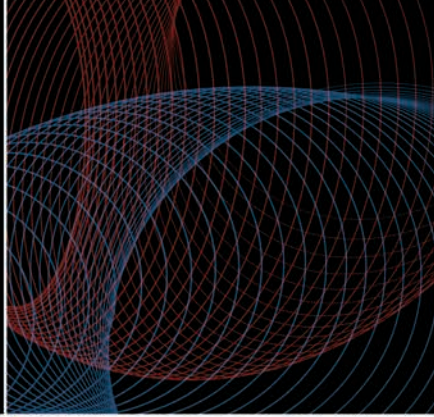


2013



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English Learners & Literacy

PRODUCTS / SERVICES

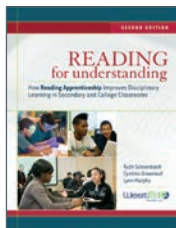


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School & District Improvement | Science & Mathematics

Useful Resources



Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, 2nd Edition

RUTH SCHOENBACH, CYNTHIA L. GREENLEAF, AND LYNN MURPHY

This significantly updated second edition of the best-selling *Reading for Understanding* is a guide for using Reading Apprenticeship to increase student engagement and academic achievement in subject area classes.

\$29.95 • 416 pages • 2012 • Jossey-Bass • 978-0-470-60831-9

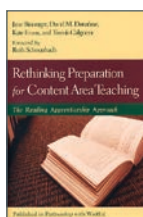
"Reading for Understanding is a monumental achievement, bringing years of rigorous reading research together in a framework for teaching. Several randomized clinical trials and multiple ongoing studies demonstrate the effects of this approach."

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

★ **BESTSELLER**

🔗 **More Online**

Read excerpts from the book and watch a short video at WestEd.org/readingforunderstanding.



Rethinking Preparation for Content Area Teaching: The Reading Apprenticeship Approach

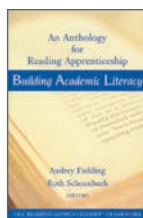
JANE BRAUNGER, DAVID M. DONAHUE, KATE EVANS, AND TOMÁS GALGUERA

Rethinking Preparation for Content Area Teaching illustrates how to effectively incorporate the Reading Apprenticeship instructional model into secondary teacher preparation programs. Arguing that teacher education programs need to foster a broader understanding of adolescent literacy, the authors show how Reading Apprenticeship can serve to strengthen content-based instruction, how elements of the model can be embedded in teacher preparation curricula, and what types of course activities enable new teachers to understand and practice this approach.

\$40.00 • 320 pages • 2004 • Jossey-Bass • 978-0-7879-7166-3

🔗 **More Online**

Learn more about Reading Apprenticeship publications at WestEd.org/cs/ra/print/docs/ra/pub.htm.



Building Academic Literacy: An Anthology for Reading Apprenticeship

EDITED BY AUDREY FIELDING AND RUTH SCHOENBACH

For use with Unit 1 of the Reading Apprenticeship Academic Literacy Course or on its own, this themed anthology for middle and high school students invites them to explore topics related to literacy and its relevance to their lives and their futures. Featuring lively and inspiring essays, journalism, poetry, expository writing, and personal narratives, the volume contains selections at varied levels of reading difficulty and offers diverse cultural and historical perspectives.

\$19.95 • 304 pages • 2003 • Jossey-Bass • 978-0-7879-6555-6

🔗 **More Online**

Learn more about the Reading Apprenticeship Academic Literacy Course materials at WestEd.org/cs/we/view/spl/187.

👉 to order

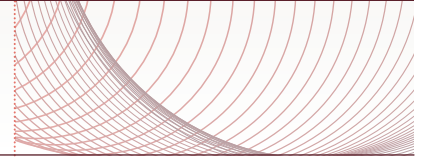


888.293.7833



WestEd.org/bookstore

Reading Apprenticeship Professional Development



- ✓ Proven research results in randomized controlled studies
- ✓ U.S. Department of Education i3 award to fund major scale-up
- ✓ The missing “how-to” for Common Core State Standards

Reading Apprenticeship is designed to improve students’ reading, writing, and thinking in content area classes. How do we accomplish this? Our professional development services help subject area teachers leverage their expertise as readers in their subject areas so that, just as the Common Core requires, literacy and content instruction are integrated. Teachers also learn how to support all students in developing learner dispositions of stamina, persistence, and confidence that they can succeed.

