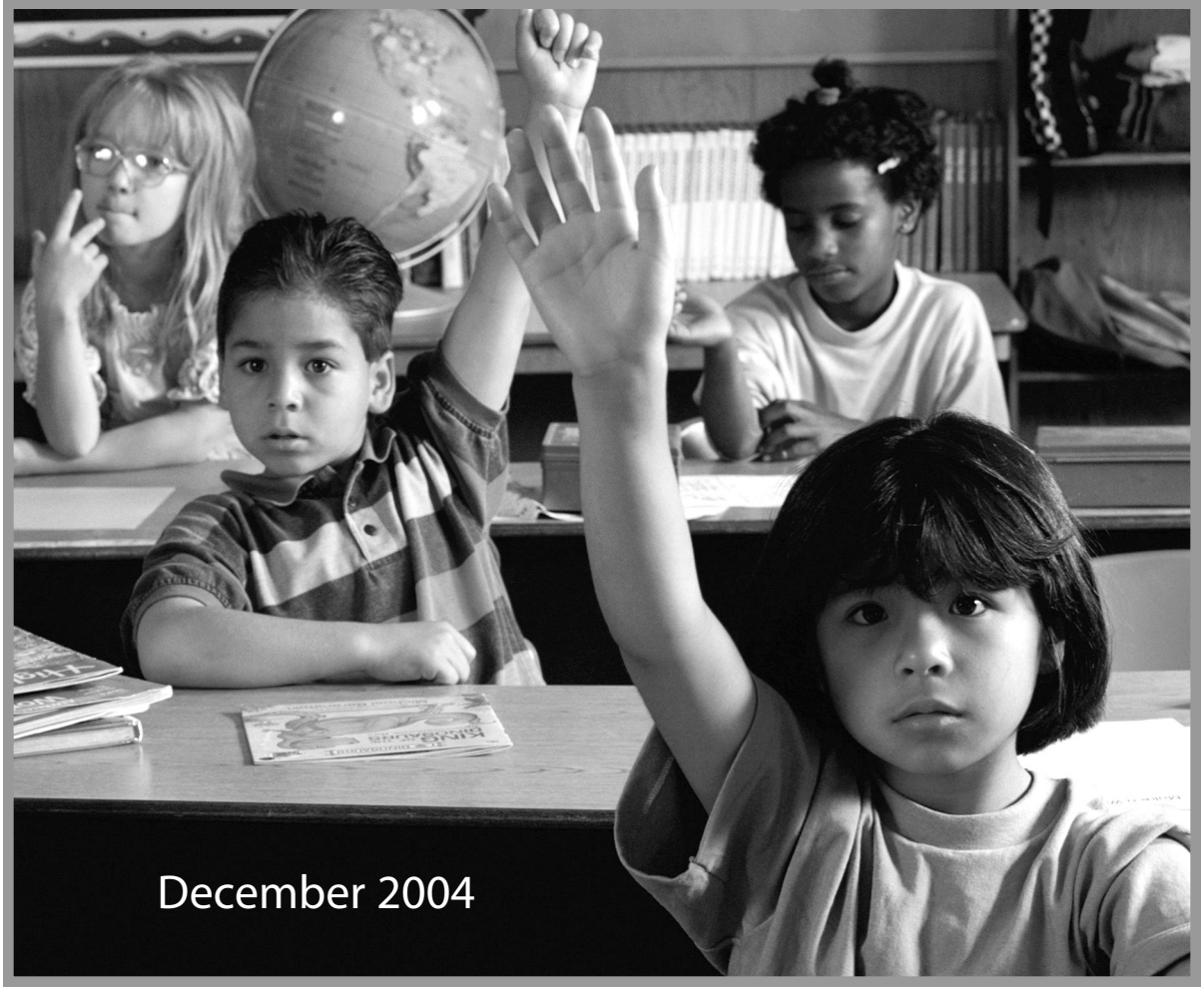
Assessing School Preparation for

NEW & DIVERSE STUDENTS



December 2004

Northwest Regional
Educational Laboratory

Northwest Regional
Educational Laboratory

Creating Communities
of Learning
& Excellence

This publication is part of a series from NWREL to assist in school improvement. Materials are available in five areas:

RE-ENGINEERING

Assists schools, districts, and communities in reshaping rules, roles, structures, and relationships to build capacity for long-term improvement

QUALITY TEACHING AND LEARNING

Provides resources and strategies for teachers to improve curriculum, instruction, and assessment by promoting professional learning through reflective, collegial inquiry

SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

Promotes child and youth success by working with schools to build culturally responsive partnerships with families and communities

LANGUAGE AND LITERACY

Assists educators in understanding the complex nature of literacy development and identifying multiple ways to engage students in literacy learning that result in highly proficient readers, writers, and speakers

ASSESSMENT

Helps schools identify, interpret, and use data to guide planning and accountability

NWREL School Improvement Indicators Package

The NWREL Assessment Program is developing a series of three school assessment systems to help schools address: a) school reform and improvement activities, b) improvement of schoolwide and classroom practices to better meet the needs of new and diverse students, and c) how teacher teams can identify and improve classroom practices that support new and diverse students. The three indicator products are:

Indicators of School Readiness for Reform (2003)

This first indicator product in the series describes the *Survey of School Capacity for Continuous Improvement* which is an online teacher survey to help school staff members investigate a number of school practices and structures that are often areas of concern for school faculties when they consider embarking on or sustaining school reform and improvement efforts. Factors such as school leadership, teacher collaboration, personal commitment, quality curriculum, high expectations for all students, and community support often help or hinder these efforts. The survey results help staff members develop a shared understanding of these characteristics at their school and provide a stimulus for frank discussions. The results help school staff members determine if they have a positive climate for change and where to focus attention to improve the conditions that foster successful reform initiatives and promote ongoing improvement.

