals. Almost 90 percent of the students are Latino and 68 percent of the students are classified as limited English proficient. The school participates in schoolwide Title I with over 80 percent of its students eligible for free or reduced-cost lunch. Student mobility rate is over 30 percent and approximately 10 percent of the student body arrive each year directly from Mexico or Poland.

Several sequenced programming initiatives are in place at the school. Students in grades preK-3 follow a dual language program (English/Spanish) and transition to English-medium instruction in grade 4. English-medium instruction is used in grades 5-8, with Spanish maintained by a combination of Spanish enrichment (for native Spanish speakers) and Spanish as a foreign language (for native English speakers). A Freshman Academy at grade 9 affords students a full school year of transition from middle school to high school in which they can mature, bolster their content knowledge, and strengthen their determination to complete high school. A Newcomer Program, for recent immigrants to the United States who have limited English and interrupted prior schooling, is available in grades 5-9.

There is a culture of collaboration in the school where staff regularly plan and work together to develop and coordinate curriculum and instruction and address student needs. Contact and planning within grade-level teams are frequent, as is the coordination of instruction in the Newcomer Program. Teachers have agreed to restructure the school day (arriving 15 minutes early each day) so that they can have one half-day of planning time per month. Next year, they will stay a little later each day as well, so that two half-days per month will be available. All teachers who are not "off-track" (taking their annual three-month leave) can meet at those times.

Teachers at the same grade level are scheduled with two common prep periods per week. Teachers within the same program strand (Primary, Intermediate, Newcomer, and Freshman Academy) also meet, but less frequently. For example, teachers in grades 1 and 2 meet informally two or three times a trimester to coordinate instruction. The Team Leader Council addresses curriculum and instructional issues that affect the entire school. Staff are working on improving the coordination between the Intermediate grades 4-8 and the Newcomer Program (grades 5-9).

In addition to scheduled meetings, many teachers plan together informally. For example, the computer lab teachers meet with classroom teachers to coordinate instruction. In general, collaboration within program strands is stronger than collaboration across programs and the year-round schedule results in the absence of some portion of the faculty at all times, except for all-faculty meetings at the beginning of each trimester.

## **15. TEACHER COLLABORATION**

### **DIMENSION 15: TEACHER COLLABORATION EVIDENCE CHECKLIST**

1. Do we provide paid time for teachers to plan curriculum and instruction, work on new approaches to assessment, or consider changes in school structure?
  - a. How often is paid time provided?
  - b. What amount of time is paid?
2. How do our faculty use their collaborative time (e.g., joint curriculum planning, administrative issues)?
  - a. How often is collaborative time devoted to whole school staff meetings or used as an individual prep period?
3. What formal structures are in place for our teachers to collaborate on curriculum and instructional issues across the school (e.g., grade level, and department or house meetings)?
4. Have we held all-day faculty retreats to consider whole-school planning issues? How often have we held them?
5. Do we have a "culture of collaboration," with our staff placing a value on common planning activities?
6. Do our teachers meet informally to plan, share strategies, and discuss individual students?

**15. TEACHER COLLABORATION**

**DIMENSION 15: Extent to which teachers work together across the school to further schoolwide goals of learning for all students.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		Teachers are isolated from each other and work largely alone. Teachers in one class or program are not aware of the needs and expectations in another class or program that affect their students. There is no common paid planning time for teachers across grades, subject areas, or programs.		Some teachers collaborate on their own time, but the school day does not allow for it. LEP teachers might collaborate with each other but not with mainstream English teachers, and vice versa. Limited opportunities for paid planning time for teachers.		All teachers impacting a particular student/group of students interact to discuss their students and address issues and needs. Teachers have paid time for common planning during the school day and extended day (e.g., Saturday and summer). There is collaboration between LEP and mainstream English teachers.
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## 16. PROFESSIONAL DEVELOPMENT

### DIMENSION 16: PROFESSIONAL DEVELOPMENT

*Are we a community of learners engaged in continuous professional growth linked to the students' learning needs and the school's vision?*

This dimension addresses the systemic quality of staff development as part of a school's comprehensive reform. In the ideal situation, professional development would be embedded in the larger context of a school's effort to be a community of learners (González and Darling-Hammond, 1997). The staff would engage in continuous professional growth appropriate to the students' learning needs and the school's programmatic goals (Darling-Hammond, 1996). The school's staff would participate in frequent and long-term professional development activities that build on school strengths and target areas identified as needing improvement (Berman, et al., 1997; Newmann, 1991b). Staff development would be designed to help teachers and other staff members better serve language minority students, including such activities as training in language acquisition and bilingual teaching strategies (Lucas, et al., 1990). Professional development opportunities would be contextualized within the school, support new paradigms of teaching and learning, and involve teachers in selecting the topics for development. Ongoing professional development would be viewed as an integral part of the life of the school (Lieberman, 1995; Nelson & Hammerman, 1996; Joyce & Calhoun, 1995).