Let Reading Apprenticeship Help You: Improve Subject Area Reading in Middle and High Schools

- Research-based, research-proven results
- Hands-on, intensive professional development and technical services
- Comprehensive alignment with Common Core standards
- Gold-standard Academic Literacy Course curriculum

Support Community College Students and Their Teachers

- Accelerated and integrated literacy development
- Seminars and institutes for developmental, ELD, CTE, and general education faculty
- Online, limited enrollment, 30-hour interactive course



Learn about our products, services, and pricing at

WestEd.org/ReadingApprenticeship

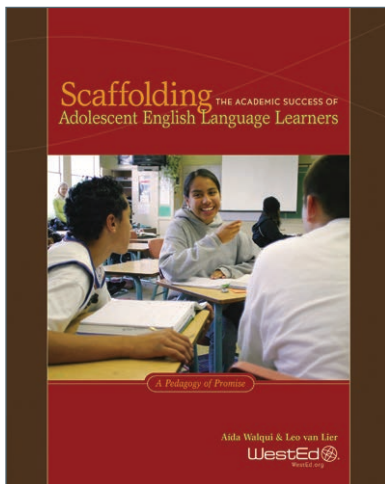
Margot Kenaston
mkenast@WestEd.org
510.302.4287



Visit WestEd.org/ReadingApprenticeship to learn more about the Reading Apprenticeship research base and professional development services for middle school, high school, and community college teachers.

Scaffolding the Academic Success of Adolescent English Language Learners

A Pedagogy of Promise


 A WestEd Best Seller


What would happen if classrooms were organized to honor the promise of English learners by increasing rather than decreasing the intellectual challenge of instruction, by increasing the support such challenge requires, and by increasing students' active engagement with their own learning?

This book is the result of a decade-long effort to implement challenging instruction in classrooms that include English learners by raising the bar and increasing engagement for all learners. Comprehensively addressing the types of changes in instruction required by the Common Core State Standards and other new standards (e.g., Next Generation Science Standards, WIDA, and state standards), the book paints a clear picture of the instructional approach students need in order to develop language and literacy practices for the 21st century. The approach, developed by coauthor Aída Walqui, founder and director of WestEd's Quality Teaching for English Learners initiative, is demonstrated through:

- Classroom vignettes
- Transcripts of student interactions
- Detailed examples of intellectually engaging middle and high school lessons

Readers also gain an understanding of what cognitive psychology, sociolinguistics, and sociocultural learning theories have to offer teachers with English learners as school districts across the country move to implement 21st century college and career-ready standards.

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

– Pauline Gibbons, author of *Scaffolding Language, Scaffolding Learning*

AUTHORS

Aida Walqui and Leo van Lier

ORDERING INFORMATION

\$27.95 • 240 pages • 2010 • WestEd
978-0-914409-75-5

EXCERPTS

To read excerpts of this book, visit WestEd.org/scaffoldingacademicsuccess.

 to order



888.293.7833



WestEd.org/bookstore

Quality Teaching for English Learners

- ✓ **Summer institutes for teachers, instructional leaders, and coaches**
- ✓ **Customized school and/or district partnerships**
- ✓ **On-site Teacher Institutes, including classroom implementation and coaching**

“A refreshing change from the status quo.”

– Administrator, New York City Department of Education

WestEd’s Quality Teaching for English Learners (QTEL) is a unique professional development initiative. Instead of simplifying the curriculum and lowering expectations for English language learners, QTEL offers an academic framework rich in intellectual challenge along with high-level support.

The QTEL approach of providing high-challenge, high-support learning opportunities develops teacher expertise and raises student achievement.

