

## VI. Resources and Further Reading

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### English Language Learners

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#### PRINT RESOURCES

Alexander-Kasparik, R., and Queen, R. M. (1998). *Through the golden door: Educational approaches for immigrant adolescents with limited schooling (Topics in immigrant education III)*. McHenry, IL: Center for Applied Linguistics and Delta Systems.

This volume, in the Center for Applied Linguistics Topics in Immigrant Education III series, provides a framework for meeting the needs of secondary students with limited English skills and little formal schooling. The book explores submersion, pull-out ESL, bilingual, immersion, and two-way bilingual programs. The author provides specific examples of how these programs target the needs of Hispanic, Haitian, and Vietnamese students.

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Corson, D. (1999). *Language policy in schools*. Mahwah, NJ: Erlbaum.

The focus of this book is to provide a working tool or handbook for educators investigating language policy and language practice in their schools. The book provides a framework of critical policymaking and language planning for social justice and provides educators with the tools necessary to investigate language policy and language use in schools. Each chapter ends with “Discussion Starters”—questions meant to prompt readers to reflect on the chapter and relate the information to their personal experiences. The final chapter is devoted to summarizing the questions that can guide educators’ investigation of school language policy and issues of critical policymaking.

**Genesee, F. (Ed.). (1998). *Educating second language children (6th printing)*. Cambridge, UK: Cambridge University Press.**

In this volume, the contributors emphasize that educating children requires not only attention to language development but also the development of the whole child. Similarly, contextual factors—including school, family, and community—must also be considered for their impact on the education of second language learners. Thus, the scope of this volume includes addressing the influence of culture, the role of the family, and understanding the challenges that second-language immigrant and refugee children face. Some of the authors tackle tough issues such as low-literacy students and special education needs, and others offer general strategies and tools that will assist any educator in the classroom.

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**González, J.M., and Darling-Hammond, L. (1997). *New concepts for new challenges: Professional development for teachers of immigrant youth (Topics in immigrant education II)*. McHenry, IL: Center for Applied Linguistics and Delta Systems.**

This volume, in the Center for Applied Linguistics Topics for Immigrant Education II series, provides a framework for teaching immigrant students. The chapters contain methods for professional development for teachers of immigrant youth. The authors provide follow-up content that supplements in-service professional development workshops. The book also examines new patterns of professional development that continue to support ongoing learning for teachers.

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**Greenfield, P. M., and Quiróz, B. (2001). *Bridging cultures between home and school: A guide for teachers*. Mahwah, NJ: Erlbaum and WestEd.**

This book emphasizes that creating an atmosphere of cross-cultural awareness and respect is the best approach for the classroom teacher to bridge the gap between students' expectations and the reality of academic achievement. The involvement of parents is considered essential for a smooth cultural transition, but when this is not possible, this book offers suggestions on how to accomplish this in other ways.

**Pérez, B. (Ed.). (1998). *Sociocultural contexts of language and literacy*. Mahwah, NJ: Erlbaum.**

This edited volume emphasizes the social and cultural contexts of education on the acquisition of language and development of literacy among second language learners in the United States. The editor's framework includes the social construction of literacy, based on the work of Bruner and Vygotsky among others. This constructivist view rejects the notion that literacy consists of simple decoding and knowledge of sounds. Some of the contributions focus on ethnically diverse communities (American Indian, Puerto Rican, Vietnamese), and the work of the editor focuses primarily on literacy in the classroom. Each chapter ends with several activities for educators interested in exploring literacy grounded in culture and community.

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**Samway, K.D., and McKeon, D. (1999). *Myths and realities: Best practices for language minority students*. Portsmouth, NH: Heinemann.**

This small volume provides readers with accessible information regarding best practices for educating language-minority students. The book is organized into nine broad topic areas, arranged to counter the myths surrounding the education of language-minority students. Some of the topics include demographics, enrollment, first and second language instruction, and assessment. Myths are listed under each of the nine topics and are followed by a concise reality statement, which is based on recent and relevant research. In total, the authors dispel over 40 myths. Practitioners will find this handy, especially in the current context of meeting the needs of English language learners.