#### RUBRIC

DIMENSION 16	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<p><b>Extent to which the staff are engaged in continual professional growth that is appropriate to the learning needs of their students and the school's programmatic goals. Teachers are part of a community of learners.</b></p>	<p>School only has externally mandated training, training is isolated, and/or only consists of one-shot workshops. Professional development is not seen as part of a school reform process.</p>	<p>School has isolated professional development activities, but they are not part of a coherent plan. Professional development is not built around student, program, and/or staff needs. Some, but not all, teachers are involved in professional development activities.</p>	<p>Teachers decide on their professional development activities and are encouraged to seek outside support as necessary. The staff development plan is coherent and ongoing and is based on student, program, and staff needs, including information about language acquisition and about accommodating students' cultures for all teachers.</p>

## **16. PROFESSIONAL DEVELOPMENT**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR PROFESSIONAL DEVELOPMENT**

An elementary school in our sample exemplifies a discriminating consumer of professional development services. All professional development activities are linked to specific school restructuring goals and components of the state assessment.

Yearly staff development plans are drafted by a committee of administrators and teachers and adjusted based on student assessment data. For example, if data show that there are weaknesses in reading comprehension across several grades, the school adjusts its professional development priorities to address that issue.

Planning staff development is a multi-step process involving: 1) analyzing test scores and interpreting data, 2) discussing needs with staff, 3) arranging team teaching and the "buddy-system," pairing experienced teachers with those needing support for joint lesson planning and in-class demonstrations, 4) discussing needs and materials with the principal and available consultants, and 5) meeting with the staff to plan and schedule whole staff and individual teacher professional development activities.

Professional development has been a major part of the school's effort to develop a schoolwide reform plan and was first focused on the school's reading program, providing training in the teaching of reading in English and Spanish and of transition reading. In the second year of their Title VII grant, the school's professional development focused on formal training in technology and ESL strategies. All teachers engaged in at least 120 hours of technology training during the year, covering literacy, technology orientation, and the use of software aligned with curriculum needs. During the third year of the grant, staff development topics have focused on the transition from Spanish to English literacy and English language development.

Teachers have gradually assumed ownership of their personal development, and request particular courses based on their own needs. Partnerships with universities are defined based on the needs of the school. Staff development takes place on paid in-service days and aides participate in most training activities along with the teachers.

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## **16. PROFESSIONAL DEVELOPMENT**

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### **A PREK-9 SCHOOL EXAMPLE OF A HIGH RATING FOR PROFESSIONAL DEVELOPMENT**

A large urban pre-kindergarten through grade 9 school in our sample offers professional development for teachers and other staff through a coherent program that is guided by the school's vision and based on assessments of student and staff needs. The consistent theme that runs throughout staff development is support for the efforts to restructure the school. There is a continuing emphasis on upgrading the certifications/endorsements of all teaching staff, and ongoing relationships have been established with nearby universities.

The school has established two long-term partner relationships that support staff development, one with the DePaul University Center for Urban Education and another through the Bilingual Education Program of Chicago State University. DePaul University Center for Urban Education consultants have worked closely with Chávez staff to build their thematically integrated curriculum through monthly sessions over a three-year period. Consultants model the process of creating curriculum, allowing teachers time to develop their own projects and then offering feedback. The entire DePaul science and social studies frameworks were initially presented to the whole school staff with subsequent work accomplished through small working groups with a mentor from DePaul.

Through Project BEST (Bilingual Educators: Successful Teachers) at the Bilingual Education Program of Chicago State University, the school's teachers are able to earn a Masters degree in Bilingual Education, thereby completing the requirements for a standard certificate with bilingual and ESL approvals. Courses were held at the school and Chicago State awarded a number of teachers BEST scholarships. Some teachers took courses to earn the bilingual and ESL approvals only. The principal also sets aside funding each year to cover tuition for the small percentage of staff without an appropriate certificate or endorsement, and teachers can also request financial support for attendance at professional conferences.

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## **16. PROFESSIONAL DEVELOPMENT**

### **DIMENSION 16: PROFESSIONAL DEVELOPMENT EVIDENCE CHECKLIST**

1. How is our vision for professional development linked to our school's vision?
2. How are our staff development activities related to schoolwide priorities, school reform, and the needs of all our students, including LEP and language minority students?
3. How does our process for setting professional development priorities allow staff members to select topics and forms of development that are related to individual and collective professional goals?
4. How does our assessment system allow us to identify areas of student need that should be addressed in our professional development activities?
5. Have we developed an ongoing, long-term tie-in with a training entity or university?
6. Do our teachers have ongoing coaching and mentoring from a trainer or resource person?
7. How have we involved our aides in appropriate professional development activities?

## 16. PROFESSIONAL DEVELOPMENT

**DIMENSION 16: Extent to which the staff are engaged in continual professional growth that is appropriate to the learning needs of their students and the school's programmatic goals. Teachers are part of a community of learners.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		School only has externally mandated training, training is isolated, and/or only consists of one-shot workshops. Professional development is not seen as part of a school reform process.		School has isolated professional development activities, but they are not part of a coherent plan. Professional development is not built around student, program, and/or staff needs. Some, but not all, teachers are involved in professional development activities.		Teachers decide on their professional development activities and are encouraged to seek outside support as necessary. The staff development plan is coherent and ongoing and is based on student, program, and staff needs, including information about language acquisition and about accommodating students' cultures for all teachers.
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## **F. THE DOMAIN OF COMMUNITY RELATIONS**

*How do we, as a school, engage with our parents and the larger community?*

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### **17. PARENT AND COMMUNITY INVOLVEMENT**

*Does our school engage parents and community members as active partners and welcome participants in the life of the school?*