Assessing School Preparation for New and Diverse Students (2004)

This manual describes the *School-PASS* (School Practices for All Students' Success) Survey, an online survey and planning process to allow schools to assess and improve their current services to meet the academic and social needs of new and diverse students. Specifically, schools will learn more about their students and how to identify and prioritize areas for school improvement activities. The five stage planning process is: a) obtain schoolwide staff buy-in, b) collect and analyze student data, c) complete School-PASS Survey, d) discuss and analyze School-PASS results, and e) develop a Schoolwide Consensus Action Plan.

Assessing Instructional Change in Diverse Classrooms (draft 2004)

The third assessment product which describes the *Teacher Assessment Survey* will be available in 2005 to help teacher teams identify and implement needed training on specific classroom practices that support diverse students. The teachers begin by identifying their priority needs and proposing a professional development program to address those needs. A number of tools and processes assist each teacher to determine personal needs within those areas and to participate in professional development with these needs in mind. The level of implementation in the school is enhanced through peer modeling and peer coaching.

The first two assessment products engage school staff members in collaborative planning and problem-solving at primarily a schoolwide level. Their results can better enable teacher teams to work with the third product to implement recommended classroom practices. However, the successful implementation of the third product is not dependent on the use of the first two.

Assessing School Preparation for New and Diverse Students

Gary Nave
Lena Ko

December 2004

Northwest Regional Educational Laboratory
Portland, Oregon

Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, Oregon 97204-3213
503-275-9500
www.nwrel.org
info@nwrel.org

Center for Research, Evaluation, and Assessment
Assessment Program

This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-01-CO-0013. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

ISBN 0-89354-088-9

Contents

Tables

Figures

PREFACE

Purpose

This manual introduces and describes how to implement the School-PASS (School Practices for All Students' Success) Survey and planning process that allows schools to assess and improve their current services to meet the academic and social needs of new and diverse students. The manual describes a five-stage planning process and provides detailed steps to implement each stage. The five stages are: a) obtain schoolwide staff member buy-in, b) collect and analyze student data, c) complete the School-PASS Survey, d) discuss and analyze School-PASS Survey results, and e) develop schoolwide consensus action items. In addition, annotations are provided for a number of available resources that schools may find helpful in any planning related to serving their new and diverse students.

Rationale

The need to improve academic achievement among diverse student populations is one of the most persistent and challenging issues education faces today. For many school communities, the number and percentage of new and/or nontraditional or diverse students rises each year. Schools are faced with meeting the learning needs of these new and diverse students and are struggling to find new ways in which to do so. This is the second in a series of three assessment systems developed by the Northwest Regional Educational Laboratory (NWREL) Assessment Program to assist school staff members in systematic planning for school improvement to meet the needs of all students.

Design

The School-PASS Survey and planning process were designed from a conceptual framework to guide schools in shaping policies and practices to fit the needs of all students. This framework is supported by the Contextual Systems Model (Pianta & Walsh, 1996) derived from developmental systems theory. It describes the school, family, and community as systems; and students as individuals operating within a set of systems and contexts. Survey items represent best-practice from research literature for various diverse student populations. These best practices are summarized in chapter three of this manual. The survey and planning process were field tested in three sites, which led to modifications that improved their clarity and use.

Application

The planning process is a schoolwide effort involving the school's administrators, teachers, and counselors. There are four levels of participant involvement in the School-PASS planning process. Staff members participate either: a) individually, b) as part of a teacher team, c) as part of a school leadership team, or d) as a member of the full staff

member team. The School-PASS Survey and planning process described in this manual are designed to help schools:

- Learn more about who their new and diverse students are and their current levels of school engagement and achievement
- Learn about the structure and function of the school as a whole in relation to supporting new and diverse students
- Develop a schoolwide shared understanding of how well they are currently supporting new and diverse students
- Identify and prioritize areas for school improvement in meeting student needs
- Locate resources, professional development, and materials to help implement the plan

ACKNOWLEDGMENTS

We thank the following colleagues for their reviews and contributions: Gladys Scott, Deanna Woods, Newton Hamilton, Michael Kozlow, Jayne Sowers, Diane Dorfman, and Debra Hornibrook-Hehr. We would also like to thank our Advisory Committee members for their insightful review and advice.

A special thank you goes to Carol Luster, Mike Smith, Shawn Harrington, and all of the teachers at Riverside Middle School in Billings, Montana for their participation in the pilot test of this planning process and their invaluable feedback on the survey items.

We would like to acknowledge the important work of Matthew Whitaker, Matt Lewis and Eugenia Potter for expertise in editing, layout and online tool development, and technical assistance on this manual and School PASS Survey.

CHAPTER 1
INTRODUCTION TO THE SCHOOL-PASS SURVEY

For many school communities, the number and percentage of new and/or nontraditional or diverse students rises each year. Schools have become the meeting ground of people with diverse backgrounds. In elementary, middle, and high schools across the country, children and adults come together with a myriad of individual characteristics and environmental, contextual, and cultural experiences that influence their daily learning. Schools are faced with meeting the learning needs of these new and diverse students, and they are struggling to find new ways in which to do so.

The need to improve academic achievement among diverse student populations is one of the most persistent and challenging issues education faces today. When students bring with them influences and experiences from diverse cultures, the barriers to school success can be enormous. Factors associated with culture, ethnic diversity, learning style preference, and poverty contribute to the achievement gap, with many children entering unfamiliar and rigid school systems unprepared to meet their needs. This becomes more challenging for students with high mobility and low proficiency levels with English.

This manual describes the School-PASS (School Practices for All Students' Success) Survey, which is a teacher survey and schoolwide planning process to help schools assess their preparedness for meeting the needs of new and diverse students. The survey and process together help school teams identify areas of strength and areas of challenge for potential change to better meet the educational needs of new and diverse students.