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**Sheets, R.H., and Hollins, E.R. (1999). *Racial and ethnic identity in school practices: Aspects of human development*. Mahwah, NJ: Erlbaum.**

The essays in this edited volume are divided into three major sections: (1) Racial and Ethnic Identity Theory and Human Development, (2) Research on Racial and Ethnic Identity Theory and Human Development, and (3) Challenges and Strategies for Multicultural Practices. The primary purpose of the volume is to feature the work of practitioners and researchers who demonstrate the connection between racial and ethnic identity and human development in order to promote successful pedagogical practices in schools.

## ONLINE RESOURCES

### **Teaching Diverse Learners: Northeast and Islands Regional Educational Laboratory**

<http://www.lab.brown.edu/tdl/>

This site is a resource dedicated to enhancing the capacity of teachers to work effectively and equitably with all students. Visitors will find research-based information from national organizations and experts on equity in the classroom. Educators can also share the successes and challenges of diverse classrooms with other teachers and administrators.

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### **Center for Applied Linguistics**

<http://www.cal.org/admin/about.html>

The Center for Applied Linguistics aims to promote and improve the teaching and learning of languages; identify and solve problems related to language and culture; and serve as a resource for information about language and culture. CAL is a private, non-profit organization—a group of scholars and educators who use the findings of linguistics and related sciences in identifying and addressing language-related problems. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis.

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### **The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)**

<http://www.ed.gov/about/offices/list/oela/index.html>

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (formerly the Office of Bilingual Education and Minority Languages Affairs, OBEMLA) provides national leadership in promoting high-quality education for the nation's population of English language learners (ELLs). Traditionally, this population has been known as limited English proficient students (LEPs). OELA's mission is to include various elements of school reform in programs designed to assist the language-minority agenda. These include an emphasis on high academic standards, school accountability, professional development, family literacy, early reading, and partnerships between parents and the communities.

### **Teachers of English to Speakers of Other Languages (TESOL)**

<http://www.tesol.org/index.html#about>

TESOL, an association of English language educators who work with learners from diverse cultural backgrounds in a wide variety of settings, is uniquely positioned to give a coordinated, knowledgeable response at the international, national, and local levels to issues affecting institutions that foster the development of effective human communications. TESOL's mission is to ensure excellence in English language teaching to speakers of other languages. TESOL values are professionalism in language education, individual language rights, accessible high-quality education, collaboration in a global community, interaction of research and reflective practice for educational improvement, respect for diversity, and multiculturalism.

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### **Tolerance.org**

<http://www.tolerance.org/index.jsp>

This extremely useful Web site is devoted to promoting tolerance and social justice. The homepage consists of links specifically designed for teachers, parents, and children. The Teaching Tolerance organization provides many useful resources free of charge, including a biannual journal and curriculum kits. The site also addresses current events and news topics related to tolerance.

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### **The Knowledge Loom**

<http://www.knowledgeloom.org/crt/index.jsp>

This professional development Web site, operated by the Northeast and Islands Regional Educational Laboratory at Brown University, addresses a wide variety of topics regarding what works in teaching and learning. The Culturally Relevant Teaching Spotlight provides a forum for discussion with a panel of experts, highlights success stories from exemplary classrooms, and points practitioners to additional resources and research. Educators may also register on the Web site to share stories and contribute their ideas.

## The Cheche Konnen Center

<http://chechekonnen.terc.edu/>

The Cheche Konnen Center is engaged in a national reform initiative to improve elementary and middle school science teaching and learning for language-minority students. The center utilizes a research-based approach to teacher professional development that integrates inquiry and reflection in three areas: science and mathematics, teaching and learning, and culture and language. Educators interested in constructivist science teaching with English language learners can access an array of information and resources on the site.

## Comprehensive School Reform and ELLs

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### PRINT

**Datnow, A. et al. (2002). *Extending educational reform: From one school to many*. New York: London and New York Press.**

Through qualitative data the author outlines what happens to schools when they go through a comprehensive school reform. The author explains the rationale of schools adopting reforms, how administrators and teachers serve as crucial people to initiate reform, the changing roles of the reform design teams, and the impact of reform on education once it has been implemented.