### **18. EXTERNAL PARTNERSHIPS**

*Has our school developed multiple, long-term, and intensive partnerships with community agencies that support the school's vision?*

### **19. INTEGRATED SERVICES**

*Has our school formed partnerships with local agencies to make links to community services to meet the physical and mental health, social service, and basic life needs of its families and children?*

## 17. PARENT AND COMMUNITY INVOLVEMENT

### DIMENSION 17: PARENT AND COMMUNITY INVOLVEMENT

*Does our school engage parents and community members as active partners and welcome participants in the life of the school?*

This dimension addresses the extent to which parents and community members are active participants at the school. In the discussion of Dimension 14 on Decision-Making, we described ideal characteristics for parent and community participation in governance. These attributes are part of the more general topic of parent and community involvement. Rather than repeat the earlier discussion, we focus here on the broader context of parent and community involvement. In the ideal situation, parents and community members would actively participate in a wide range of school activities (Newmann, 1991c; Rutherford & Billig, 1995), including the implementation of school reform plans (García, 1994). A school would have bilingual and minority staff to facilitate communication with their students' families (Berman, et al., 1997). It would reach out to its diverse parental constituency, providing home-school communication in all the students' languages, providing for a community liaison, and creating opportunities for involvement at times and locations that are accessible to all parents (Freeman and Freeman, 1994; Miramontes, Nadeau, & Cummins, 1997; Valdez Pierce, 1991). More generally, the school would engage in multiple productive connections to the families of their students, including involving parents in the education of their children, and support activities for parents and other members of the community (Goldenberg, 1993; Henderson & Berla, 1994; Rutherford, & Billig, 1995).

#### RUBRIC

DIMENSION 17	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<b>Extent to which parents and community are actively engaged in school activities and work toward realizing the school's goals of student learning.</b>	The school is passive in regard to both mainstream and special population parents and community members. There are no avenues to ensure the participation of LEP parents (no L1 community liaison, etc.). Parents and community members are generally not involved in providing classroom support or engaged in site decision-making.	Participation by parents in school management and activities is limited to relatively few parents and community members and/or certain segments (e.g., only the Chinese or Anglo parents). The school addresses some elements of parent involvement, but not others (e.g., may encourage parents' participation in activities with their children, but not provide for parents' educational needs).	School is proactive in ensuring strong participation in school management and activities by parents and community members representing all economic, language, and cultural groups in the student population. The school has avenues for communicating with parents and community members in their own language. Learning needs of parents and community members are addressed through English as a Second Language, General Education Degree, or other classes.

## **17. PARENT AND COMMUNITY INVOLVEMENT**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR PARENT AND COMMUNITY INVOLVEMENT**

An elementary school in our sample exemplifies a case where parents and the community are essential elements of school life. The school's mission statement describes the school as the "hub" of the community and the school lives that part of its mission. The school's connection to its parents and the community is multifaceted and deep.

Several years ago, when the district determined that the densely populated urban neighborhood needed a new school, they chose the school's current location as the site. The community opposed the location of the school because they were concerned for the safety of the children, since the immediate area around the school site had a great deal of gang and drug activity. Nearby apartment buildings served as drug houses and the sound of gunfire was not uncommon. The principal began working with members of the community to make the neighborhood safer. The community mobilized, formed a neighborhood association, and worked with the local police department to close down the drug houses, reduce the level of violence, and drive the gangs from the school's street. Community members formed a series of neighborhood committees that not only served as an organizing force for the neighborhood clean-up but also provided members of the community with the opportunity to assume leadership roles.

Parents continue to have a strong ownership of the school and see the school as an integral part of the community's life. The school staff and community members organized Operation Clean-up, a yearly event to clean up the physical environment of one square block of the neighborhood. Students, parents, school staff, community residents, local police and fire departments, local landlords and local businesses all work together in Operation Clean-up. They form work crews that sweep the sidewalks, pick up and bag trash, paint over graffiti, paint fences, plant flowers, rake yards, and provide dumpsters for the neighbors. Local businesses donate cleaning materials, paint, and flowers. Parents and school staff donate food for a picnic and the occasion becomes a real community event.

The school has formed an alliance with the local Boys and Girls Club and a local community college to provide three levels of ESL instruction for parents. ESL classes are offered four days a week in the mornings and evenings and the alliance provides childcare for parents attending classes. The school also sponsors a Parents' Institute, which provides training in parenting skills and encouragement to become participants in their children's education. Nearly all of the school's parents have graduated from the Institute. The school also offers a volunteer-run Family Literacy Program that meets four days a week at the school and includes instruction for parents in literacy, math skills, and strategies for help with homework. Parents are active in the PTA, with an average of 85 percent attendance at PTA meetings and nearly perfect attendance at parent-teacher conferences.

## **17. PARENT AND COMMUNITY INVOLVEMENT**

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### **A MIDDLE SCHOOL EXAMPLE OF A HIGH RATING FOR PARENT AND COMMUNITY INVOLVEMENT**

A middle school serving 527 students enrolled in grades 6-8 provides an example of effective innovative outreach to parents and community. The school is almost 60% Hispanic and 40% white. The middle school is located in a rural agricultural area in the central coast of California. The school serves a largely Hispanic agricultural town, serving the large artichoke farms in the area.

The middle school has a bilingual parent liaison that conducts home visits and organizes parent events on a monthly basis. The parent liaison comes from the community and brings a wealth of networks and contacts with her to the middle school assignment.

