

Leading Successful School Turnarounds

Learning from Research and Practice

Thursday, September 30
– and –
Friday, October 1, 2010

Hilton Los Angeles Airport

sponsored by:

REL West
California Comprehensive Center
Southwest Comprehensive Center

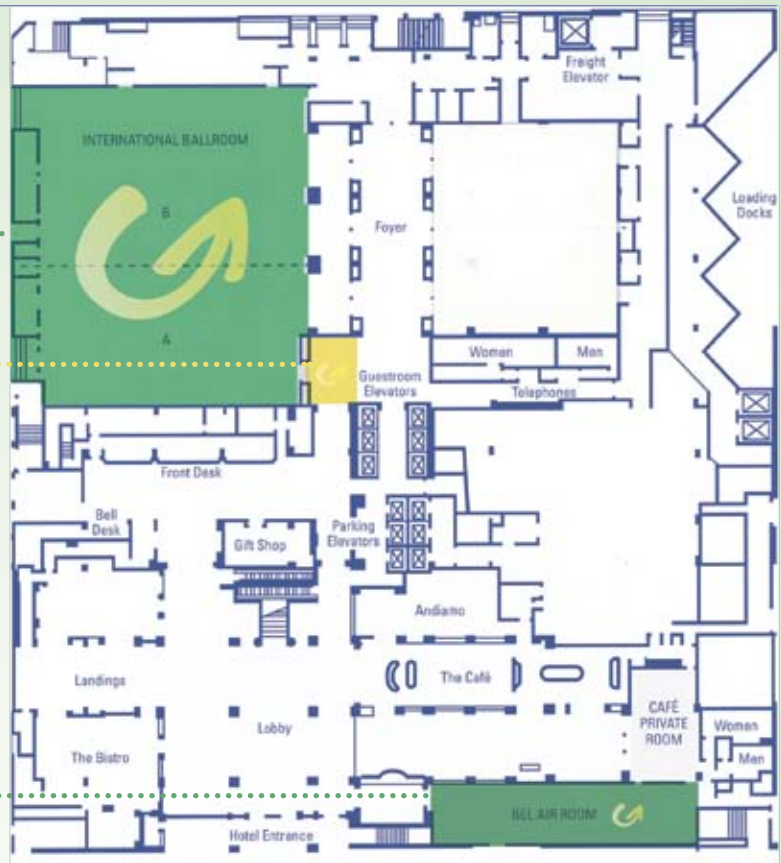
at **WestEd** 
WestEd.org

Lobby Floor Plan

International Ballroom A and B

Event Check-In

Bel Air Room



2nd Level Floor Plan

San Lorenzo Rooms A and B

Santa Monica Rooms B and C



September 30, 2010

Conference Participants and Guests:

Welcome to *Leading Successful School Turnarounds: Learning from Research and Practice*, presented through a partnership among three WestEd programs: the Regional Educational Laboratory West (REL West), the California Comprehensive Center, and the Southwest Comprehensive Center.

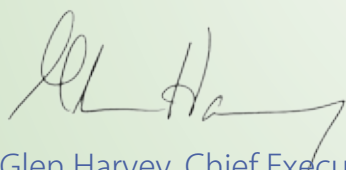
Over the next two days, we will focus on key issues facing districts and schools with School Improvement Grants (SIGs), through the lens of effective leadership. Keynote presentations, a district superintendents panel, interactive breakout sessions, and state-specific meetings will provide multiple opportunities to learn from some of the nation's leading researchers and practitioners who have led successful turnaround efforts, as well as each other.

The breakout sessions are designed for participants to deeply engage in research, share practical examples, and apply useful tools to your work. The sessions will address important topics such as the district's role in school turnaround, signaling change and building buy-in for reforms, creating a school climate conducive to learning, supporting teacher effectiveness, using data to improve instruction, focusing on effective instruction, engaging family and community, union collaboration, and monitoring progress.

Our goal is that you will develop deeper knowledge of evidence-based strategies for turning around low-performing schools, and leave with practical strategies and tools that will assist you in the hard work ahead. We also hope that you will form new supportive relationships, and strengthen existing ones, as we work together to improve educational outcomes for our most at-risk students and schools.

During the conference, and after you return home, please let us know how we can continue to support your school turnaround efforts.

Thank you for joining us!



Glen Harvey, Chief Executive Officer
WestEd

Agenda

THURSDAY, SEPTEMBER 30, 2010		
TIME	ACTIVITY	LOCATION
7:30–8:30am	Breakfast	International B
8:00–8:30am	Check In	International A Foyer
8:30–11:45am	GENERAL SESSION	International A
8:30–8:45am	Welcome and Introductions <ul style="list-style-type: none"> – Catherine Walcott, REL West at WestEd – Glen Harvey, WestEd CEO 	
8:45–9:15am	Opening Remarks <ul style="list-style-type: none"> – Thelma Meléndez de Santa Ana, Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education 	
9:15–10:15am	Leading Successful School Turnarounds: Learning from Research and Practice <ul style="list-style-type: none"> – Bryan Hassel, Co-Director, Public Impact 	
10:15–10:30am	Break	
10:30–11:45am	District Superintendents Panel <ul style="list-style-type: none"> – Fred Tempes, Director, California Comprehensive Center, WestEd – Wade McLean, former Superintendent, Marana (AZ) School District and Whiteriver (AZ) Unified School District – Charlotte Boyle, Creighton (AZ) School District – Marcus Johnson, Sanger (CA) Unified School District – Heath Morrison, Washoe County (NV) School District – Barry Newbold, Jordan (UT) School District 	
11:45am–12:45pm	Lunch	International B
12:45–2:45pm	BREAKOUT SESSION I	
	Signaling Change and Building Buy-in for Reform	Santa Monica C
	Local School Districts: Key Partners for Sustaining Innovation and Improvement in Low-Performing Schools	Bel Air
	Designing and Implementing Comprehensive Teacher Evaluation and Support Systems	International A
	Creating a School Climate that Supports Student Learning and Positive Youth Development	Santa Monica B
2:45–3:00pm	Break	
3:00–5:00pm	BREAKOUT SESSION II (Sessions repeat in same rooms)	