### ONLINE

**Comprehensive School Reform: Research-Based Strategies to Achieve High Standards (WestEd)**

<http://www.wested.org/csrd/guidebook/toc.htm>

This new guidebook from the Region XI Northern California Comprehensive Assistance Center is designed to help schools with successful implementation of comprehensive, school-wide reform. The guide offers step-by-step explanations and practical tools for school reform processes and approaches.



**CSR School Assessment (LAB)**

[http://www.alliance.brown.edu/pubs/self\\_assess.pdf](http://www.alliance.brown.edu/pubs/self_assess.pdf)

This tool helps schools prioritize needs related to the 11 components in the Comprehensive School Reform (CSR) program legislation.

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**Comprehensive School Reform Policy Briefs: Region III Comprehensive Center**

<http://ceee.gwu.edu/csrbriefs.htm>

This series provides an excellent overview of comprehensive school reform for prospective CSR schools and districts.

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**Implementing School-Wide Programs: An Idea Book on Planning. U.S. Department of Education (October, 1998)**

[http://www.ed.gov/pubs/Idea\\_Planning/index.html](http://www.ed.gov/pubs/Idea_Planning/index.html)

This guide outlines six steps for schools to take in planning for comprehensive school reform.

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**Measure of School, Family, and Community Partnerships (Northwest Regional Educational Laboratory)**

<http://www.nwrel.org/csrdp/Measurepartner.pdf>

This resource helps schools measure how they are reaching out to involve parents, community members, and students in a meaningful manner.

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## CSR Web Sites

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### **U.S. Department of Education**

<http://www.ed.gov/programs/compreform/index.html>

### **National Clearinghouse for Comprehensive School Reform**

<http://www.goodschools.gwu.edu/>

### **SEDL School Awards Database**

<http://www.sedl.org/csrd/awards.html>

### **New American Schools**

<http://www.naschools.org/>

### **American Federation of Teachers CSRD Web Site**

<http://www.aft.org/edissues/ras/csrd>

### **Regional Educational Laboratory Network**

<http://www.relnetwork.org/>

## Reform Models

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### ONLINE

#### **The Continuum of Evidence of Effectiveness. U.S. Department of Education (October, 1999)**

<http://www.ed.gov/offices/OESE/compreform/csrdgui.html#AB>

This resource helps schools determine a model's evidence of effectiveness across four dimensions: theory/research foundation, evaluation, implementation, and replicability.

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#### **Design Standards: New American Schools (NAS)**

<http://www.naschools.org/resource/draftstandards1.html>

New American Schools (NAS) has developed standards for the purpose of ensuring the quality of its Design-Based Assistance (DBA) models. The standards document is organized around three categories: Standards for Designs, Standards for Design-Based Assistance, and Standards for Design-Based Organizations. Each standard is connected to a set of performance indicators that provide evidence that the standard is being met.

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#### **What Works: Six Promising School-Wide Reform Programs (American Federation of Teachers)**

<http://www.aft.org/edissues/whatworks/wwschoolwidereform.htm>

This guide provides background information on six research-based programs that are shown to be effective in raising student achievement, particularly for at-risk students. It is a part of AFT's Building on the Best, Learning from What Works series, which also includes descriptions of remedial reading and language arts programs.

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#### **An Educators' Guide to Schoolwide Reform. American Institutes for Research (1999)**

[http://www.aasa.org/issues\\_and\\_insights/district\\_organization/Reform/](http://www.aasa.org/issues_and_insights/district_organization/Reform/)

This guide provides relative evidence of effectiveness for 24 schoolwide reform models.

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## Additional Resources

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Hawley-Miles, K. & Darling-Hammond, L. (1998, September). *Rethinking the allocation of teaching resources: Some lessons from high-performing schools* (Research Brief No. 26). Consortium for Policy Research in Education (CPRE).