There is an active Bilingual Advisory Committee with a solid core of 20 parents. The school has experienced increased involvement of LEP parents since receiving its Title VII Comprehensive Grant. The parents responded favorably to a series of student-centered parent events planned by the parent liaison. Each parent event is organized around a topic (Family Math Night, for example), dinner is served and parents are encouraged to bring all of their children, regardless of age. Activities for the younger children are planned as part of the evening event. The parent liaison has learned that parents will attend such events if the entire family is invited. By serving dinner to the families, it represents a night out for those with low incomes. Attendance averages 300 people at these parent nights.

This year, seventy-five percent of parents came to *Report Card Night*. The school staff employ high school students as translators when parents meet with classroom teachers. The school contributes a parent newsletter inserted into the weekly town newspaper, written in English and Spanish. Night classes in English as a Second Language and citizenship are held for parents at the school. A "Padres a Padres" parenting class was added and there are parent computer classes onsite.

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## **17. PARENT AND COMMUNITY INVOLVEMENT**

### **DIMENSION 17: PARENT AND COMMUNITY INVOLVEMENT EVIDENCE CHECKLIST**

1. Have we as a school established strong communications with the families of our students?
  - a. What orientation programs and services (e.g., meetings, brochures, or videos) does our school offer that are accessible to all of our families? How adequate are they?
  - b. Do we have a school/home liaison available to work specifically with our families? What characteristics or skills does the liaison possess that facilitate working with our families (e.g., is bilingual and/or bicultural, comes from within the community and has established networks)?
  - c. How are our school's meetings, materials, and school events made accessible to all of our families (e.g., through materials translated into the languages of our families, translators at meetings and events)?
2. Does our school serve as a resource to our community?
  - a. What range of adult education activities and courses for parents and/or the larger community (e.g., ESL, native language literacy, homework support, GED preparation, and use of technology) does our school provide?
  - b. What extra efforts does our school make to support family participation in school activities (e.g., transportation, childcare)?
  - c. Have we established a physical place at the school specifically designated for use by our parents and families (e.g., parent meeting or working room, a parent library)?
  - d. Do we encourage parents and the community to use the school facility for community needs (e.g., town meetings and community events)?
3. Have we established multiple avenues for parents and community members to become involved at our school? Can they serve as:
  - a. Classroom volunteers (e.g., student mentors, teacher mentors, and instructional support)?
  - b. Teacher helpers (outside of the classroom)?
  - c. Active participants in decision-making committees?
  - d. Teachers (e.g., in after-school programs)?
4. Does our school have active, representative parent and community participation across all income, racial and language groups in the school?

**17. PARENT AND COMMUNITY INVOLVEMENT**

**DIMENSION 17: Extent to which parents and community are actively engaged in school activities and work toward realizing the school's goals of student learning.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)
		<p>The school is passive in regard to both mainstream and special population parents and community members. There are no avenues to ensure the participation of LEP parents (no L1 community liaison, etc.). Parents and community members are generally not involved in providing classroom support or engaged in site decision-making.</p>		<p>Participation by parents in school management and activities is limited to relatively few parents and community members and/or certain segments (e.g., only the Chinese or Anglo parents). The school addresses some elements of parent involvement but not others (e.g., may encourage parents' participation in activities with their children, but not provide for parents' educational needs).</p>	
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)

## 18. EXTERNAL PARTNERSHIP

### DIMENSION 18: EXTERNAL PARTNERSHIPS

*Has our school developed multiple, long-term, and intensive partnerships with community agencies that support the school's vision?*

This dimension addresses the extent to which the school is open to, and actively seeks, partnerships with external entities that affect important aspects of schooling and student lives. In the ideal, a school would develop multiple, long-term, and intensive partnerships that cover different areas of school life and support the school's vision (Berman, et al., 1997). These partnerships would include community-based, state, and national organizations that allow the school to build site-level capacity (Newmann and Wehlage, 1995). By providing additional human and material resources, as well as links to other schools, these relationships would allow the school to provide health and human services, become part of networks of schools engaged in similar reform efforts, and have access to state-of-the-art ideas in education research and practice (Berman, et al., 1997; Newmann, 1991; Olsen, et al., 1994).

#### RUBRIC

DIMENSION 18	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
Extent to which the school is engaged in partnerships with external entities that support and strengthen important aspects of schooling and students' lives.	The school does not seek out linkages to external agencies or garner support from the wider community. School may have evidence of sporadic donations or sponsorships, but the partnerships are not continuous or meaningful.	The school may have partnerships, but they are limited in number, of brief length, or are limited to only one aspect of schooling (e.g., only monetary sponsorship). Some staff members may be proactive in seeking outside resources and partnerships, but it does not pervade the school.	The school is proactive in identifying and integrating an array of resources from the wider community. The school has multiple partners engaged in significant and long-term efforts to assist the school in strengthening its programs or in providing support to families at the school. Partnerships are diverse (e.g., businesses, churches, social organizations) and comprehensive (e.g., monetary support, staff development, mentoring, decision-making).