The goal of the School-PASS survey and planning process is to increase the achievement of students by helping school staff members:

- Learn more about who their new and diverse students are and their current levels of school engagement and achievement
- Learn about the structure and function of the school as a whole in relation to supporting new and diverse students
- Develop a schoolwide shared understanding of how well they are currently supporting new and diverse students
- Identify and prioritize areas for school improvement in meeting student needs
- Locate resources, professional development, and materials to help implement the plan

The specific content of the School-PASS Survey reflects recommendations from the research literature on best practices for meeting the needs of the following diverse student groups: culturally and linguistically diverse students, economically disadvantaged students, new and highly mobile students, and immigrant students. Chapter 3 of this

manual provides an overview of the research literature on best practice for these student groups.

School-PASS Framework: School Services to Student Needs

The School-PASS framework shown in Figure 1 provides a conceptual framework to guide schools in their efforts to shape policies and practices to best fit the needs of all students. It is a modification of the well known Contextual Systems Model developed by Pianta and Walsh (1996), which was formulated from research on organizational change and developmental systems theory. The supporting research behind this framework is discussed in Chapter 3.

The framework in Figure 1 graphically portrays the levels of service provided by schools on one side compared to the need areas of students on the other side. Schools have control over the physical and social environment that students encounter. They set policies and create programs that establish and define a school's academic and social activities, and the staff members of the school deliver instruction and support directly to students. The framework provides a basis by which to consider how well these broad school service areas match the student need areas: internal, family, and peer and community. To the extent that school services match student needs, the framework suggests there will be improved student motivation and academic engagement. This corresponds to the current findings of school improvement research that significant gains in student success occur when students assume more responsibility and accountability.

The School-PASS Survey is divided into domains that correspond to the student need areas of the School-PASS framework and within those domains asks staff members to rate how well a variety of school services meet the needs of new and diverse students. The School-PASS planning process is a series of steps to assist school staff members to work with the survey data and existing student data to identify areas of school service that are a high priority for improvement. The remainder of this chapter will take a closer look at the School-PASS Survey, and Chapter 2 will provide a detailed examination of the planning process.

School-PASS Framework: Relationship of School Services to Student Needs

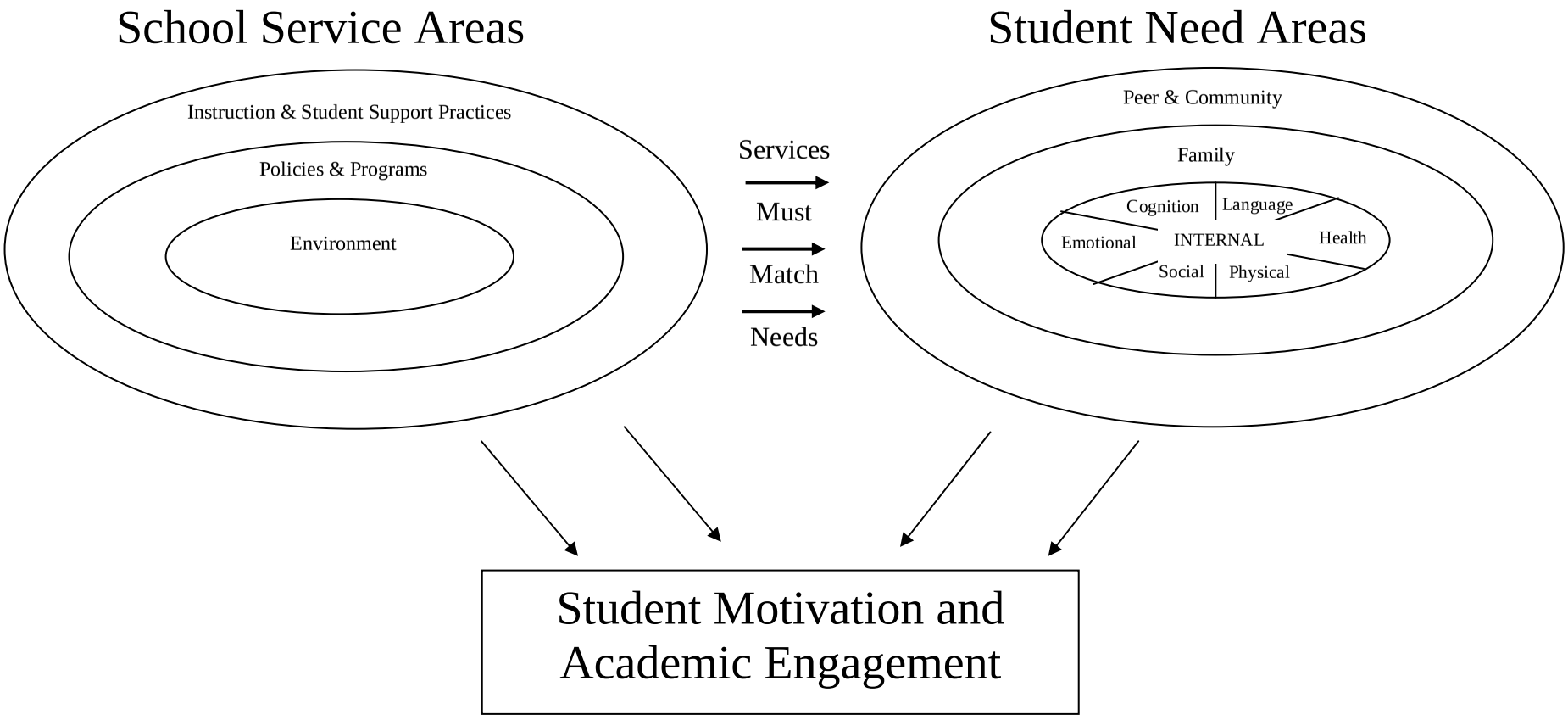


Figure 1

School-PASS Survey

The School-PASS Survey is an online survey to be completed by all staff members and used to identify a school's areas of strength and areas for potential change to better meet the educational needs of new and diverse students. The goal of the survey is to provide information to support school improvement planning to increase the achievement success of new and diverse students. This planning process is discussed in detail in Chapter 2.