Academically rigorous though it is, teachers find the QTEL approach classroom-friendly and pragmatic. Because it is grounded in sociocultural learning theory (the Zone of Proximal Development and scaffolding theory are key), teachers experience QTEL as a coherent, compelling way to work with students. They learn concrete ways to challenge and support their English language learners—and they understand why those strategies make sense.



Learn about our work, research, and pricing at

WestEd.org/qtel

Echo Chen
tchen@WestEd.org
415.615.3261

QUALITY TEACHING for English Learners

HOME | OUR WORK | RESEARCH | OUR PARTNERS | OUR BLOG | SUMMER INSTITUTES | CONTACT US

4 of 5 Institutes

Register Now

SUMMER INSTITUTES 2013: Quality Teaching for English Learners in the Era of New Standards

San Francisco, July 15 - July 19th

This summer, invest 5 days to deepen and broaden your understanding of pedagogy and instructional practices to work with English Language Learners (ELLs). QTEL professional development includes participants in experiential and relevant practical models of instruction that explore the ELA skills to participate in rigorous academic experiences guided by new standards.

2013 Course Offerings

For Teachers

- Building the Base: English Language Arts Practices, Pedagogies and Protocols in the Era of Common Core Standards
- Building the Base: Mathematics Practices, Pedagogies and Protocols in the Era of Common Core Standards
- Building the Base: Next Generation Science Practices, Pedagogies and Protocols in the Era of New Standards
- English Language Development of the Beginning Level: Practices, Pedagogies and Protocols in the Era of New English Development Proficiency Standards
- La Enseñanza de Español: Prácticas de Enseñanza, Pedagogías y Protocolos

For Instructional Leaders and Coaches

SUMMER INSTITUTES 2013

Quality Teaching for English Learners in the Era of New Standards

July 15–19, San Francisco

In five days, participants deepen and broaden their understanding of pedagogy and repertoire of practices to work with English language learner students.

Register online at WestEd.org/qtel.

Improving Academic Literacy Instruction

✓ Research-based practice

✓ Collaborative planning

✓ Intensive and sustained support

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

– Elementary school teacher

Part of a comprehensive school improvement approach, WestEd staff provide research-based professional development services that improve academic literacy instruction for pre-K through 8th grade students. Professional development and coaching support teachers to successfully implement the Common Core State Standards for English language learners, students with low-literacy skills, and other students who may experience difficulty mastering academic language.

How does this service offer multiple layers of support to schools and districts?

Teachers:

- Receive an intensive and thorough overview of the most current research-based instructional strategies
- Gain evidence-based, effective, and replicable instructional strategies in real classrooms with real kids
- Learn to implement these rigorous strategies in their daily practice using a standards-based curriculum

Instructional Coaches:

- Learn strategies to support teachers and increase the rigor of instruction in systematic ways

Principals/Administrators:

- Learn to implement effective instructional strategies in all classrooms

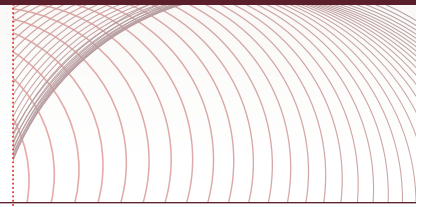
District Staff:

- Learn to align services with the district vision for school and district improvement



Joe Sassone
jsasson@WestEd.org
 520.247.7111

Teaching English Learners and Students With Learning Difficulties in an Inclusive Classroom Workshop



- ✓ Identify the language skills of English learners at different developmental levels
- ✓ Blend direct instruction and inquiry-based, student-led learning
- ✓ Develop academic vocabulary and discourse

WestEd offers professional development for schools and districts using the principles and approaches described in *Teaching English Learners and Students With Learning Difficulties in an Inclusive Classroom*.

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

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

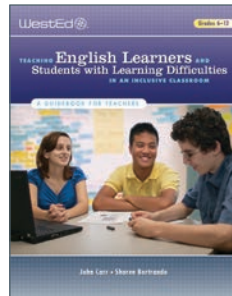


Learn more about the workshop, including pricing, at

WestEd.org/inclusiveclassrooms

John Carr
jcarr@WestEd.org
 925.246.9911

order related resources



This guidebook presents powerful, concrete ways to engage all middle and high school students—especially English learners and students with other special needs—in successful learning.