## **18. EXTERNAL PARTNERSHIP**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR EXTERNAL PARTNERSHIPS**

An elementary school in our sample considers the building of business and community partnerships essential to enhancing the potential of students to become successful and productive citizens in its community. Community banks, businesses, universities, social service agencies, and churches have provided the school with long-term mentors, teaching partners, and donations of goods and services. In addition to providing resources and in-kind support, the school's partners play a role in decision-making and offer guidance and direction to the school. Financial contributions from business partners support field experiences, staff development, computer hardware and software, and instructional materials, including Spanish literacy collections for the classrooms. Local hospital staffs offer on-site monthly medical and dental services to low income students, their families, and the local community. A local church sponsors the medical van used to provide services. When a neighborhood Boys and Girls Club was no longer able to offer the afternoon program that allowed teacher collaboration time every Friday afternoon, community volunteers stepped in to provide a range of classes in order to protect teachers' weekly early release days. Business mentors regularly have lunch on campus and recently raised over \$40,000 at an auction to benefit the school. Neighborhood churches are involved in raising emergency family funds, sponsoring sports clinics and clothing giveaways, and offering their buildings for community meetings. Grants proposals to private industry (e.g., Apple Computer) are under development, looking for ways of establishing long-term funding sources for children continuing on to college after high school graduation.

Title VII has expanded collaborative efforts with universities by supporting degree programs for instructional assistants and coursework in bilingual/ESL methodologies and cultural awareness for accredited staff. Title VII has also supported the specific recruiting of Spanish speaking and/or bicultural mentors and partners who work directly on enhancing the self-esteem and reading skills of English language learners. Spanish speaking volunteers share skills and hobbies through after-school classes, provide job-shadowing opportunities to stimulate career options for students, and participate in bicultural school celebrations. Mentor relationships between adults (e.g., community leaders and teachers) and adults and students (e.g., for academic tutoring) are established through formal mentor training guidelines. The school's strong partnership with the community has been a model for other district schools.

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## **18. EXTERNAL PARTNERSHIP**

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR EXTERNAL PARTNERSHIPS**

A high school in our sample capitalizes on external partnerships with businesses and institutions of higher education to support comprehensive school reform in a number of ways. This high school is located in California's Silicon Valley and has productive partnerships with large technology companies located nearby. Major high technology firms in the Silicon Valley have supported the high school with funds for the science building, with adult mentors for students, with consultation on total quality assurance, and with a new curriculum project involving the Library of Congress funded by Cisco Systems. The school participated in the BANDL program funded by Cisco Systems, in which primary historical sources from the Library of Congress are available for use by teachers and students online. This high school is a test site for the project.

A new science building was opened during the Title VII grant period, funded by several technology companies. It is equipped with state of the art computer labs and science equipment. Businesses also provide adult mentors for students. LEP students engage in book study with executives from National Semiconductor, and communicate over email with the executives. Students receive access to email on the high school campus. The executives, in turn, were communicating with the principal.

The school reform efforts are enhanced by a partnership with the Bay Area Coalition of Essential Schools (BAYCES), which is engaged in intensive work with the school. A BAYCES coach guided the English department faculty through a data based inquiry on improving student writing outcomes. As a member of BAYCES, the high school receives two days per month of on-site coaching, participates in a network of reforming schools which are using the 10 Common Principles of the Coalition of Essential Schools to guide their work, and receives staff development and networking opportunities throughout the school year and summer.

A large institution of higher education located nearby began a new relationship with the high school involving placement of student teachers and active professional development with experienced faculty. The school serves as a demonstration site, with the partnership designed to prepare new teachers to work in a school undergoing active school reform and serving a linguistically and culturally diverse population of students.

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## **18. EXTERNAL PARTNERSHIP**

### **DIMENSION 18: EVIDENCE CHECKLIST: EXTERNAL PARTNERSHIPS**

1. How do we as a school engage our wider community in partnerships to support our school's goals?
2. What specific and defined partnerships have we established with community agencies?
3. How do we see our partnerships linking to our vision for school reform?
4. How broad a range of types of agencies (e.g., local colleges and universities, social service organizations, local businesses, churches, community organizations, government agencies) are we involved with as a school?
5. What efforts are we making to establish ongoing, long-term collaborations with some of our partners?
6. Have we explored multiple avenues for our partners to become involved with our school? Some examples might be support for the following areas:
  - a. After-school programs and activities
  - b. Monetary or in-kind contributions
  - c. Professional development
  - d. Student mentoring or tutoring
  - e. Teacher and/or administrator mentoring
  - f. Decision-making processes
  - g. Instruction
7. How important or trivial to school reform is the relationship with our partners in the eyes of our school?

**18. EXTERNAL PARTNERSHIP**

**DIMENSION 18: Extent to which the school is engaged in partnerships with external entities that support and strengthen important aspects of schooling and students' lives.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		The school does not seek out linkages to external agencies or garner support from the wider community. School may have evidence of sporadic donations or sponsorships, but the partnerships are not continuous or meaningful.		The school may have partnerships, but they are limited in number, of brief length, or are limited to only one aspect of schooling (e.g., only monetary sponsorship). Some staff members may be proactive in seeking outside resources and partnerships, but it does not pervade the school.		The school is proactive in identifying and integrating an array of resources from the wider community. The school has multiple partners engaged in significant and long-term efforts to assist the school in strengthening its programs or in providing support to families at the school. Partnerships are diverse (e.g., businesses, churches, social organizations) and comprehensive (e.g., monetary support, staff development, mentoring, decision-making).
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