FRIDAY, OCTOBER 1, 2010		
TIME	ACTIVITY	LOCATION
7:00–8:00am	Breakfast	International B
8:00–10:00am	BREAKOUT SESSION III	
	Using Assessment Data to Inform Instruction	International A
	Focusing on Instruction	Santa Monica B
	School and District Practices to Promote Family Engagement	San Lorenzo A
	From Action Plan to Implementation: Just Do It!	Santa Monica C
	Union–District Collaboration to Support School Turnaround	Bel Air
10:00–10:15am	Break	
10:15am–12:15pm	BREAKOUT SESSION IV (Sessions repeat in same rooms)	
12:15–1:45pm	Lunch	International B
	<p>Welcome</p> <ul style="list-style-type: none"> – Paul Koehler, Director, Southwest Comprehensive Center, WestEd <p>Leading School Turnarounds: The Importance of Strong Leadership in Ensuring High Academic Achievement for Every Student</p> <ul style="list-style-type: none"> – Jonathan Schnur, CEO, New Leaders for New Schools <p>Closing Reflections</p> <ul style="list-style-type: none"> – Kandace Jones, Special Assistant, Office of Elementary and Secondary Education, U.S. Department of Education 	
1:45–2:00pm	Move to State Meetings	
2:00–3:00pm	State Meetings	
	Arizona	Santa Monica B
	California	International A
	Colorado	San Lorenzo A
	Nevada	Bel Air
	New Mexico	Santa Monica C
	Utah	San Lorenzo B
3:00pm	Adjourn	

Breakout Sessions

DAY ONE

Signaling Change and Building Buy-in for Reform

Strong leadership at the school level is essential to launching a successful turnaround effort. Participants will deepen their understanding of how recommended practices from the *Turning Around Chronically Low-Performing Schools* Practice Guide can be applied to initiating change in their own settings. Video clips and case examples will prompt participant analysis and discussion, and practical tools for planning and implementing “quick wins” will be introduced.

Presenters

- Bryan Hassel, Co-Director, Public Impact
- Nikola Filby, Senior Program Director, WestEd; Associate Director, REL West at WestEd

Local School Districts: Key Partners for Sustaining Innovation and Improvement in Low-Performing Schools

Participants will engage in a discussion of how districts partner with and support successful implementation of recommended school turnaround practices. The story of the partnership between the Socorro Independent School District and Escontrias Elementary School will provide the context for demonstrating strategies that districts can use to support school turnaround efforts.

Presenters

- Joseph Johnson, Executive Director, National Center for Urban School Transformation; QUALCOMM Professor of Urban Education, San Diego State University
- Andrea Rorrer, Associate Professor, Department of Educational Leadership and Policy Studies; Director of the Utah Education Policy Center, University of Utah
- Cynthia Lopez, Area Superintendent, Socorro Independent School District; El Paso, Texas
- Magdalena Aguilar, Principal, Escontrias Elementary School; Socorro Independent School District; El Paso, Texas
- Rose Owens-West, Associate Director, California Comprehensive Center, WestEd

Designing and Implementing Comprehensive Teacher Evaluation and Support Systems

Participants will learn about the research base on new teacher evaluation systems and measures of teacher effectiveness, and examples of what those systems entail in practice. Specifically, a comprehensive system currently being pilot tested in the Denver Public Schools, and systems implemented across the country by TAP™: The System for Teacher and Student Advancement, will be discussed.

Presenters

- Melissa Eiler White, Senior Research Associate, REL West at WestEd
- Lisa Johnson, Senior Research and Policy Associate, Learning Point Associates, an affiliate of American Institutes for Research
- Kalpana Rao, Senior Manager, Teacher Performance Assessment, Denver (CO) Public Schools
- Tamara W. Schiff, Senior Vice President, National Institute for Excellence in Teaching

Creating a School Climate that Supports Student Learning and Positive Youth Development

The session will focus on school climate reform as a data-driven “turnaround” strategy. Following a brief overview of school climate policy, research, and practice, participants will learn about measuring school climate and how survey and academic test score data can be used to engage students, parents, and school personnel to work together to create safe, supportive, engaging, and helpfully challenging schools. Presenters will share a school climate improvement model, an implementation strategy, and a series of school climate measurement and school improvement tools and guidelines that support schools and districts to actualize the national school climate standards. Participants will also learn about how a school has worked on the specific tasks and challenges that shape each of the five stages of the improvement process.

Presenters

- Jonathan Cohen, co-founder and President, National School Climate Center (formerly, the Center for Social and Emotional Education)
- Vanessa A. Camilleri, Social/Emotional Learning Specialist, The Arts & Technology Academy Public Charter School, Washington, DC
- Thomas Hanson, Senior Research Associate, Health and Human Development Program, WestEd; Co-Director of Research, REL West at WestEd

DAY TWO

Using Assessment Data to Inform Instruction

After an overview of the five recommendations from the IES Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making*, participants will learn how a variety of assessment data may be used to support continuous improvement. The session will include a discussion of the conditions that promote and support effective data use, facilitated dialogue with a practitioner, demonstration of data use tools, and an opportunity to apply those tools.

Presenters

- Noelle Caskey, Senior Research Associate, Innovation Studies Program, WestEd
- Margaret Heritage, Assistant Director for Professional Development, National Center for Research on Evaluation, Standards and Student Testing (CRESST), UCLA
- Stanley Rabinowitz, Director, Assessment and Standards Development Services, WestEd
- Norma Silva, former principal, Para Los Niños Charter School, Los Angeles, CA; current principal, UCLA Laboratory School
- Marie Mancuso, Associate Director, Southwest Comprehensive Center, WestEd

Focusing on Instruction

Based on recommended practices in the IES Practice Guide, *Organizing Instruction and Study to Improve Student Learning*, this session will expand on the recommended turnaround practice of focusing on instruction by exploring how schools can continuously improve instruction. Participants will learn about the research base, how practitioners have applied the research in real-world settings, and related tools available to participants.