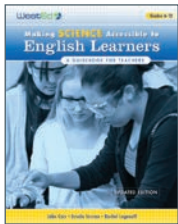
Read the introduction of this book at WestEd.org/teachingenglishlearners.

\$24.95 • 168 pages • 2012 • WestEd • 978-0-914409-67-0

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

– Nancy Snodgrass, Bilingual special education resource teacher

Useful Resources



Making Science Accessible to English Learners: A Guidebook for Teachers

JOHN CARR, URSULA SEXTON, AND RACHEL LAGUNOFF

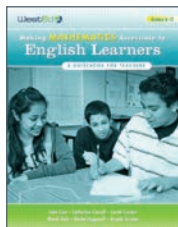
This best-selling guidebook helps middle and high school science teachers reach English learners in their classrooms. The guide offers practical guidance, powerful and concrete strategies, and sample lesson scenarios that can be implemented immediately in any science class.

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

\$24.95 • 132 pages • 2007 • WestEd • 978-0-914409-40-03

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

– Science teacher



Making Mathematics Accessible to English Learners: A Guidebook for Teachers

JOHN CARR, CATHERINE CARROLL, SARAH CREMER, MARDI GALE, RACHEL LAGUNOFF,
AND URSULA SEXTON

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

\$24.95 • 128 pages • 2009 • WestEd • 978-0-914409-68-7

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

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

◀ Sample Chapters

Read “Chapter 1: Teaching Science” and “Chapter 6: Assessing English Learners” at WestEd.org/makingscienceaccessible.

◀ Sample Chapter

Read “Chapter 1: Teaching Mathematics” at WestEd.org/makingmathaccessible.

to order



888.293.7833



WestEd.org/bookstore

Making Science Accessible to English Learners Professional Development

- ✓ Engage English learners in scientific discourse and practice
- ✓ Use strategies for teaching and applying academic language
- ✓ Integrate research-based strategies as scaffolds to rigorous content standards

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

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



Learn about this service, including pricing, at

[WestEd.org/englishlearnersscience](https://www.wested.org/englishlearnersscience)

Ursula Sexton
usexton@WestEd.org
 650.381.6442

Making Mathematics Accessible to English Learners Professional Development

- ✓ Plan lessons that include English learners at different language development levels
- ✓ Apply academic language during mathematics lessons
- ✓ Design accommodations to create equitable classroom mathematics assessments

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

Two-day professional development workshops with flexible dates are available for school or district teams of up to 35 people.



Learn about this service, including pricing, at

[WestEd.org/englishlearnersmath](https://www.wested.org/englishlearnersmath)

Cathy Carroll
ccarrol@WestEd.org
 650.381.6422

Discussion Builders Workshop

- ✓ Learn to foster productive discussions in classrooms with diverse learners, with specific guidance for teachers of English learners
- ✓ Think about the role of academic language development in academic success
- ✓ Practice facilitating productive discussions in mathematics, literature, social studies, and other content areas

“The Discussion Builders give the students who are usually non-participants in class discussions a place to start and way to express their ideas.”

– Third grade teacher

This one-day workshop is ideal for K–8 teachers who would like to help students with diverse academic, linguistic, and cultural backgrounds participate in and successfully learn from discussion-based lessons. Although originally created for mathematics, the discussion tools and theories can be applied within any subject area and are especially beneficial for English learners.

The Discussion Builders Workshop provides a quick but invaluable look inside effective classroom discussions, and prepares teachers to implement immediately several evidence-based, effective teaching strategies that foster oral and written academic language. Participants will return to their classrooms comfortable in leading effective discussions that boost collaborative and respectful critical thinking among students.

Alma Ramírez and Jose Franco, co-directors of Math Pathways & Pitfalls at WestEd, lead the workshops.



Learn about our products and services at

WestEd.org/mpp

Alma Ramírez
aramire@WestEd.org
510.302.4249

Visit the Math Pathways & Pitfalls website at WestEd.org/mpp to learn more about Discussion Builders workshops and the Math Pathways & Pitfalls program.