## 19. INTEGRATED SERVICES

### DIMENSION 19: INTEGRATED SERVICES

*Has our school formed partnerships with local agencies to make links to community services to meet the physical and mental health, social service, and basic life needs of its families and children?*

This dimension focuses on integrated services, an essential concern for schools serving poor and diverse students. Aside from human concerns for the safety and well being of children, it has long been known that students with problems arising outside of school may not be able to achieve academically in school. The staff at an exemplary school would acknowledge the physical and mental health, social service, and basic life needs of families and children and would form partnerships with families, the community, and local agencies to make links to community services (Berman, et al., 1997; Stallings, 1995; Schorr & Schorr, 1997). School-linked services would be sensitive to community culture and designed by the school in concert with the participants (Stallings, 1995). The school would offer services onsite or make referrals to, and follow up with, a wide range of service agencies with which they have well-developed relationships (Berman, et al., 1997; Schorr & Schorr, 1997).

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DIMENSION 19	LEVEL 1	LEVEL 3	LEVEL 5 (IDEAL)
<b>Extent to which the school acknowledges and addresses the mental health, social services, and basic needs of students, parents, and community members.</b>	School staff express no special awareness of the circumstances of families and their needs for basic necessities. School has no commitment to provide or link services to students and families. Services are limited to the school nurse for emergencies.	School staff speak knowledgeably about the circumstances of families and has a means of addressing most of their key health care and basic life needs. Staff are familiar with community and social service agencies and can make referrals for families. Some services are provided at or through the school but staff acknowledge gaps in available services.	School staff understand the service needs of their families and the school offers or refers to a wide range of social and health services as needed, including health and dental care, mental health services, public assistance, employment, etc. School may have services onsite or have well-developed relationships with community agencies for referral and follow up.

## **19. INTEGRATED SERVICES**

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### **AN ELEMENTARY SCHOOL EXAMPLE OF A HIGH RATING FOR INTEGRATED SERVICES**

An urban elementary school in our sample illustrates the types of integrated services that a school can provide. The school's staff are committed to their community and firmly grounded in their mission to serve the "whole" child. The school and its staff deliberately assume responsibility for meeting the multiple needs of their students, families, and the surrounding neighborhood community. The school prides itself on being a "community" school and serves as an important resource within its neighborhood, where many residents are in need of health and social services.

The principal and many teachers live in the neighborhood, giving them first-hand knowledge of their community's needs. Community groups, including local churches and businesses, are both engaged in supporting integrated services at the schools and directly involved in supporting student programs at the school.

The school's approach to health and social services focuses on prevention as well as on meeting pressing student and family needs. It offers community services on its site, including free monthly dental and health services, and serves as the location for church-sponsored food and clothing drives. Services are open to the entire community, with school families getting first priority. The school arranges to provide a lunch program for all children from birth to 18 years of age during the school's spring break. The school also provides students with opportunities to form relationships with caring adults. Volunteers provide after-school services and enrichment activities, including academic tutoring, mini-courses in science and math, and cultural activities.

The school houses the Child Health Initiative program, which provides three coordinators who link families in need with public and private social service agencies. One of the coordinators is fluent in Spanish—the dominant non-English language in the school's community. The program is an extensive collaborative effort that includes outside business funding.

A Title VII funded Home-School consultant supports outreach to Hispanic families, including home visits and phone consultation to help families with both school and community agency resource needs. A key goal of the school is to support family outreach and serve as a bridge between the services of community agencies, churches, ministries, and the school. A 32-member Community Advisory Group, with representation from staff, parents, business partners, and service agencies guides community outreach and services.

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## **19. INTEGRATED SERVICES**

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### **A SECONDARY SCHOOL EXAMPLE OF A HIGH RATING FOR INTEGRATED SERVICES**

An urban high school of 900 students in grades 9 through 12 provides an example of highly developed integrated services at the secondary level. This high school is part of an organization called the Alliance for Excellence, a collaborative of public and private agencies that supports families in this high school and all of its feeder elementary and intermediate schools. The Alliance began as a state funded Healthy Start project, but has grown and developed over the years to a comprehensive community based partnership that delivers a wide range of services to families living in a distressed unincorporated area of the county served by the high school.

Alliance partners provide health services, mental health counseling, and social services including welfare to work services and assistance with basic needs such as food and clothing. There is a *One Stop Shop* operated by the local Job Training Partnership Act (JTPA) agency for employment and job training services on the site of the high school campus. District office staff and leadership support the Alliance for Excellence. School counselors at the high school can refer students to a variety of services tailored to meet their specific needs.

There are family outreach workers for Russian/Ukrainian students and for Spanish speakers. This high school has a holistic, family centered approach to student support. The school provides health, dental, mental health services, and the One Stop Shop. CalWorks provides assistance to Temporary Assistance for Needy Families (TANF) recipients making the transition from welfare to work. A social worker does case management for families.

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## **19. INTEGRATED SERVICES**

### **DIMENSION 19: INTEGRATED SERVICES EVIDENCE CHECKLIST**

1. What is the extent of our knowledge about the economic, health, and social service needs of our families and our community? How do we obtain such information and how frequently do we assess those needs?
2. What is the school's role in meeting the needs of the community?
3. Are we as a staff knowledgeable about resources available in our community that support the economic, social service, and health needs of our students and families? Do we have effective ongoing relationships with major public and private agencies serving families in our community?
4. What school staff offer services or effective referrals in the areas of health, mental health, social services and basic needs?
5. Have we made effective linkages to community providers of the following services (either onsite or through referral to appropriate agencies):
  - a. health care (medical/dental)?
  - b. basic needs (food, clothing, income)?
  - c. mental health (counseling), employment (job placement)?
  - d. specialized support (teen parents, probation services)?
6. Have we as a staff identified significant gaps between the needs of our families and community and the services to which we can make reliable referrals or provide onsite?