The survey is divided into the following six domains that represent key areas of student development and influence: a) cognitive and language development, b) health and physical development, c) social and emotional development, d) motivation and academic engagement, e) family function and support, and f) peer and community culture. These six domains come from the School-PASS framework represented in Figure 1. The connection of each domain to the components of that framework is shown in Table 1.

Table 1:
School-PASS Domains: Students' Need Areas for School Success

	Domain	Impact Area for Students
1	Cognition and Language Development	INTERNAL (Human Development)
2	Health and Physical Development	
3	Social and Emotional Development	
4	Motivation and Academic Engagement	Involvement and Responsibility for Own Success
5	Family Function and Support	EXTERNAL (Human Influence)
6	Peer and Community Culture	

The first three domains group several common areas of human development: cognition, language, health, physical, social, and emotional. The fourth domain (motivation and academic engagement) is important because it can influence the extent to which students are willing to monitor their own learning and take responsibility for their own growth. Motivation is central to improving a student's success in the educational system. The

final two domains of the School-PASS Survey provide items about school systems and supports related to each student's peers, family, and community background. Thus, the six domains together provide a complete picture of school practices and structures that support student developmental and learning needs from an internal developmental perspective to an external environmental perspective.

Cognition and Language Development

Student ability to learn facts, solve problems, and employ higher-level reasoning is influenced by cultural experiences, as well as environmental and neurological factors. Each student's cognitive development is enhanced when cultural and environmental experiences outside of the school are incorporated into school learning.

Health and Physical Development

Development of student health and physical fitness depend a great deal on their day-to-day activities and environments. Schools can attend to the health and physical needs of students at school and help their families connect to necessary health support services.

Social and Emotional Development

A student's social and emotional development is characterized by self-identity and self-expression, patterns of communication and behavior, and abilities to develop relationships. Research shows that these areas affect student learning and are influenced by cultural and environmental factors.

Motivation and Academic Engagement

Cultural beliefs about education, family involvement, and expectations affect student motivation in school. Research indicates that a student's background and interests can play a prominent role in promoting engagement in learning. Schools should consider student attitudes and interests during academic program planning, paying attention to issues such as educational and career aspirations, creativity, sense of responsibility for learning, and sense of belonging.

Family Function and Support

Family involvement in a student's education is a key factor in promoting scholastic achievement. In order to enhance family support, the school must develop an understanding of the larger cultural norms and values represented in families and also take into account each student's unique home environment.

Peer and Community Culture

Peer and community culture have a strong effect on student learning. Peer and community influences include beliefs about education, sense of place and belonging, patterns of behavior, and level of community support for the school. Schools can partner with community members to integrate local arts and events into school learning and activities. Schools must also recognize the effects of peer culture and norms when dealing with individual students.

School-PASS Items

There are 87 items across the six School-PASS domains. The items describe schoolwide and individual practices that have been identified as important in the research literature for new and diverse students. All 87 School-PASS Survey items are included in Appendix A. Items address topics such as instruction, assessment, new student orientation, physical environment, curriculum, family involvement, and community partnerships. The items reflect practices that promote success for all students. The process to develop the content of the items and the research supporting them is described in detail in Chapter 3 of this manual.

Figure 2 shows two sample items from one page of the online School-PASS Survey for the first domain, "Cognitive Development." The page provides a brief definition to elaborate on the concept of cognitive development to help the respondent understand the significance of the domain for student learning. A series of statements follow about school services that address cognitive development needs of this school's students. Figure 2 shows one sample schoolwide item and one sample individual item. The actual survey page asks respondents to rate whether or not different elements to address student needs are present or implemented in the school. As can be seen in Figure 2, the response scale differs slightly for the two types of items, but in both cases determines how extensively that particular practice is implemented. An opportunity to include comments is provided at the end of each domain page. These comments can also provide valuable insights into strengths and challenges faced by the school in addressing student needs.

The survey takes between 15 and 30 minutes for a staff member to complete. If necessary, the respondent may log out and return later to finish the survey. A survey code number is used to access the saved responses entered during the first session.

Chapter 2 describes the reports that are created from the survey results and how they are used to determine school strengths and challenges.