The California Map of Standards for English Learners Workshop

✓ **Ideal for K-12 teachers, special education teachers, instructional coaches, and school and district leaders**

This workshop is designed to help you understand and implement literacy standards, especially for English learners, as they are organized in the new *Map of California ELD-ELA Standards* (2013).

You will analyze and discuss the pathway from English Language Development standards to specific Common Core (CCSS) literacy standards in English language arts, as well as history and science for grades 6–12.

In addition, you will create your own standards-based lesson using ten concrete strategies for scaffolding learning and encouraging meaningful participation of English learner students and other diverse learners in the classroom.



Learn about our research base and pricing at

WestEd.org/cs/we/view/serv/92

John Carr
jcarr@WestEd.org
925.246.9911

order related resources

The Map of California ELD-ELA Standards

JOHN CARR



The Map of California ELD-ELA Standards presents California's newly adopted English Language Development (ELD) standards and English Language Arts (ELA) standards side-by-side. This resource helps teachers design instruction that integrates the standards, particularly in classrooms with English learner students as well as other diverse learners.

Grades K–5: \$16.95 • 80 pages • 2013 • WestEd • 978-1-938287-14-5

Grades 6–12: \$16.95 • 80 pages • 2013 • WestEd • 978-1-938287-15-2

Grades 6–12: Map for History Teachers: \$9.95 • 65 pages • 2013 • WestEd • 978-1-938287-16-9

Grades 6–12: Map for Science/Technology Teachers: \$9.95 • 65 pages • 2013 • WestEd • 978-1-938287-16-9

Print and digital versions will be available in August 2013!

PRAISE FOR THE PREVIOUS EDITION OF *THE MAP OF STANDARDS*

“The Map of Standards has proved invaluable in helping classroom teachers understand the ELD standards.”

– Claudia Lockwood, Director of Multilingual Education, San Joaquin County Office of Education

Bridging Cultures Between Home and School Institute

- ✓ Approach assessment in ways that take cultural and linguistic differences into consideration
- ✓ Use effective and culturally appropriate classroom management strategies
- ✓ Support meaningful parental involvement in children's education

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

— Principal

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

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

Bridging Cultures also offers workshops designed specifically for administrators.

order related resources



Bridging Cultures in Our Schools: New Approaches That Work (Knowledge Brief)

ELISE TRUMBULL, CARRIE ROTHSTEIN-FISCH, AND PATRICIA M. GREENFIELD

This Knowledge Brief provides a framework for understanding how teachers' culturally driven—and often unconsciously held—values influence classroom practice and expectations, and, when in conflict with the values of immigrant and other parents from more collectivistic societies, can interfere with parent-teacher communication. The brief looks at specific sources of cross-culture conflicts and illustrates some strategies for resolving them.

Order a hard copy or download this resource at [WestEd.org/cs/we/view/rs/81](https://www.wested.org/cs/we/view/rs/81).

\$8.00 • 16 pages • 2000 • WestEd • LCD-99-01

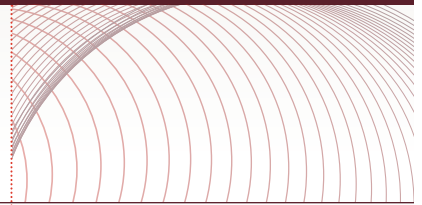


Learn about our research base and pricing at

[WestEd.org/bridgingcultures](https://www.wested.org/bridgingcultures)

Noelle Caskey
ncaskey@WestEd.org
 415.615.3178

Academic Parent-Teacher Teams (APTT): Transforming Parent & Teacher Collaboration to Drive Student Achievement



✓ **Maximize student learning time through home practice of academic skills**

✓ **Engage families in creating and reaching short- and long-term academic goals**

✓ **Use actionable student data to drive family engagement**

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

You will gain the expertise to:

- Effectively share data with families to drive student performance
- Create a classroom community with families that supports learning and high achievement
- Align school improvement goals to family engagement strategies and outcomes

With 25 years of experience in education, lead facilitator Maria C. Paredes developed the APTT model and has conducted extensive research that substantiates the wide-reaching benefits of its implementation. Her knowledge of research, first-hand experience with minority parents and Title I schools, and innovative approach have awarded her national recognition as a leading expert.