[www.cpre.org/Publications/rb26.pdf](http://www.cpre.org/Publications/rb26.pdf)

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Northwest Regional Educational Laboratory (NWREL): *District Leaders' Guide to Reallocating Resources*

<http://www.nwrel.org/csrdp/reallocating.pdf>

## VII. References

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# VIII. Appendix: Information on the Comprehensive School Reform Program from The Education Alliance Web Site

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## Comprehensive School Reform


### Eleven Components of Comprehensive School Reform

In the No Child Left Behind Act of 2001, two new components were added to the already existing nine components of Comprehensive School Reform. The new list of 11 components provides a guide for schools to use in creating a research-based comprehensive school reform plan. While whole-school reform models are typically adopted by schools engaging in comprehensive school reform, each school and district is responsible for ensuring that their school plan, including their selected model(s), is based on scientifically based research and addresses each of the 11 components.

Also available is a School Self-Assessment Tool that schools can use to assess school readiness according to the 11 components.

- 1. Effective, Research-Based Methods and Strategies:** A comprehensive school reform program employs proven strategies for student learning, teaching, and school management that are based on scientific research and effective practices and have been replicated successfully in schools.
- 2. Comprehensive Design:** A comprehensive design for effective school functioning integrates instruction, assessment, classroom and school management, professional development, and parental involvement. By addressing needs identified through a school needs assessment, comprehensive design aligns the school's curriculum, technology, and professional development into a plan for school-wide change. The ultimate goal of this design is to enable all students to meet challenging state content and academic achievement standards.

- 3. Professional Development:** The program provides high-quality and continuous teacher and staff professional development and training. Professional development involves proven, innovative strategies that are cost effective and accessible and ensures that teachers are able to use state assessments and state academic content standards to improve instructional practice and student achievement.
- 4. Measurable Goals and Objectives:** A comprehensive school reform program includes measurable goals for student academic achievement and establishes benchmarks for meeting those goals. The U.S. Department of Education encourages LEAs to link these goals to their state's definition of adequate yearly progress (AYP) in Section 1111(b)(2) of the ESEA.
- 5. Support Within the School:** Teachers, principals, administrators, and other staff throughout the school support the program in a CSR school. They demonstrate this support by understanding and embracing the school's comprehensive reform program, focusing on continuous improvement of classroom instruction, and participating in professional development.
- 6. Support for Teachers and Principals:** A CSR program provides support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibility for reform efforts. The program encourages teamwork and the celebration of accomplishments. These and other means of support are part of the school's comprehensive design.
- 7. Parent and Community Involvement:** The program provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities. In addressing this component, schools create strategies that are consistent with the parental involvement requirements of Title I, Part A. (See section 1118 of the ESEA.) Schools design ways for parents to be involved in the instructional program and to contribute to the academic achievement of their children.

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- 8. External Technical Support and Assistance:** The program uses high-quality external support and assistance from an entity that has expertise in school-wide reform and improvement, such as an institution of higher education.
  
  - 9. Annual Evaluation:** The program ensures accountability by including a plan for an annual evaluation that will assess the implementation of school reforms and the student results achieved. This evaluation helps ensure that the school is making progress toward achieving its measurable goals and that adjustments and improvements will be made when necessary.
  
  - 10. Coordination of Resources:** The comprehensive program must identify federal, state, local, and private resources (financial and otherwise) that schools can use to coordinate services that support and sustain comprehensive school reform.
  
  - 11. Strategies that Improve Academic Achievement:** The program must meet one of the following requirements: the program must have been found, through *scientifically-based research*, to significantly improve the academic achievement of participating students, or there must be *strong evidence* that the program will significantly improve the academic achievement of participating children.

# Comprehensive School Reform

## Additional CSR Planning and Evaluation Tools

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### Decision-Making Guidebooks

- [Comprehensive School Reform: Making Good Choices](#). A Guide for Schools and Districts. This guide, developed by the North Central Regional Educational Laboratory, presents a three-step strategy for deciding whether comprehensive school reform is a good choice for your school.
- [Guide to Working with Model Providers \(2000\)](#). This document offers advice to schools and districts working with an external model provider. The guide follows the process through initial stages, contract negotiations, and ongoing partnerships. Tools are included to assist throughout the process.
- [Research-Based Strategies to Achieve High Standards](#). This toolkit, developed by the The Region XI Northern California Comprehensive Assistance Center offers a framework that schools can use to plan their own school-wide improvement efforts, with step-by-step explanations and practical tools. The guidebook also includes video profiles of schools undertaking comprehensive reform. The first video is an overview of the Comprehensive School Reform program, while the second video follows three schools as they begin to implement school-wide reform efforts.
- [If the Shoe Fits: A Guide for Charter Schools Considering Adoption of a Comprehensive School Design](#). This document offers guidance specifically aimed at charter schools.