Sample Items From School-PASS Online Survey

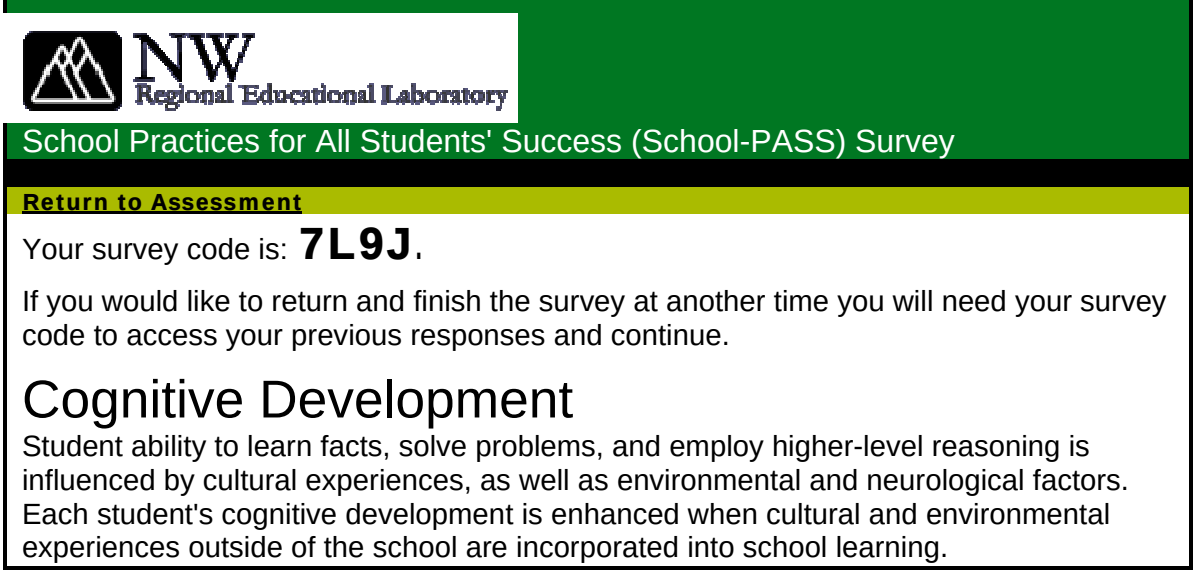


Figure 2

CHAPTER 2
SCHOOL-PASS PLANNING PROCESS

The School-PASS Survey results contribute to a schoolwide planning process to improve the academic and social success of students at a school. It is important to recognize that every school is unique and there is no exact set of policies and practices that guarantee student success. Improved student success is not a matter of "fixing" either students or teachers. Rather, it is a matter of the staff members of each school developing a shared understanding of the school's students and how they can best serve them.

Successful change in practice is dependent upon having a thoughtful, systematic, and broadly understood process to analyze data and make decisions. The School-PASS planning process consists of the five stages shown in Table 2, and it ensures that all staff members contribute in a meaningful and positive manner to final decisions. These stages are discussed individually later in this chapter to provide detailed information that allows a school to decide how to implement the planning process. Appendices contain specific examples of the key components for the process as well as supporting materials, such as agendas and voting ballots.

Table 2:
School-PASS Planning Process

Stages	Activity/Outcome
One	Obtain Schoolwide Staff Member Buy-In
Two	Collect and Study Student Data
Three	Respond to School-PASS Survey
Four	Discuss and Analyze School-PASS Survey Results
Five	Develop Staff Member Consensus on Action Items

The objective of stage one is to provide a common understanding of purpose, the conceptual framework for the survey, expectations, and commitments associated with the planning process. The school's leadership team needs to introduce the project and seek agreement to participate from the entire faculty through either one large faculty meeting or by meeting with existing small teacher teams. Teacher teams are a crucial component of the planning process and are critical to stages two and four where data are analyzed about the school's students and how the school supports them. Stage two consists of working with school data to prepare reports on student demographic composition and academic performance. Stage three asks each staff member to personally respond to the

online School-PASS Survey to provide the data for a school self-analysis related to meeting the needs of new and diverse students. Stage four provides time for several teams of teachers to analyze portions of the relevant data and to prepare a summary report on student needs and the match of current school practices to these needs. During stage five, the reports are shared and discussed with all staff members to determine next steps for inquiry and decisionmaking.

The planning process is a schoolwide effort that should involve all the school's administrators, teachers, and counselors. It is recommended that the process include teachers who are on campus less than full time. These teachers are often excluded from school planning discussions, even though they may be able to provide fresh and valuable insight about many issues.

There are four levels of participant involvement in the School-PASS planning process. Staff members participate either: a) individually, b) as part of a teacher team, c) as part of a school leadership team, or d) as a member of the full staff member team. Table 3 shows how these participant groupings connect to the five stages of the planning process. All staff members will attend an initial buy-in meeting and a final meeting to reach consensus on action items. As suggested by the brackets in Table 3, the initial buy-in meeting can either be a series of teacher-team meetings or one full staff meeting. Additionally, each staff member will individually complete the School-PASS Survey and participate as a member of a teacher team to examine school data.

Table 3:
Staff Member Involvement in School-PASS Planning Process by Role and Stages

	Stage One	Stage Two	Stage Three	Stage Four	Stage Five
Staff Member Role	**Staff Member Buy-In**	**Student Data**	**School-PASS Survey**	**Analyze & Make Recommendations**	**Schoolwide Consensus Action Plan**
Individual Activity			✓		
Teacher Team Meetings	[✓]	✓		✓	
Leadership Team Activity	✓	✓		✓	✓
Full Staff Member Meeting	[✓]				✓

The remainder of this chapter presents more information about activities for each of the five stages of the School-PASS planning process. A number of tools in the appendices are referenced that can be used as-is or be modified as needed by schools when implementing the planning process. While each stage of the process is important to the overall success of planning, there is room within each for a school to consider its own unique conditions and adapt the process where necessary.

Stage One:
Obtain Schoolwide Staff Member Buy-In

STAGE ONE:	Participants	Activity
Obtain Schoolwide Staff Member Buy-In	Teacher Teams Leadership Team	Conduct several teacher team meetings where members of the school's Leadership Team introduce the School-PASS Survey and planning process. Discussion should address background of the survey and framework, benefits to the school, time requirements, and how to implement the planning process to support current school improvement activities. Staff members are given opportunity to raise questions and to acknowledge willingness to participate and support the process.

A successful schoolwide planning process must start with all staff members being informed of the purpose and goals and then agreeing to actively participate. It is important to have a formal presentation to describe the purpose, the conceptual framework underlying the survey, the commitment, and the expected outcomes of using the School-PASS Survey and planning process. This presentation can occur at a series of teacher team meetings or at a full staff member meeting depending upon the preference and needs of the school. However, it must provide an opportunity to answer any questions or concerns staff members may have about participation and must establish a common understanding of expectations. The presentation should conclude with a group consensus to proceed to stage two.

Teachers need to learn about the five stages of the process and that the outcome will be to identify a small number of issues to incorporate into the ongoing school improvement process. It is also important for teachers to see that they will be actively involved in the process. They will individually complete the online School-PASS Survey and later work in teams with the survey reports to create recommendations for follow-up action.