Read success stories and learn about our research base and pricing at

WestEd.org/aptt

Maria C. Paredes
mparede@WestEd.org
480.823.9425

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

– First-year APTT teacher

download related resources



What Works Brief #9: Family Engagement

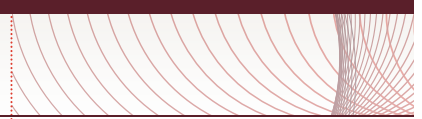
MARIA PAREDES, MEAGAN O'MALLEY, AND ANGELA AMARILLAS

How can schools get families involved in their children’s education to achieve academic success? This What Works Brief provides research-based strategies for thoughtful planning, mentoring, encouraging open communication, modeling high expectations, and much more.

Download this resource at **WestEd.org/cs/we/view/rs/1248**.

Free • 7 pages • 2012 • WestEd

Dual Language Solutions Institute



- ✓ Explore the most important features and theoretical underpinnings of dual language programs
- ✓ Identify expected outcomes of dual language programs
- ✓ Discuss professional development and evaluation strategies
- ✓ Examine practical ways to build student language capacity and academic attainment

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

The Institute is five full-day, six-hour interactive sessions covering:

- What is Dual Language?
- Creating a Dual Language Program Step by Step
- Professional and Curriculum Development
- Ways to Engage All Families in Their Children's Dual Language Education
- Collaborative Evaluation: A Dynamic and Interactive Approach

This institute is for:

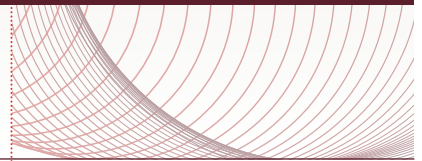
- District-based teams of foreign language and English as a Second Language coordinators
- District administration
- Teachers who work with pre-K–8 English learners and English home speakers



Marla Perez-Selles
mperezs@WestEd.org
 781.481.1126



English Learner Evaluation and Accountability



“Cutting-edge ideas and tools that will help us put in place systems to make sure our ELs are meeting the language and content demands of the new standards.”

– Recent client

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

– Past participant

English Learner Evaluation and Accountability provides technical assistance, professional development, and consultation services designed to guide district and state leaders and policymakers in strengthening policies, practices, and services to English learners. This includes: needs/assets assessments; incisive cross-sectional and longitudinal data analyses; facilitated policy decision-making; interactive presentations, and targeted professional learning. Services can be integrated with other WestEd consultation/professional development.

English Learner Evaluation and Accountability helps you:

- Build local capacity to establish, implement, and evaluate English learner progress and performance goals in English language development (ELD) and academic content areas
- Review and strengthen curricular, instructional, and assessment policies and practices in light of new Common Core and corresponding ELD standards
- Integrate ESEA Titles I and III external accountability into local systems and practices that foster meaningful internal accountability and improvement

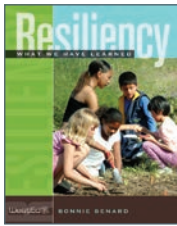
Districts utilizing these services cite outcomes, including the following:

- Board-adopted ELD and academic progress and achievement goals for English learners
- Consensus on instructional program expectations and designs, including for biliteracy development, Long-term English learners, and newcomers
- Revised English Learner Master Plans that have purpose and focus
- Useful, effective progress monitoring systems
- Formative assessment practices to foster a learning culture



Robert Linqanti
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 510.302.4235

Useful Resources

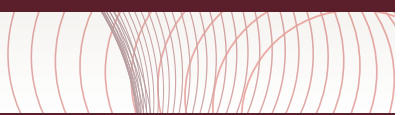


Resiliency: What We Have Learned

BONNIE BENARD

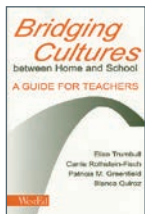
Resiliency theory is at the heart of hundreds of school and community programs that recognize in all young people the capacity to lead healthy, successful lives. The key, as Bonnie Benard reports in this synthesis of a decade and more of resiliency research, is the role that families, schools, and communities play in supporting—and not undermining—this biological drive for normal human development.