Presenters

- Harold Pashler, Professor in the Department of Psychology, University of California, San Diego, and panel chair for

the featured IES Practice Guide, *Organizing Instruction and Study to Improve Student Learning*

- Mary Peterson, Senior Program Associate, WestEd
- Nikola Filby, Senior Program Director, WestEd, and Associate Director, REL West at WestEd
- William Frey, Science Chair and Coach, Waterford (CA) High School
- Carolyn Viss, Vice-Principal, Richard M. Moon Primary School and Vice-Principal, Lucille Whitehead Intermediate School; Waterford (CA) Unified School District

School and District Practices to Promote Family Engagement

This session focuses on current research on family engagement and how it relates to student achievement and school turnaround efforts. It will describe specific ways that family engagement can be a systemic and integrated practice to improve student performance. Participants will learn from examples of effective school and district family engagement practices, and have an opportunity to examine web-based tools to facilitate family involvement.

Presenters

- M. Elena Lopez, Senior Consultant, Harvard Family Research Project
- Maria Paredes, Director of Community Education, Creighton Elementary School District, Phoenix, Arizona
- Deanne McLaughlin, Principal, Los Peñasquitos Elementary School, Poway Unified School District, San Diego, California
- Fran Hjalmarson, Counselor, Los Peñasquitos Elementary School, Poway Unified School District, San Diego, California
- D'Lisa Crain, Department of Family-School Partnerships, Office of Community Engagement and Communications, Washoe County School District, Reno, Nevada
- BethAnn Berliner, Senior Research Associate, Health and Human Development Program, WestEd, and REL West at WestEd

From Action Plan to Implementation: Just Do It!

States and districts are required to monitor implementation of SIG turnaround models and the progress that schools are making. This session will provide an opportunity for state and district leaders to reflect on ways that progress monitoring can be used to support and sustain school turnaround efforts. Participants will learn how complementary research on implementation of change can support the district role in turnaround strategies. A progress monitoring tool (Planning and Monitoring Tracker) will be demonstrated.

Presenters

- Fred Tempes, Director, Comprehensive School Assistance Program, WestEd
- Jonathan Frank, Senior Program Associate, Comprehensive School Assistance Program, WestEd
- Sylvie Hale, Director, Program Development and Strategic Planning, Comprehensive School Assistance Program, WestEd
- Sheila Hyde, Deputy Secretary, Learning and Accountability, New Mexico Public Education Department
- Patricia Crotti, Senior Program Associate, Comprehensive School Assistance Program, WestEd

Union-District Collaboration to Support School Turnaround

This session will present practical steps for enabling unions and school districts to build collaborative partnerships for turning around low-performing schools. Examples of successful partnerships from across the U.S. will be discussed, with a focus on the San Juan Unified School District in California.

Presenters

- Adam Urbanski, Director, TURN Exchange, and President, Rochester (NY) Teachers Association
- Tom Alves, Co-Director, TURN Exchange, and Executive Director, San Juan (CA) Teachers Association
- Pat Jaurequi, Superintendent, San Juan (CA) Unified School District

Featured Speakers

BIOGRAPHIES



Thelma Meléndez de Santa Ana

**Assistant Secretary for Elementary and Secondary Education,
U.S. Department of Education**

Meléndez de Santa Ana plays a pivotal role in policy and management issues affecting elementary and secondary education. She directs, coordinates, and recommends policy for programs designed to assist state and local education agencies with improving the achievement of elementary and secondary school students. She helps ensure equal access to services for all children, particularly children who are economically disadvantaged. She fosters educational improvement at the state and local levels, and provides financial assistance to local education agencies whose local revenues are affected by federal activities. She also serves as the principal advisor to the U.S. Secretary of Education on all matters related to pre-K, elementary, and secondary education.

Prior to arriving at the Department, Meléndez de Santa Ana served as superintendent of the Pomona (CA) Unified School District, a diverse district serving 31,000 students, three-quarters of whom were eligible for free or reduced-price lunch and 44 percent of whom were English language learners. During her tenure, she was directly responsible for the three highest increases in the Academic Proficiency Index in the district's history, as well as the second highest gain in the API for all California school districts. In 2009, her success as an education leader was recognized by the American Association of School Administrators, which voted her California Superintendent of the Year. She also served as a program manager at the nonprofit Stupski Foundation, where she was part of the Executive Leadership Team. Meléndez de Santa Ana has been recognized frequently for her educational leadership, including being named Latina of Excellence by *Hispanic Magazine*, a fellow in the Broad Superintendents Academy, and Outstanding Educator of the Year by the Los Angeles County Bilingual Directors Association. Meléndez de Santa Ana earned her doctorate from the University of Southern California, where she was in the Rossier School of Education program specializing in language, literacy, and learning.



Bryan Hassel

Co-Director, Public Impact

Hassel consults nationally with leading public agencies, nonprofit organizations, and foundations working for dramatic improvements in K–12 education. He is a recognized expert on charter schools, school turnarounds, education entrepreneurship, and human capital in education. Hassel received his doctorate in public policy from Harvard University and his master's degree in politics from Oxford University, which he attended as a Rhodes Scholar.

With his Public Impact colleagues, Hassel studied research and examples of turnarounds in business and authored several publications that were included in the research base for the practice guide. Hassel has also served as a consultant to leading efforts to turn around struggling schools and create new schools. He is interviewed on the Doing What Works (DWW) website, and co-authored numerous publications on turnaround and human capital for the Center on Innovation and Improvement.



Kandace Jones

Special Assistant, Office of Elementary and Secondary Education, U.S. Department of Education

Jones serves as Special Assistant in the Office of Elementary and Secondary Education (OESE) for the U.S. Department of Education. Her major responsibilities include coordinating support, training, and outreach to states and districts in implementing their School Improvement Grants; and leading the Assistant Secretary's Technical Assistance Initiative, which focuses on providing states and districts with the support they need to implement reforms, manage change across their systems and, ultimately, impact teaching and learning. Prior to this role, Jones led the school turnaround efforts for the Pomona Unified School District (PUSD) in Los Angeles County, California.