## Decision-Making Tools

A variety of CSR specific assessment and model selection tools are available. These tools are designed to assist school planning teams in identifying priority areas for improvement and selecting appropriate intervention strategies from the variety of different types of school reform models and strategies.

- [The U.S. Department of Education’s Draft Guidance on Scientifically Based Research and the Comprehensive School Reform \(CSR\) Program \(PDF or MS Word\)](#) discusses how scientifically based research will apply to the CSR program and provides guidance for schools on how to review the research on strategies and/or models considered for use.
- [School Self-Assessment Tool \(PDF\)](#). This assessment tool lists the 11 components of comprehensive school reform and specific subcomponents, or elements, of the 11 components. Using this assessment tool, your school leadership team, or your entire school staff, can rate your school’s *current status* or *current level of practice* for each element, the *evidence* that your judgment is based upon, and how *important* you feel each element is in supporting your school’s reform efforts.
- [School Profile \(PDF\)](#). This worksheet provides a simple way to list your school’s general curriculum and/or instructional focus, target populations or grade levels, school goals, and other important considerations for choosing a model. This School Profile can be used to make your ‘first cut’ of reform models that may fit with your school and district (Model Selection Tool 1).
- [Model Selection: Aligning School Needs with Model Characteristics \(PDF\)](#). This worksheet is the companion piece to the School Self-Assessment Tool (listed above). School leadership teams can use this worksheet to rank order priority goals and begin research on selected reform models to see which models truly address identified priority areas for improvement (Model Selection Tool 2).

- [Model Selection: Identifying and Aligning Resources \(PDF\)](#). This chart provides a quick reference to the variety of funding sources that a school and district can access to support whole school reform. Using this chart, your school can quickly identify how resources are being used and what areas need to be addressed (Model Selection Tool 3).
- [Model Typology \(PDF\)](#). School reform models come in all shapes and sizes. Some reform models focus on curriculum and provide scripted instructional strategies while others focus on building a governance structure and changing the climate in your school. Being able to identify the different characteristics in reform models is important as your school continues to engage in school reform. This tool presents one way of thinking about the differences among reform models (Model Typology).
- [The School CSR Self-Assessment Tool](#), developed by the Northwest Regional Educational Laboratory, can assist schools in assessing their needs related to the nine program components in the original comprehensive school reform legislation.
- [School Self-Evaluation Tool \(NCREL\)](#). The School Self-Evaluation tool, developed by the North Central Regional Educational Laboratory (NCREL) allows schools to assess themselves through four categories: (1) Learning and Teaching, (2) Governance and Management, (3) School Improvement and Professional Development, and (4) Parent and Community Involvement.
- [Database of CSRD Schools](#). The Southwest Regional Education Laboratory (SEDL) maintains a searchable database of schools receiving CSRD subgrants. This database, updated frequently, can help identify schools implementing particular reform models.

## Evaluation Guidebooks

- [Evaluating Whole-School Reform Efforts: A Guide for District and School Staff](#). Northwest Regional Educational Laboratory's Comprehensive Center Region X.
- [Evaluating for Success: An Evaluation Guide for Schools and Districts](#). MCREL
- [CSR Implementation Profile \(Implementation Continuum\)](#). The WestEd Implementation Continuum can be used by school, district, or state visitors to assess a school's growth toward comprehensive school reform. This continuum is a good approach for a school to assess if they are making progress. The continuum and the guidelines are available for download in a Microsoft Word version.

# Comprehensive School Reform

## Resources and Publications

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### National Clearinghouse

The National Clearinghouse on Comprehensive School Reform provides extensive information and links to CSR information and resources throughout the nation.

### Comprehensive School Reform Models

There are a variety of school reform models and strategies that can be used by schools interested in implementing a comprehensive school reform program. Districts and schools are encouraged to research the different reform models available and identify models and strategies that may supplement their school-wide reform efforts. The following catalogs and publications provide an overview of school reform models available to schools. Please access our Tools page for information on matching school reform models to school characteristics and areas of need.