\$21.95 • 148 pages • 2004 • WestEd • 978-0-914409-18-2



Professional Development Available

To learn more about professional development opportunities related to this resource, contact: Bo De Long-Cotty (e: bdelong@WestEd.org, t: 510.302.4218).



Bridging Cultures between Home and School: A Guide for Teachers

ELISE TRUMBULL, CARRIE ROTHSTEIN-FISCH, PATRICIA M. GREENFIELD, AND BLANCA QUIROZ

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

\$38.95 • 200 pages • 2001 • Routledge • 978-0-8058-3519-9

Professional Development Available

To learn more about professional development opportunities related to this resource, contact: Noelle Caskey (e: ncaskey@WestEd.org, t: 415.615.3178).



Managing Diverse Classrooms: How to Build on Students' Cultural Strengths

CARRIE ROTHSTEIN-FISCH AND ELISE TRUMBULL

Drawing on research from the Bridging Cultures Project originally developed at WestEd, this book helps teachers understand powerful cultural differences that sometimes lead to classroom conflict, and explains how to capitalize on these differences to create harmonious, productive classrooms.

\$25.95 • 196 pages • 2008 • ASCD • 978-1-4166-0624-6

Free Knowledge Brief

Download *Bridging Cultures in Our Schools: New Approaches That Work* at WestEd.org/cs/we/view/rs/81.

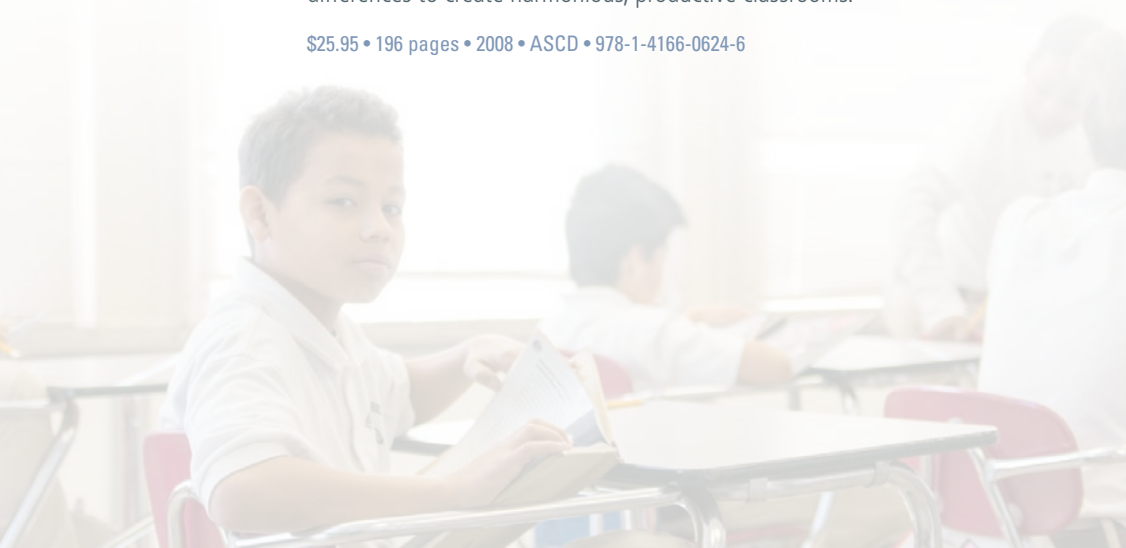
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Useful Resources



Handbook of Research on Literacy and Diversity

EDITED BY LESLEY MANDEL MORROW, ROBERT RUEDA, AND DIANE LAPP

This handbook is the first of its kind because it addresses all dimensions of diversity that have an impact on literacy achievement. Leading experts, including WestEd's Ann-Marie Wiese, examine how teaching and learning intersect with cultural and language differences and socioeconomic disparities in increasingly diverse schools and communities.