**19. INTEGRATED SERVICES**

**DIMENSION 19: Extent to which the school acknowledges and addresses the mental health, social services, and basic needs of students, parents, and community members.**

DESCRIPTION OF RATING	LEVEL 1		LEVEL 3		LEVEL 5 (IDEAL)	
		School staff express no special awareness of the circumstances of families and their needs for basic necessities. School has no commitment to provide or link services to students and families. Services are limited to the school nurse for emergencies.		School staff speak knowledgeably about the circumstances of families and has a means of addressing most of their key health care and basic life needs. Staff are familiar with community and social service agencies and can make referrals for families. Some services are provided at or through the school, but staff acknowledge gaps in available services.		School staff understand the service needs of their families and the school offers or refers to a wide range of social and health services as needed, including health and dental care, mental health services, public assistance, employment, etc. School may have services onsite or have well-developed relationships with community agencies for referral and follow up.
INDICATORS AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 (IDEAL)	

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# **APPENDIX**

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## ACTIVITIES FOR USING THE COMPREHENSIVE REFORM RUBRICS

With this broad overview of an action-inquiry cycle process, we can now suggest how you might use the Comprehensive Reform Rubrics shown in the tabbed sections. We recommend that, on first reading, you leaf through the rubrics to get a sense of what they are and how they are formatted. Next, you might quickly scan the activities presented below and return to them at times when you might use the rubrics at your school. The rubrics' purpose is to assess the school's strengths and areas for development, which is at the center of the action-inquiry cycle. But the process of using the rubrics presents an opportunity to build consensus and a learning community at your school.

The following interactive activities are suggested as ways of engaging with the rubrics as part of your larger reform process. The steps and activities described are simply suggested as ideas; each school has a unique setting and therefore must adapt these — or any materials — to its use. While the steps within an activity generally build on one another, a school may revisit a given step or an activity numerous times. Five activities are described.

### **ACTIVITY 1: GIVING PERSONAL MEANING TO THE ELEMENTS OF “COMPREHENSIVE” REFORM**

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1. A group (e.g., the whole staff, grade level teams, or a site leadership team) is introduced to the study's conceptual framework and list of dimensions with brief definitions. No rubrics are shared at this time.
2. Individuals are given time to reflect on the following questions before sharing their thoughts within their small groups or with the whole staff:
  - (a) What elements of schooling are missing, in your opinion, from this conceptualization of “comprehensive” reform?
  - (b) What elements of schooling are beyond what is required or sufficient, in your opinion, in a conceptualization of “comprehensive” reform?
  - (c) Drawing from the existing or your revised list, what five areas of reform reflect your school's greatest strengths?
  - (d) Drawing from the existing or your revised list, what five areas of reform reflect your school's greatest needs?
  - (e) Begin to think of the “evidence” you could offer as testament to your opinions in (c) and (d).

This activity can begin to engage staff in a dialogue around the meaning of school reform in their school. It is meant to allow staff the opportunity to give *personal* meaning to their concept of reform and allow them to make a *subjective* assessment as to their progress in meeting their vision or intent. While the study's conceptual framework and dimensions are used as beginning points of

discussion, this is really an opportunity for the school community to assume ownership over their work. It is a safe place for schools to begin before external criteria are imposed on their work. Though the purpose is to ultimately engage the whole staff and other key stakeholders in a dialogue around school reform, the process of reflection and dialogue may begin in smaller groups, which may offer a safer environment for sharing. We recommend mixed groups of stakeholders (e.g., administrators, teachers, project coordinators, and parents). Materials may be shared in whole-staff meetings or begun in smaller, separate groups (e.g., grade level or subject matter teams) that are then all brought together for a whole-staff reflection.

### **ACTIVITY 2: MEASURING YOUR SCHOOL'S PROGRESS TOWARD COMPREHENSIVE REFORM**

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1. Prepare packets of materials for individuals and teams to work with. Participants will need Evidence Checklists for understanding the specific school activities measured through each rubric and *Rubric Worksheets* with space for documenting their school's specific evidence in each reform dimension.
2. Give individuals within teams the time to rate their school's progress on each dimension and briefly list examples of evidence.
3. Allow teams to discuss their ratings and support each other in identifying and clarifying dimension evidence. Document the work of the group through the Rubric Worksheets and charting. Groups may elect a recorder and reporter for step 4.
4. Have a whole group share with team reporters sharing their rubric rating and list of evidence justifying the rating.
5. Reflect as a staff on your lists of strengths, needs and evidence to support your impressions.

This activity requires staff to judge themselves and their school in a number of areas of schooling. It is meant to force staff to document evidence of their work that justifies their perceived level of development along a rubric continuum. It is an opportunity for “unpacking” and identifying the many school-specific activities that reflect on each area of reform under development. It is an opportunity for schools to identify their strengths and needs, as well as see where they stand relative to other schools and against an ideal, high standard of reform development.