Jones co-founded Global Elevation, a nonprofit whose mission was to stimulate economic growth in underserved communities through youth entrepreneurial development and cross-cultural exchange. She has also served as Director of School Partnerships for The Gallup Organization's Education Division, where she worked with school districts to implement selection tools to aid in hiring the most talented teachers and principals. Jones served as Regional Director for both Rocket Learning and Platform Learning, Inc., implementing and overseeing academic after-school programs in urban school districts across the nation.

Jones's private-sector experience includes work at Procter & Gamble, AOL Time Warner, and Forbes Magazine. She received her bachelor's degree in marketing and a master's degree in business administration from Florida A&M University. Jones participated in The Broad Residency in Urban Education Cohort 2008.



Jon Schnur

Chief Executive Officer, New Leaders for New Schools

Schnur is Chief Executive Officer and co-founder of New Leaders for New Schools, a national nonprofit organization with one mission: ensuring high academic achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. Since co-founding New Leaders, he has led the development of the organization's strategy, management team and board, core values, performance metrics, partnerships, and fundraising. In September 2009, New Leaders became the first and only nonprofit-led partnership with a public school system to win Harvard University's Innovations in American Government Award from the ASH Institute for Democratic Governance and Innovation. New Leaders recruits and trains about 10 percent of the new principals needed for high-poverty, low-income schools in the United States.

From September 2008 to June 2009, Schnur took leave from New Leaders for New Schools, serving as an advisor to Barack Obama's Presidential campaign, a member of the Presidential Transition Team, and a Senior Advisor to U.S. Secretary of Education Arne Duncan. Before co-founding New Leaders for New Schools, Schnur served as Special Assistant to Secretary of Education Richard Riley, President Clinton's White House Associate Director for Educational Policy, and Senior Advisor on Education to Vice President Gore. He has developed national education policies from preschool to higher education — with special focus on teacher and educator quality, reforming urban school systems, charter schools, after-school programs, and early learning and preschools. Schnur graduated from Princeton University with a bachelor of arts with honors in politics, and took coursework at the Harvard Graduate School of Education, the Harvard Business School, and the John F. Kennedy School of Government. He lives in Montclair, New Jersey with his wife Elisa and their three children: Matthew, Elizabeth, and Philip.

District Superintendents Panelists

BIOGRAPHIES

Charlotte Boyle

Superintendent, Creighton (AZ) School District

Boyle has been Superintendent of the Creighton School District in Phoenix, Arizona, for the past eight years. She has also served as a teacher, a principal, and as Assistant Superintendent for Educational Services in the district. Boyle is an adjunct professor at Arizona State University and has taught a doctoral class on the school superintendency for several years. In spring 2009, she received the national University Council for Educational Administration (UCEA) Excellence in Educational Leadership Award, an annual recognition for practicing school administrators who have made significant contributions to the improvement of administrator preparation.

Marcus Johnson

Superintendent, Sanger (CA) Unified School District

Johnson is starting his twelfth year in the district and his eighth year as Superintendent in Sanger, California, a district serving a high minority, high poverty, and high second language learner population of 10,800 students. He has been involved in public education in the Central Valley for over 35 years. Johnson began his career in a single school K–8 district, where he taught for 16 years, served as junior high vice principal, and finally as superintendent and principal for seven years. Sanger Unified has been invited to become a member of the California Collaborative for District Reform and was one of the seven California districts that participated in a collaborative effort to write California's application for Race to the Top Phase II funding.

Wade McLean

Former Superintendent, Marana (AZ) Unified School District and Whiteriver (AZ) Unified School District

McLean began his career as a teacher in the Marana Unified School District, and retired 30 years later as Superintendent. He served four years on the Arizona State Board of Education, was the State Superintendent of Public Instruction's Educational Liaison, a member of the Educational Leadership faculty at the University of Arizona for five years, and Co-Director of the Educational Leadership Internship Program. His service has also included North Central Association State Committee member, board member and past chair of the

Metropolitan Education Commission, and University of Arizona College of Education Professional Preparation Board. McLean most recently spent three years as Superintendent of Whiteriver Unified School District, serving the White Mountain Apache Reservation in Arizona. McLean currently serves on WestEd's Board of Directors.

Heath Morrison

Superintendent, Washoe County School District (NV)

Morrison is Superintendent of Washoe County School District in Reno, Nevada. Before coming to Nevada, he was Community Superintendent for the Down County Consortium in Montgomery County (MD) Public Schools, where he supervised 34 schools and 23,500 students in some of the most diverse and economically impacted areas of the school system. Last year, he completed his tenure as co-chair of the National Association of Secondary School Principals' task force on principal preparation. Morrison is the recipient of the Outstanding New Professional Award from the University of Maryland, the Distinguished Educational Leader Award from the *Washington Post*, and was named Maryland's Principal of the Year in 2004. His work has been published and presented widely. In December 2008, Morrison was accepted into the 2009 Broad Superintendent Academy, a unique training program utilizing a comprehensive approach to developing successful urban district leaders.

Barry Newbold

Superintendent, Jordan (UT) School District

Newbold is a noted leader in curriculum planning and school administration, and has over 34 years of experience in education. His extensive background includes an emphasis on year-round education, use of student test data, and group consensus-building and decision-making. He currently serves as Superintendent of Schools for the Jordan School District in West Jordan, Utah, for which he was recognized as Utah's Superintendent of the Year in 2000. He also currently serves as a member of WestEd's Board of Directors.

Conference Presenters

BIOGRAPHIES

Magdalena Aguilar

Principal, Escontrias Elementary School, El Paso, Texas

Aguilar is Principal of Escontrias Elementary School in El Paso, Texas, and the Socorro Independent School District's Keeping Every Youth in School (KEYS) Alternative Placement Program Administrator. She has over 20 years of experience in bilingual administration and teaching. Aguilar is experienced in designing, implementing, and evaluating large-scale programs to reach and exceed academic goals and objectives.

Tom Alves

Co-Director, Teacher Union Reform Network;
Executive Director, San Juan Teachers Association

In 1994, Alves became Executive Director of the San Juan Teachers Association. He also serves as Co-Director of Teacher Union Reform Network (TURN), a national network of progressive unions affiliated with NEA and AFT. From 1976 through 1992, he was a middle and high school English teacher, while also serving as a part-time lecturer at the California State University, Sacramento, School of Education for five years. Alves served two terms as President of the San Juan Teachers Association from 1987–91.