The school administration should be willing to commit to working toward implementation of the recommendations that come out of the process. This involves incorporating the top priorities into the larger school improvement planning process where they can be further addressed. In addition, immediate action steps may be necessary in order to implement desired training or specific changes to school procedures and practices quickly. However, the most important point of this process is that staff

members understand what will happen with its recommendations and that administrators initiate follow-up action on those recommendations in a timely manner.

Most school staff members have undoubtedly participated in numerous formal and informal discussions of how to serve the needs of various subgroups of students. Many may be familiar with different aspects of the literature. They need to know that the 87 School-PASS Survey items provide guidance to improve how well the school is meeting the learning needs of students, but are not intended to suggest that a school can or should try to strictly implement each item.

Stage Two: Collect and Study Student Data

STAGE TWO:	Participants	Activity
Collect and Study Student Data	Leadership Team	Identify and collect desired schoolwide student demographic, attitude, and achievement data by relevant student groupings for planning process. Distribute the selected data tables, charts, and graphs to teacher teams.
	Teacher Teams	Dedicate one or more meeting times to examine student demographic and achievement data. Use the supplied *Student Data Review Form* to generate statements of student strengths and challenges.
	Leadership Team	Compile results from teacher team analyses, and distribute copies to all individual staff members.

Given current mandated reporting requirements, most schools today are already engaged in extensive data collection and analysis of student demographics, survey responses, and performance data by different student groups. This information provides a foundation for understanding who the school's students are and for identifying their academic strengths and challenges. Specific information on students should include demographics, perceptions of school, and academic achievement. The student perceptions and achievement data should be compiled for all students and for each of the school's relevant student subgroups.

The data collection process should begin with the school Leadership Team compiling and making the necessary data available in a comprehensible and usable format. Data tables, graphs, and charts are all good ways to present information that can be easily understood and analyzed for trends and implications to the school. The team can create the types of data presentations that will best serve the needs of the school staff members. These data are likely in large part already included in the school's larger school improvement

planning document. In such a case, the data presentations should be reviewed to ensure that the student diversity in the school is reflected in the data displays.

After the appropriate student data have been compiled, teacher teams should review the data and generate narrative statements of strengths and challenges represented by the data. The "Student Data Review Form" in Appendix C-1 can be used for this purpose. Each statement should communicate a single finding and avoid including judgments or solutions. Statements should be collected separately for student demographic data and for student achievement data.

Student demographic and achievement statements might include something like the following:

- The percentage of students with ITBS scores in reading in the proficient/advanced category dropped from 60 percent in 2003 to 48 percent in 2004.
- Enrollment increased from 2003 to 2004 for both Native American (52 to 82) and Hispanic (114 to 156) students.

These statements are data-based and factual, and do not jump to defining problems or solutions. Both statements contain data from two time periods. The second statement speaks specifically to meaningful data for school student groups.

The final step of stage two is to compile the different statements of strengths and challenges generated by teacher teams and distribute them to all staff members. One or more members of the Leadership Team can do this by combining statements across the different teacher teams, eliminating duplicates, and then organizing them into similar categories.

Stage Three: Respond to School-PASS Survey

STAGE THREE:	Participants	Activity
Respond to School-PASS Survey	Individual Staff Members System Administrator	Each staff member completes the online School-PASS Survey to provide perceptions of school and personal practices. The school's designated system administrator generates school reports containing survey results and then distributes those reports to teacher teams.

The School-PASS Survey can be accessed on the Internet through the NWREL Web site. It should take between 15 and 30 minutes of uninterrupted time to complete. Respondents are given a School-PASS survey code (see Figure 2) when they log onto the Web site, in

case they must log off and return later to complete the survey. A School-PASS Survey administrator is selected at each school who is responsible for communicating to staff members on how to access the Web site and handle problems that may arise, and is also able to use administrator privileges to obtain system-generated school reports. NWREL staff members will work with the school administrator to set up the school's account and resolve any questions or problems.

Each staff member will respond to items within the six student need categories. A copy of the survey items is provided in Appendix A. Within each domain, there is a set of "Schoolwide Practices" statements and a set of "Individual Practices" statements. Respondents use the pull-down menu to the right of each item to select an indication of their opinion on how well the school is addressing the content of that statement. At the end of each category, respondents are given the opportunity to type in any explanations, concerns, or suggestions they may want to share. These comments are treated anonymously and are grouped by category and merged into a report for later examination.

In responding to survey items, teachers are exposed to relevant best practices from the research literature. However, survey instructions inform respondents that there is no exact set of practices that guarantees student success for any given school. Staff members should not feel they are being judged if they are not implementing all these practices all the time for all students. The intent of each statement is to generate thought and discussion around what is currently being done to meet student needs and how that can be improved.

Stage Four:
Discuss and Analyze School-PASS Survey Results

STAGE FOUR:	Participants	Activity
Discuss and Analyze School-PASS Results	External Facilitator Teacher Teams	An external facilitator distributes copies of the School-PASS report *(see Appendix B)* and supports teacher team discussions on two survey categories. Each team analyzes the report and generates a list of the top two to three school strengths and challenges for one or more categories.
	Teacher Teams	Teacher teams follow up planning meetings by creating a two to three page Teacher Team Summary Report *(see Appendix C-2)* to present findings and recommendations based on the findings from their two School-PASS categories. The report should include narrative statements to summarize the findings and a separate statement of specific recommendations for school action.