The purpose is to ultimately engage the whole staff and other key stakeholders in a dialogue around the school's stage of development and their primary areas of strength and need. To begin the process, not all dimensions of schooling need to be explored at the same time or by the same groups. One idea is to have separate groups (e.g., by subject matter, grade level, leadership or curriculum teams) work with specific dimensions (e.g., decision-making or access to core curriculum). Another idea is to work as a whole staff but break into smaller mixed groups organized by domains using a Jigsaw activity, where small heterogeneous groups become experts in one

domain but then regroup into mixed groups with shared expertise across domains. Group assignments may be based on the participant's responsibilities within the school's reform work (e.g., administrator, department chair, grade level team leader, coordinator, teacher, or parent). Individuals within groups should be given time to arrive at their own judgements before discussing their school's stage of development with the team. All teams should return as a whole staff to share and discuss their ratings of progress and evidence. Consider a quick "whip" around the room where each small group gets to share an area of need and strength within the domain of dimensions explored by their small group as a way of bringing closure to the activity.

### **ACTIVITY 3: USING RUBRIC RESULTS TO SUGGEST ACTION STEPS**

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1. Staff reflection using the rubrics may be done over multiple days and may be incorporated into iterative documents that record staff feedback leading to Needs Assessments and whole-school action plans or action plans for specific areas of need or focus for the year (e.g., by domain or cluster of dimensions). Coupled with reflection on student achievement data, the combined reflection of process and outcome data can suggest changes that may guide a school toward change and help it monitor its progress.
2. Identify an area of need to learn more about. Your rubric ratings, needs assessments and student achievement results are a few sources that may suggest areas of reform to explore (e.g., assessment and data collection or English language development).
3. Organize your findings into action plans or other tools that facilitate the implementation and monitoring of school reform changes in progress or in need of implementation.
4. Explore possible resources for support. Consider the literature base, in-house expertise, external "experts," and other schools.
5. Revisit your progress using the rubrics and disaggregated student achievement data on a regular basis and use the information to inform site-based decision-making.

### **ACTIVITY 4: EXPLORING THE DOMAIN OF COMMUNITY RELATIONS**

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The dimensions contained within the Domain of Community Relations offer insight into the types of relationships that can be fostered with parents and the local community in support of school reform. The Evidence Checklists and Rubric Worksheets offer an opportunity to gather feedback on the work of the school and engage in a dialogue on how to improve services for all students in a collaborative way. The following are ideas on ways that the tools may be used with parents and community members:

- Consider adapting the Evidence Checklist questions for use in a parent and community survey. The data may be collected anonymously and the findings shared with the school's leadership team, staff, and parents in a collaborative manner and used to generate ideas for needed and

desired services. The adapted items may be translated into the various language groups reflected in the community.

- Use the Evidence Checklists and Rubric Worksheets in small focus groups of community members and parents. Elicit their feedback on how well the school is doing in reaching out to the community and including them in a variety of ways, from making copies of classroom materials to participating in site-based decision-making. Use the rubrics to generate new ideas on how to involve the community. Be sure to establish group norms for communicating, and offer parents and community members multiple ways of giving feedback (e.g., in writing, by speaking, by using a native language that may not be English).
- As you engage with the tools, take advantage of the opportunity to develop leadership and facilitation skills in parents and community members. You can help build capacity by having parents serve as facilitators, recorders, timekeepers and reporters of their work. Help prepare parents and community members for their new roles by working collaboratively on reaching agreements on how they will work together (e.g., be open with one another, raise “under-the-surface” issues and be willing as a group to discuss them) and discussing the responsibilities associated with each role. Consider modeling behaviors such as charting to record key points raised by the groups and providing cards with the type of role on one side (e.g., *Facilitator*) and the nature of the role on the other (e.g., *The Facilitator makes sure that all concerns and opinions are voiced and that topics are discussed thoroughly*).

### **ACTIVITY 5: SHARING EXPERTISE AND SEEKING OUT RESOURCES**

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The tools in this Resource Guide and the information gathered through their use may be used in a variety of ways. Here are a few ideas:

1. Use the dimensions of school reform to help you tell the “pieces” of your school reform story.
2. Share the story with major stakeholders, other schools looking for models of school reform, and funding sources interested in your work.
3. Identify special areas of strength and use the language and components of the evidence checklists and rubrics to help you describe your work. Share your strategies through a range of avenues (e.g., in-house trainings across the school, visits to schools in need, conferences, the Web).
4. Identify special areas of need using your rubric self-assessments.
5. Form consortia to formalize the exchange of support across schools. Focus the purpose of the exchange on specific aspects of school reform as identified in your self-assessment. Exchange information via classroom visits, administrator and teacher panel presentations, and joint trainings.

The steps in this activity engage staff in a learning and sharing situation. They are meant to offer staff an opportunity to share their own expertise while at the same time learning new information or applying an external resource to their own work. It is an opportunity to share expertise within a school, across schools, or engage with an external “expert.”

The purpose is to have schools engage with resources in their areas of need. Groupings may take numerous forms depending on the scope of the need (e.g., schoolwide, subject matter, or grade-level specific). The “materials” may also take various forms (e.g., a research article, a presentation by an outside expert, or teachers sharing strategies through a staff development opportunity). The ultimate goal is to base decision-making on an increased understanding of the area of need.

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