BethAnn Berliner

Senior Research Associate, Health and Human
Development Program, WestEd, and REL West at WestEd

Berliner directs a number of research and technical assistance projects on topics ranging from dropout prevention and alternative education, pathways to college and career, to interventions that support the academic success and healthy development of children and youth who are in foster care, experiencing homelessness, or failing school. She provides technical support to several education and community-based organizations, with particular expertise in bridging research to practice.

Vanessa Camilleri

Social Emotional Learning Specialist, The Arts
& Technology Academy (Washington, DC)

Camilleri has worked with at-risk children in New York City and Washington, DC for over 15 years. She currently serves as the Social/Emotional Learning Specialist on the leadership team at The Arts & Technology Academy Public Charter School. In this capacity, she is responsible for providing training to staff, developing schoolwide programs, and disseminating resources on all areas pertaining to the development of a positive school culture.

Noelle Caskey

Senior Research Associate, Innovation Studies, WestEd

Caskey joined Innovation Studies in 2010 after nearly 10 years with the WestEd Comprehensive School Assistance Program (CSAP), where she specialized in helping low-performing schools and districts meet state and federal achievement goals. She has recently completed an evaluation of the federally funded State Charter School Facilities Incentive Grants program. Her ongoing work includes participating in a study of an urban teacher residency program in the Chicago public schools, and managing the Arizona Charter School Assessment Network.

Jonathan Cohen

Co-Founder and President, National School Climate Center

Cohen is President of the National School Climate Center (formerly, the Center for Social and Emotional Education); Adjunct Professor in Psychology and Education, Teachers College, Columbia University; Adjunct Professor in Education, School of Professional Studies, City University of New York; co-chair, National School Climate Council, and a practicing clinical psychologist and psychoanalyst. Cohen has worked in and with K–12 schools for over 30 years as a teacher, program developer, school psychologist, consultant, psycho-educational diagnostician, and mental health provider. He is the author of many papers and award-winning books, including *Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence*, *Caring Classrooms/Intelligent Schools*, and *Making Your School Safe: Strategies to Protect Children and Promote Learning* (all published by Teachers College Press).

D'Lisa Crain

Administrator, Department of Family-School Partnerships, Office of Community Engagement & Communications, Washoe County School District (NV)

Crain is Administrator for Washoe County School District's Department of Family-School Partnerships. For the last six years, she has also served a dual role as the grant administrator for the Nevada State Parent Information & Resource Center (PIRC) at the Education Alliance of Washoe County. She has presented information at numerous state, regional, and national educational conferences.

Patricia Crotti

Senior Program Associate, Comprehensive School Assistance Program, WestEd

Crotti serves in the California Comprehensive Center, funded by the U.S. Department of Education, to help build the state's capacity to implement the Elementary and Secondary Education Act; acts as the center's liaison to the Comprehensive Center on Instruction; and provides technical support to assist federally identified program improvement districts and schools to meet AYP. She is also Associate Director of WestEd's School Turnaround Center, which partners with districts nationwide to provide comprehensive school turnaround and transformation services leading to rapid improvement in low-performing schools.

Nikola Filby

Director, Innovations Studies, WestEd; Associate Director, REL West at WestEd

During her three decades with WestEd, Filby has helped innumerable teachers throughout the United States improve the quality of their instruction, thus improving the academic performance of students. Filby currently directs the Innovation Studies program at WestEd, an initiative to help educators learn about and implement promising ideas from research and practice. She directs the U.S. Department of Education website, Doing What Works. She also serves as Associate Director of REL West, one of ten regional educational laboratories funded by the U.S. Department of Education.

Jonathan Frank

School Turnaround Team Leader, School Turnaround Center, WestEd

Frank has worked with districts in Mississippi, Arizona, Tennessee, Washington, and California to help schools and districts develop accountability systems that result in improved instructional practices, close the achievement gap, and create long-term strategic plans. He has had an active role in the Washington Office of the Superintendent of Public Instruction's Summit District Improvement Initiative. His facilitation and coaching in Washington has resulted in detailed action plans being implemented to increase student learning.

William Frey

Science Department Chair and Instructional Coach, Waterford High School; Waterford (CA) Unified School District

Frey was the first teacher hired for Waterford High School and is a member of the founding staff of this high-performing rural school in the Central Valley of California. He currently teaches a full course load of biology and AP biology classes, and serves as Science Department Chair and an Instructional Coach. Frey is passionate about engaging students in their own learning and helping them to create deeper meaning through questioning strategies. He has presented to numerous teaching staffs and administrators, as well as to school districts, and has welcomed hundreds of visiting educators to his classroom, including California State Superintendent Jack O'Connell.

Sylvie Hale

Director, Program Development and Strategic Planning, Comprehensive School Assistance Program (CSAP), WestEd

Hale oversees resource development and strategic planning for CSAP at WestEd, with a focus on incorporating innovative technology services. She combines her deep knowledge of school and district improvement with her experience in applying technology to complex educational issues, as well as her recent state and federal work in organizational change and effectiveness. She has worked on school reform issues at the local, state, and federal levels, including providing technical assistance to high-poverty, low-performing schools in nine western states.

Thomas Hanson

Senior Research Associate, Health and Human Development Program, WestEd; Co-Director of Research, REL West at WestEd

Hanson directs a number of federally funded experimental trials examining the effectiveness of school-based interventions designed to enhance students' social skills and improve academic performance. He also conducts evidence-based research for the California Healthy Kids Survey, a comprehensive youth risk behavior and resilience data collection service available to all California local education agencies. In addition, Hanson serves as lead methodologist for several studies of K–12 curriculum interventions.

Glen Harvey

Chief Executive Officer, WestEd

Harvey has served as CEO of WestEd since 1997. She sets the vision for the agency and leads a staff of more than 600 employees in strategic initiatives to achieve that vision. In addition, she oversees a range of focused education research, developmental, and service programs at the agency. Previously, Harvey served as Executive Director of Learning Innovations at WestEd and The Regional Laboratory for Educational Improvement of the Northeast and Islands. She also held positions with The NETWORK, Inc., the National Institute of Education, and several other education agencies.