This stage begins with each teacher team holding separate planning sessions to discuss results from the School-PASS Survey report (Appendix B) in light of the school's student demographic and achievement data. These discussion sessions are used to identify where

current areas of school strengths and challenges are in meeting students' academic and social needs at school. It is best if an external facilitator leads the initial meeting for each team to provide a consistent interpretation of the process across teams. That meeting focuses on understanding the data and on beginning to pick out the statements that deserve most consideration for the school. That process begins by examining the two or three statements that received the highest percentage of responses as being somewhat or totally in place and the two or three statements that received the fewest such votes. These results show which practices are at the highest and lowest levels of implementation

Since there are six domains to be analyzed, the planning process works well if there are five teacher teams. Each teacher team could address two survey domains: 1) Motivation and Academic Engagement, and 2) one other domain. Thus, all five teams will analyze Motivation and Academic Engagement plus one other domain no other team is analyzing. Motivation and Academic Engagement is critical to the success of students and, therefore, its data will be important for each team to see and discuss. If a school has more or less than five teacher teams, then other strategies can be devised to assign the domains for analysis.

Each teacher team should schedule two meetings as close together as possible to begin analyzing the reports for its two domains. It is best to not try to examine results from more than one domain in one meeting. The first meeting can be used to address the results from the Motivation and Academic Engagement domain and the second meeting to consider the team's unique domain. At least one other meeting will likely be required to gain final consensus on strengths and challenges and work on generating a summary report to present at the final schoolwide staff meeting.

Each team will be responsible for writing a two to three page report on the unique domain no other team analyzed, and they will then present that report to the full staff in a meeting conducted during stage five. See Appendix C-2 for an example teacher team report of the Cognitive Development domain. Reports should identify the statements where survey results indicate the school is doing well and the statements that indicate challenges to the school. Teams should interpret these survey results in combination with the student review information compiled and distributed during stage two by the school's leadership team. These interpretations of strengths and challenges should be based in light of the group's understanding of what is important to the school and not simply on the data alone. Each team selects one or more members to present its report at the full staff member consensus meeting. Additional charts or handouts may be helpful, but should not be mandatory. The facilitator or a member of the Leadership Team should create a similar report for the Motivation and Academic Engagement domain.

Stage Five:
Develop Staff Member Consensus on Action Items

STAGE FIVE:	Participants	Activity
Develop Staff Member Consensus on Action Items	Leadership Team	Compile all Team Summary Reports and produce copies for distribution to all staff members at final staff member consensus meeting. Prepare agenda for final staff member consensus meeting, including preparing a Voting Ballot *(Appendix C-4)* listing the survey challenge statements nominated by the teacher teams.
	Leadership Team All School Staff Members	Conduct a schoolwide meeting to review the strengths and challenges and to prioritize the top issues to work on within the school improvement planning process. Each teacher team presents its findings and recommendations.
	Leadership Team	Prepare report to identify the staff member consensus areas to be integrated into the school improvement process.

The final stage of the planning process provides the full staff an opportunity to hear from each teacher team on its findings and to then vote for the top three to five issues that will be systematically incorporated into the school improvement action plan. The format to accomplish this is a full staff member meeting. This is also a time to acknowledge and celebrate the areas of school strength that were recognized through the review of data and survey results. Recognizing and building upon strengths is equally important to identifying challenge areas to address. A sample agenda for the final schoolwide planning meeting from a field test site is presented in Appendix C-3.

Each teacher team is provided approximately 10 to 15 minutes to present the findings from its report. Handouts for each team should consist of their two to three page report and any other materials they create, such as further explanations or recommendations on specific issues. The facilitator or a Leadership Team member should present the findings for Motivation and Academic Engagement.

After a presentation is made for each of the six School-PASS domains, a voting ballot (see example in Appendix C-4) should be distributed to allow each individual staff member to vote for the top three issues believed most critical to address in greater detail. The ballot should consist of the two or three statements from each of the six domains that were identified as being the most serious challenges for the school. The school's Leadership Team will compile the results after the meeting and inform the staff members the results of the vote—specifically the consensus of which items should be folded into the ongoing school improvement process.

Appendix C-5 presents a sample resource matrix that was compiled for one field test site. It organizes the top nine items receiving votes into six topic areas and lists a number of potential resources for each topic.

While each school will need to implement the process in a manner that meets its unique situation, it is crucial to carefully and thoughtfully implement each of the five stages of the School-PASS planning process. Each stage is important, from the initial building of common staff member understanding and buy-in, through the middle stages of data collection and analysis, to the final stage of developing schoolwide consensus for action. This chapter and the sample materials from the appendices can help each school make the decisions that are best for it and its students.

CHAPTER 3
RESEARCH BACKGROUND

Today's workplace requires individuals to perform multidimensional problem solving, planning and designing, and collaborative work. In response, preparing students to meet these performance challenges of the 21st century has been the focus of the standards-based model of education, emphasizing the defining of what students should be required to know and do in order to succeed in school. These requirements demand a new set of competencies and foundation skills very different from those of the education system that served the industrial age (Lachat, 1994). A vast number of U.S. students do not have equal access to the quality of education necessary to achieve high standards of learning due to a variety of reasons including deficient resources, lack of highly skilled teachers, low-quality instruction, language barriers, and unsafe and unsupportive school environments (Neill, 1995).

The result is an academic achievement gap (a major focus of current education law) that will likely increase over time due to changing demographics of student and family populations. The need to improve academic achievement among these "diverse" student populations—notably African American, Hispanic, Native American, immigrant and language minority students, highly mobile students, and students from poor families—is one of the most persistent and challenging issues education faces. The question becomes how to best respond to student diversity so that standards are upheld for every student, including the most difficult to teach and most challenging to motivate (Wang, 1994).

Educational Challenges of New and Diverse Students

The literature on diversity includes a wide range of student and family characteristics and affiliations, and strongly suggests that issues related to race, culture, and class are among the biggest challenges for improving U.S. education in terms of both numbers of students addressed and persistent challenges in effectively serving these populations. Despite evidence of some progress in academic performance from 1970 to 1988, the educational reform efforts of the last decade have not enabled significant numbers of America's economically disadvantaged and minority students to become educationally successful (Haycock, Jerald, & Huang, 2001).