- [The Catalog of School Reform Models](#), hosted by NWREL and NCCSR, includes descriptions of program models in two categories: entire-school models and skill- and content-based models, along with direct links for further information.
- [Comprehensive School Reform Issue site](#), hosted by the Education Commission of the States, provides a wide variety of information about CSR, including updated ECS evaluations of 20 comprehensive school reform models.
- [The Thomas B. Fordham Foundation's Better by Design? A Consumer's Guide to Schoolwide Reform \(1999\)](#) provides detailed descriptions, including cost estimates, for 10 of the most widely adopted school reform models.

- [Comprehensive School Reform Models Addressing the Needs of English Language Learners \(1999\)](#). The Region IX Southwest Comprehensive Assistance Center has developed a resource guide describing some of the nationally available and locally developed school models that have addressed the needs of English language learners.
- [Finding Common Ground: Service Learning and Education Reform](#) is a publication from the American Youth Policy Forum that looks at the compatibility between CSR programs and elements of service learning.

## **U.S. Department of Education**

The Office of Elementary and Secondary Education maintains a site with links to many resources, as well as the most current information on legislation, funding, and guidance:


- [Estimated FY2002 State Allocations](#) - The FY 2002 budget for the CSR program includes a \$25 million increase in the Title I section and a \$25 million increase in the Fund for the Improvement of Education Section.
- [Comprehensive School Reform \(CSR\) Program Guidance, August 2002](#) - The updated guidance reflects changes made in the reauthorization of the Elementary and Secondary Education Act, No Child Left Behind.
- [CSR in the Field: Final Update \(2000\)](#) - This summarizes and updates information on how schools, districts, and states are developing and implementing CSR programs. This document also contains links to many of the latest resources and research on the nine original components of Comprehensive School Reform.
- [CSR Early Implementation Report \(2000\)](#) - This report, prepared by Planning and Evaluation Service (PES), provides baseline data and information on CSR implementation

at the federal, state, district, and local level. This report is available in MS Word [600K] and PDF [344K].

- [Profiles of Early Implementation \(1998\)](#) - This brief, which profiles six states in the early implementation of CSRD, shows the important role states can play in supporting local schools and districts as they prepare for comprehensive school improvement. The brief also shows how states are integrating comprehensive reform with their own standards-based school improvement and accountability efforts.
- [Schoolwide Reform Programs](#) - This publication outlines how schools can integrate funds and resources from Title I, Part A of the Elementary and Secondary Education Act (ESEA).
- [Implementing School-wide Programs: An Idea Book on Planning \(1998\)](#) - This U.S. Department of Education publication provides multiple strategies and ideas that schools have used to implement school-wide reform.

## Additional Resources

- [Guide to Working with Model Providers \(2000\)](#) - This document offers advice to schools and districts working with an external model provider. The guide follows the process through initial stages, contract negotiations, and ongoing partnerships. Tools are included to assist throughout the process.
- [Comprehensive School Reform: Research-Based Strategies to Achieve High Standards \(2000\)](#) - This guidebook from the Region XI Northern California Comprehensive Assistance Center is designed to help schools with successful implementation through initial stages, contract negotiations, and ongoing partnerships. Tools are included to assist throughout the process.

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- Developed by the The Region III Comprehensive Center, [CSR Briefs](#) is an occasional series of articles highlighting key issues related to the implementation of the Comprehensive School Reform program.
  - [District Leaders Guide to Reallocating Resources](#): This guide for district- and building-level support of comprehensive school reform discusses resource reallocation decisions within the context of site-based planning and district-wide focus on higher achievement for all students.
  - [Raising Student Achievement: An Internet Guide for Redesigning Low-Performing Schools](#) - This site, from the American Federation of Teachers, provides information on research-based programs, program selection and implementation, district profiles, and links.
  - [Implementing School Reform Models: The Clover Park Experience \(2001\)](#). This document provides an excellent overview of a district-wide comprehensive school reform initiative.





## The Education Alliance at Brown University

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