Margaret Heritage

Assistant Director for Professional Development, National Center for Research on Evaluation, Standards and Student Testing (CRESST), University of California, Los Angeles

Heritage's current work focuses on data use for school improvement, including formative assessment, the development of literacy assessment tools, and the measurement of teachers' mathematics knowledge. Prior to joining CRESST, she had many years of experience in schools in the U.K. and the U.S., including as a County Inspector of Education in the U.K. and as Principal of the University Elementary School, the laboratory school of the Graduate School of Education and Information Studies at UCLA.

Fran Hjalmarson

School Counselor, Los Peñasquitos Elementary School, Poway (CA) Unified School District

Hjalmarson is a school counselor at Los Peñasquitos Elementary School in San Diego, California, the first school in the country to join the No Excuses University Network. Utilizing innovative and effective strategies, Hjalmarson has been able to positively impact parent involvement and community outreach. She works with educators across the country in an effort to support success for all students and families.

Sheila Hyde

Deputy Cabinet Secretary of Learning and Accountability, New Mexico Public Education Department

Hyde directs the division's mission to build and lead a world-class educational system in which all New Mexico students are prepared to succeed in a diverse and increasingly complex world. She has worked in education for over 25 years and has experience in public education, higher education, and federal and state government with a strong concentration on quality improvement, change management, accountability, strategic planning, leadership development, and team building.

Pat Jaurequi

Superintendent, San Juan (CA) Unified School District

After arriving at San Juan Unified School District, Jaurequi participated with more than 300 members of the community in creating a results-based strategic plan identifying the district's mission, objectives, beliefs, and strategies through 2015. Through empowering teachers, administrative staff, and community leaders, she has worked to develop strong relationships that drive the work being undertaken as part of the district's plan.

Joseph Johnson

Executive Director, National Center for Urban School Transformation (NCUST); Professor of Urban Education, San Diego State University

At NCUST, Johnson identifies, studies, and promotes the best practices of high-performing urban schools and districts. Previously, he served as a teacher in San Diego, a school and district administrator in New Mexico, a state department official in both Texas and Ohio, a researcher and service provider at the Charles A. Dana Center at the University of Texas, and Director of Student Achievement and School Accountability at the U.S. Department of Education, where he directed Title I and related programs.

Lisa Johnson

Senior Research and Policy Associate, Learning Point Associates, an affiliate of American Institutes for Research

Johnson's research and practice focuses on the development of comprehensive educator effectiveness systems. She has published work in *Educational Policy*, *American Secondary Education*, and *Education Research Service Spectrum*. Her most recent publications include two practical resources developed for the National Comprehensive Center for Teacher Quality: *Critical Decisions Guide: Building Teacher Effectiveness Systems* and *Guide to Teacher Evaluation Products*. Johnson regularly consults with state steering committees as they work to meet new funding and legislative requirements around teacher effectiveness and evaluation, and is working closely with the State of Ohio to develop a new teacher evaluation framework.

Paul Koehler

Director, Policy Center; Director, Southwest Comprehensive Center, WestEd

Koehler directs the Policy Center at WestEd, providing analyses, research, and assistance to policymakers, policy-focused organizations, and the media on current educational issues. He also serves as Director of the Southwest Comprehensive Center, funded by the U.S. Department of Education to provide technical assistance to chief state school officers and their staffs in Arizona, Colorado, Nevada, New Mexico, and Utah as they implement provisions of the federal Elementary and Secondary Education Act. He has served in numerous education roles in Arizona, including Education Advisor to the Governor, Associate Superintendent of the Arizona Department of Education, district superintendent, and classroom teacher.

Cynthia Lopez

Assistant Superintendent of Secondary Education, Socorro (TX) Independent School District

With 40 years of experience in education, Lopez is presently Assistant Superintendent of Secondary Education for Socorro Independent School District in El Paso, Texas. Throughout her career, she has held various instructional leadership positions and holds Principal and Superintendent Texas Educator Certificates.

M. Elena Lopez

Senior Consultant, Harvard Family Research Project

Lopez is a Senior Consultant at the Harvard Family Research Project and co-founder of the Family Involvement Network of Educators. Her research interests focus on the relationships of families, schools, and communities in children's lives. Lopez seeks to improve the connection between research and practice and to advance educator preparation in family involvement in education.

Marie Mancuso

Associate Director, Southwest Comprehensive Center, WestEd

Mancuso coordinates the work of the Southwest Comprehensive Center in providing technical assistance and support services to state departments of education in Arizona, Colorado, New Mexico, Nevada and Utah. Prior to joining WestEd, she directed the Arizona Department of Education's Standards-based Teaching and Learning Division, overseeing the development and implementation of state standards and state-sponsored professional development for Arizona educators. In addition, she directed the state's reading and math initiatives and the Arizona Reading First program. Mancuso taught in Arizona schools, and worked at the district level in curriculum, instruction, assessment, and professional development.

Deanne McLaughlin

Principal, Los Peñasquitos Elementary School, Poway (CA) Unified School District

McLaughlin is currently Principal of Los Peñasquitos Elementary School in San Diego, California, after serving six years as a principal in Bloomfield, New Jersey. With a total of 25 years in elementary education, McLaughlin embraces focused, research-based strategies and systems to maximize the learning potential of all students.

Rose Owens-West

Associate Director, California Comprehensive Center,
WestEd

Owens-West helps build the state's capacity to implement the No Child Left Behind Act; supports those working with districts and schools to improve student achievement; and builds the capacity of the state and districts to support students with special needs. She is an expert in federally funded programs, with particular expertise in Title I and small learning communities. In California, she has worked extensively with the Department of Education and provided technical assistance to numerous districts.

Maria Paredes

Director of Community Education, Creighton (AZ)
Elementary School District

Paredes's research and practice interests focus on effective parent and family engagement in schools and children's education. She is the developer of the Academic Parent Teacher Teams Program (APTT), and has recently partnered with the Helios Foundation and Rio Salcedo College on a certification program for parent liaisons.