\$52.00 • 464 pages • 2010 • Guilford Press • 978-1-60918-145-1

Sample Chapter

Read the introduction at WestEd.org/cs/we/view/rs/1061.



Language, Culture, and Community in Teacher Education

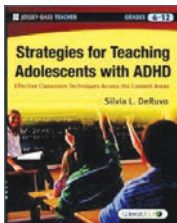
EDITED BY MARÍA E. BRISK

The ideas and analyses presented in this book help prepare all teachers who work with culturally and linguistically diverse students—not just English as a second language or bilingual teachers. The book not only focuses on how teachers need to change but how the curricula must transform, and how to effectively train teacher education candidates to relate to, and work better with, diverse student groups.

\$35.95 • 408 pages • 2008 • Lawrence Erlbaum Associates • 978-0-8058-5698-9

More Online

Read more about this book at WestEd.org/cs/we/view/rs/850.



Strategies for Teaching Adolescents with ADHD: Effective Classroom Techniques Across the Content Areas, Grades 6–12

SILVIA L. DERUVO

This practical, hands-on guide is designed to help teachers teach adolescent students with ADHD in content areas. The book provides research-based, classroom-tested strategies designed to seamlessly engage students during instruction, enabling them to understand the material, retain the knowledge over time, and attain postsecondary education and employment.

\$29.95 • 176 pages • 2009 • Jossey-Bass • 978-0-470-24671-9

Sample Chapter

Read “Chapter 1: Why Another Book on ADHD?” at WestEd.org/cs/we/view/rs/995.

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Math Pathways & Pitfalls Intervention Curriculum

ALMA RAMÍREZ AND CARNE BARNETT-CLARKE, WITH DEBRA COGGINS

This K–8 intervention curriculum helps students tackle stubborn pitfalls head-on and transform them into pathways for learning key mathematical topics. Math Pathways & Pitfalls intervention lessons and instructional strategies help students master key mathematical standards, including focus areas of the Common Core State Standards; support academic language development; and add value to any adopted curriculum.

Grades K–1: \$165.00 • 320 pages • 2010 • WestEd • 978-0-914409-58-8

Grades 2–3: \$165.00 • 352 pages • 2010 • WestEd • 978-0-914409-59-5

Grades 4–6: \$165.00 • 368 pages • 2010 • WestEd • 978-0-914409-60-1

Grades 6–8: \$165.00 • 368 pages • 2010 • WestEd • 978-0-914409-61-8

“Math Pathways & Pitfalls is a fabulous tool for teachers and students.”

– Leanna Baker, First grade teacher

Professional Development Available

To learn more about professional development opportunities related to this resource, contact: Alma Ramírez (e: aramire@WestEd.org, t: 510.302.4249) or visit WestEd.org/mpp.



Making Sense of SCIENCE Teacher Professional Development Curriculum

KIRSTEN R. DAEHLER, JENNIFER FOLSOM, AND MAYUMI SHINOHARA

Prepare for the new Common Core and Next Generation Science Standards with Making Sense of SCIENCE teacher professional development courses. Rigorous studies show that these courses improve the science achievement of K–8 students—especially for diverse students, including English learners and students with poor literacy skills.

Matter for Teachers of Grades 6–8: \$249.95 • 2012 • WestEd
978-1-938287-02-2

Force and Motion for Teachers of Grades 6–8: \$249.95 • 2011 • WestEd
978-0-914409-77-9

Energy for Teachers of Grades 6–8: \$249.95 • 2011 • WestEd
978-0-914409-78-6

“I learned new ways to get kids talking about science in a rich way, ways to analyze student work, and ways to improve my lessons. My teaching practice is changed forever.”

– Vicki Baker, National Board Certified teacher, Union City, CA

Professional Development Available

To learn more about professional development opportunities related to this resource, contact: Mikiya Matsuda (e: mmatsud@WestEd.org, t: 650.381.6412) or visit WestEd.org/mss.

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