Harold Pashler

Professor in the Department of Psychology, University
of California, San Diego

Pashler is a Professor in the Department of Psychology and the Program in Cognitive Science at the University of California, San Diego. His research has examined many aspects of human attention, including visual search, limitations on performing multiple tasks, and the role of attention in memory storage and retrieval. Pashler received the 1999 Troland Research Prize from the National Academy of Sciences. He was the panel chair for development of the IES Practice Guide, *Organizing Instruction and Study to Improve Student Learning*.

Mary Peterson

Senior Program Associate, Southwest Comprehensive
Center; liaison to the State of Nevada, REL West at WestEd

Peterson provides technical assistance to state departments of education in Arizona, Colorado, New Mexico, Nevada, and Utah, and directs efforts to support rural and urban school districts in Nevada. Prior to joining WestEd, she served as Nevada's Superintendent of Public Instruction, a State Commissioner to the Education Commission of the States, and a Board Member of the Council of Chief State School Officers.

Stanley Rabinowitz

Director, Assessment and Standards Development
Services, WestEd

Rabinowitz oversees program activities, directs assessment development for the Kentucky and Nevada statewide assessment programs, and consults extensively with policy-makers and assessment staff at the national, regional, and state levels. He also directs the WestEd/CRESST Assessment and Accountability Comprehensive Center. He has authored a number of published papers on issues related to the use of integrated standards and assessment systems in high-stakes state programs and worker-training initiatives.

Kalpana Rao

Senior Manager of Teacher Performance Assessment,
Denver (CO) Public Schools

Rao's work involves coordinating elements of the redesign of the teacher performance system, including supporting design teams, creating a new observation framework of effective teaching, and training and supervising Peer Observers. She brings to this work experience in teaching in and leading urban schools, educational research, and serving as a teacher educator.

Andrea Rorrer

Director, Utah Education Policy Center; Co-Director,
National Center for the Evaluation of Leadership
Preparation and Practice; Associate Professor,
Department of Educational Leadership and Policy
Studies; University of Utah

Rorrer's scholarship focuses on districts and the state as actors in organizational and policy change, particularly those changes aimed at increasing equity in student access and outcomes. Her professional experiences in education include serving as a policy analyst and research associate in Texas, and a school administrator and classroom teacher in Virginia.

Tamara Schiff

Senior Vice-President, National Institute for
Excellence in Teaching (NIET)

Schiff is responsible for NIET's administrative oversight and ongoing activities, including its signature TAP™: The System for Teacher and Student Advancement. She is involved in the Milken Educator Awards through her participation in the selection process and National Notifications, and contributes to Milken national education forums. Schiff serves on the board of trustees for the Milken Community High School, where she chairs the Education Committee, and on the board of directors for High Tech Los Angeles, a charter high school in the Los Angeles Unified School District.

Norma Silva

Principal, UCLA Lab School

Silva is the new principal of the UCLA Lab School, part of the University of California, Los Angeles Graduate School of Education and Information Studies. She was the founding principal at Para Los Niños Charter Elementary School, serving low-income families and predominantly English language learners through a constructivist approach. She previously worked as Director of Student and Family Affairs at Seeds University Elementary School (renamed the UCLA Lab School). Silva also worked as a bilingual teacher and Categorical Program Advisor in the Los Angeles Unified School District.

Fred Tempes

Director, Comprehensive School Assistance Program;
Director, California Comprehensive Center; WestEd

Tempes directs WestEd's assistance to low-performing schools and districts in Arizona, California, Nevada, Washington, and Hawaii. He oversees the design and evaluation of WestEd's approach to school improvement planning and implementation, as well as professional development efforts to increase teachers' effective use of student engagement strategies, coaching principals to support instructional improvement, creating assessment and accountability systems at the local level, and enhancing English/language arts instruction for English learners. Tempes also directs WestEd's California Comprehensive Center, a federally funded technical assistance center charged with building the capacity of California to implement the No Child Left Behind Act and close the student academic achievement gap.

Adam Urbanski

President, Rochester (NY) Teachers Association;
Vice-President, American Federation of Teachers

A former high school teacher and college professor, Urbanski is an active proponent of change in education. In Rochester, he proposed and designed an internship program for new teachers, a peer review intervention plan, a career ladder, and a homework hotline service for students. He is Director of the Teacher Union Reform Network (TURN), aimed at creating a new vision of teachers' unions that supports needed changes in education. He served as the first Executive Director of the AFT's Innovative Fund.

Carolyn Viss

Vice-Principal, Richard M. Moon Primary School and
Vice-Principal, Lucille Whitehead Intermediate School;
Waterford (CA) Unified School District

Viss is a certified Direct Instruction teacher and coach. First teaching in Wasolo, Congo, she has been in the classroom for 20 years. Chosen as 2007 Stanislaus County High School Teacher of the Year, she has spent years refining implementation of direct instruction strategies and has helped to shape the formal instructional norms instituted and continually refined at Waterford High School. Her instruction and leadership of fellow instructors has been instrumental in creating a culture of instructional excellence at the school and ensuring that all teachers on campus work together to provide good first teaching to students. This year she joined the elementary team in the same pursuit of good first teaching.

Catherine Walcott

Director of Strategic Initiatives, REL West at WestEd

Walcott works with federal, state, and district policymakers to address educational challenges through evidence-based approaches. She directs WestEd's Fast Response Applied R&D Unit, which provides evidence-based information and unbiased analyses about current education issues and trends to policymakers and practitioners served by the Regional Educational Laboratory West and nationally.

Melissa White

Senior Policy Associate, REL West at WestEd

White directs policy-oriented research on topics ranging from labor market trends for K-12 teachers and school administrators, instructional practice for English learners, to preschool and teacher quality issues. She provides technical support to several education policy agencies and organizations, with particular expertise in bridging research to practice.

Southwest Comprehensive Center



In 2005, the U.S. Department of Education selected WestEd as the agency to operate the Southwest Comprehensive Center (SWCC). The SWCC works collaboratively with the states of Arizona, Colorado, Nevada, New Mexico, and Utah to help all children achieve to high standards.

Who We Are. WestEd is a nonprofit research, development, and service agency, working with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd draws on many years of successful experience managing and providing technical assistance for the U.S. Department of Education.

Federal Technical Assistance Network. The SWCC is part of a federal network of 16 Regional Comprehensive Centers, each serving individual or clusters of states. The network also includes five Content Centers designed to develop materials and products in support of the Regional Centers, specifically in the areas of Assessment and Accountability; High School Reform; School Innovation and Improvement; Instruction; and Teacher Quality. These Regional and Content Centers will operate through 2010. The network of centers also work closely with the Regional Educational Laboratories and other technical assistance providers to ensure effective coordination of services.

CC Priorities. The Comprehensive Centers are charged with building state capacity to implement fully the federal Elementary and Secondary Education Act (ESEA), and specifically to improve student achievement and close achievement gaps. The SWCC is designed to provide assistance to the five State Departments/Offices of Education, as well as to statewide groups and organizations that assist districts and schools. The SWCC has six priority areas:

- Support states to align assessment and accountability systems with ESEA.
- Increase states' capacity and infrastructure to support district development and improvement.
- Enhance and support each state's system of support for program improvement in schools.
- Increase state capacity to recruit, induct, and retain quality teachers.
- Build state capacity to initiate high school reform.
- Integrate technology solutions.

Contact Us. Dr. Paul Koehler of WestEd serves as the Director of the SWCC. Associate Director is Marie Mancuso, WestEd. The Southwest Comprehensive Center is located in WestEd's Phoenix, AZ office. SWCC can be reached by calling 602-322-7005, or by email at lparma@wested.org.

California Comprehensive Center



The U.S. Department of Education selected WestEd as the lead agency to operate the California Comprehensive Center (CA CC). WestEd is a nonprofit research, development, and service agency, working with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

In the CA CC, WestEd is partnering with the American Institutes for Research (AIR) and School Services of California (SSC). AIR is a nonprofit applied research firm operating in California since 1946, developing and disseminating information and resources, and providing technical assistance to support educators in using research-based programs and practices. During the past 30 years SSC has served most of California's school districts, county offices, and community colleges in meeting their management, governance, and fiscal responsibilities. These two organizations complement the resources of WestEd to fulfill the mission of the CA CC.

The CA CC is part of a federal network of 16 regional Comprehensive Assistance Centers, serving individual states or clusters of states. In addition, the network includes five Content Centers that develop materials and products in support of the Comprehensive Centers. The five Content Centers are listed below:

1. The Assessment and Accountability Comprehensive Center
2. The National High School Center
3. The Center on Innovation and Improvement
4. The Center on Instruction
5. The National Comprehensive Center for Teacher Quality

These Comprehensive Centers will operate through 2011. The network of Centers will work closely with the Regional Educational Laboratories as well as with other federally funded technical assistance providers.

The Comprehensive Centers are charged with building state capacity to implement fully the federal No Child Left Behind Act (NCLB), improve student achievement, and close achievement gaps. The CA CC provides assistance to the California Department of Education and other state agencies, as well as to statewide groups and organizations that help districts and schools implement NCLB.

The priority areas of the CA CC are the following:

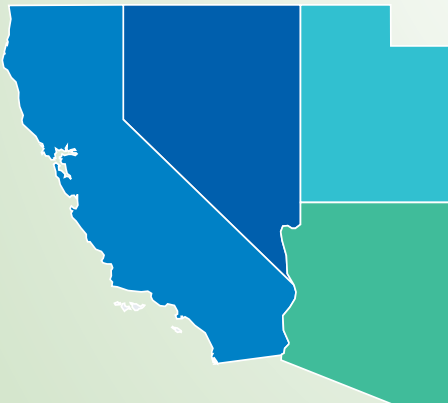
1. Improve school readiness and success
2. College and career readiness
3. Turn around persistently low-achieving schools and districts
4. Improve achievement and postsecondary success in rural and high need schools
5. Meet the needs of and improve achievement for diverse learners
6. Recruit, hire, and retain great teachers and leaders
7. Enable data-based and evidence-based decision making
8. Integrate and use technologies to build and sustain systemic support and improve processes

Dr. Fred Tempes is the Director of the CA CC. Dr. Rose Owens-West and Dr. Sharon Tucker are the Associate Directors. The CA CC headquarters are located in the Sacramento office of WestEd. For more information visit: <http://www.cacompcenter.org>.



Like districts and schools all across the nation, those in the western region are under intense pressure to raise student achievement and close entrenched achievement gaps — and virtually everyone, from parents to city mayors to an array of education consultants, has an opinion about how they ought to do it. Never have education decision makers been more in need of trustworthy education research and guidance in how to use it.

As one of the nation's 10 federally funded laboratories, REL West at WestEd reaches out broadly to policymakers and educators across Arizona, California, Nevada, and Utah to analyze their needs, solicit their questions, and build their interest in and reliance on evidence. We then develop responsive research and development (R&D) projects to help inform policy decisions. The work of REL West is organized into two types of R&D, along with regional outreach and dissemination:



Fast response projects include studies and technical assistance to provide analysis and evidence-based information about critical issues facing schools, districts, and states. Assistance comes in the form of reports; presentations; consultation; and events to bridge research, practice, and policy.

Rigorous experimental studies are in-depth examinations of promising interventions in critical areas so that the region and the nation have more evidence-based education solutions from which to choose. REL West is conducting six of these multi-year studies.

Ask A REL is a service provided by the Regional Educational Laboratories (REL) Program and sponsored by the U.S. Department of Education's Institute of Education Sciences (IES). Educators, researchers, policymakers, and others may submit their education-focused questions or requests through the Ask A REL website and instantly connect with the REL in their region. REL West provides referrals, reports, references, and regionally specific educational information in response. Ask A REL is accessible at <http://ies.ed.gov/ncee/edlabs/askarel/index.asp>

Dr. Gary Estes is the Director of REL West. Dr. Nikola Filby is the Associate Director. The REL West at WestEd headquarters are located in the San Francisco office of WestEd. For more information visit: <http://relwest.wested.org>.