The term "diversity" often serves as a stand-in for other terms, such as "minority" or "disadvantaged." Diversity refers to characteristics of students that are different from what the literature describes as the "mainstream" of U.S. society (i.e., students who are not white, middle-class, native-born, and/or native English-speaking). We focus on groups of students from the following areas of diversity: racial, cultural, ethnic, and linguistic minority; economically disadvantaged; and highly mobile, and immigrant students.

Race, Culture, and Language

Today, more than 100 languages and dialects are spoken by students in American urban school systems. Thirty-five percent of our school children are from linguistic or racial minority families, and that figure is expected to increase to 40 percent within a decade. By 2040, populations of European descent will be a minority (Haycock, et al., 2001). The gaps between whites and blacks and between whites and Hispanics, as measured by scores on the National Assessment of Educational Progress (NAEP) in reading and mathematics, remained unchanged between 1992 and 2000 (Campbell, Hombo, & Mazzeo, 2000). African American, Hispanic, and Native American students, and students whose first language is not English all tend to score lower than white students and some groups of Asian students on standardized tests, as well as tend to have lower grade point averages and higher drop-out rates (Futrell, 1999).

Since the 1989–1990 school year, the number of students who are considered English language learners has increased approximately 101 percent, in a trend that researchers predict will continue for at least the next two decades. Drs. Wayne Thomas and Virginia Collier (2003) found three key predictors of academic success for language minority students:

- Providing cognitively complex academic instruction through the student's first language for as long as possible, and through the second language (English) for a part of the school day
- Using current approaches to teaching academic curriculum through the first and second languages
- Addressing sociocultural needs; for example, integration with English-speaking peers in a supportive environment and presenting bilingual education as a "gifted and talented" program for all students

In our culturally diverse society, there are diverse perspectives about which knowledge is important, and there are many different ways of knowing. Knowledge of these varied cultural values and perspectives has implications for formal educational experiences, instruction, assessment, and parental involvement. Culture mediates learning, providing a frame of reference through which the learner makes meaning of new knowledge. Valuing cultural diversity implies understanding the role of culture in the learning process and using culturally relevant teaching to draw upon the cultural strengths (knowledge, experiences, and skills) of learners (Cochunis, Erdey, & Swedlow, 2002). Culturally relevant teaching includes all that is considered good teaching but also takes the learner's cultural background into consideration, by building on the student's experiences and affirming a cultural identity (Ladson-Billings, 1994).

Class and Socioeconomic Status

Social class characteristics may have a powerful impact on student learning in school. A complicated mix of characteristics exists in defining social class—a collection of occupational, psychological, personality, health, and economic traits that interact and predict performance not only in schools but in other institutions as well. Two of the main characteristics, income and race, intersect to capture a central dynamic that inevitably influences school achievement.

In the extremely low economic conditions of poverty, we find the intersection of income and race to be represented with higher percentages of minorities. In 2003, both the poverty rate and the number of children in poverty under 18 increased—to 17.6 percent or 12.9 million children. Children represent 35.9 percent of the people in poverty, compared with 25.4 percent of the total population. When children of poverty under the age of 18 are separated by culture and race, we find that white non-Hispanic students represent 9.8 percent of the children in poverty, while black and Hispanic students represent many more of those in poverty, 34 and 30 percent respectively (DeNavas-Walt, Proctor, & Mills, 2004).

Students living in poverty tend to score lower than affluent students on standardized tests. They also tend to have lower grade point averages and higher dropout rates (Futrell, 1999). Poverty is not only highly correlated with school failure itself, but also with a host of other conditions that can lead to school failure such as drug abuse, teenage pregnancy, violence, child abuse, and delinquency.

In general, poverty has been found to have negative developmental consequences for children. Children in impoverished families may be at risk of educational failure because they lack access to adequate nutrition; health, dental, or vision care; and access to educational resources that parents with higher incomes can afford to purchase for their children. Poor housing and overcrowding is strongly correlated with parental education and poverty across racial, ethnic, and immigrant generation groups, suggesting the need to double-up with relatives or nonrelatives to share resources (Shields & Behrman, 2004).

Highly Mobile and Immigrant Students

Students who are new to the school, highly mobile students and families, and immigrant students who are new to the United States may not understand how the U.S. educational process works. Student mobility is largely due to fluctuations in jobs, which may follow a more predictable pattern, or to poverty and homelessness, where patterns are hard to predict. Highly mobile students move six or more times in their K–12 education and come from a variety of backgrounds. They include children of migrant workers, of families experiencing domestic violence, of families in unstable work and home situations that result from high poverty, and of military and immigrant families who may not necessarily be from low-income families.

Students who move frequently have lower attendance rates, are twice as likely to repeat a grade, are half as likely to graduate from high school than more stable students, and often experience isolation that affects attendance and performance. The mobility of these students even has a negative impact on the academic achievement of stable students (Walls, 2003) by making it necessary for teachers to repeat activities or change schedules to accommodate helping new students catch up academically.

Children in immigrant families are the fastest growing segment of the child population in this country. Since 1990, the number of children in immigrant families has expanded about seven times faster than the number in native-born families—one of every five children in the United States lives in a newcomer family, with one or both parents being foreign born (Shields & Behrman, 2004).

Children of immigrant families must learn to navigate a different system of education and understand policies and procedures of American schools, as well as bridge language and cultural barriers. Schools must fully understand cultural expectations of the students and families they serve, use bilingual staff members to assist non-English-speaking parents and students through admission, assess academic skills of students in their native language, and create admissions policies and procedures that are consistent with immigration laws (Walls, 2003). Official poverty rates for children in immigrant families are substantially higher than those for children in American-born families (21% versus 14%).

Children in immigrant-origin groups are more likely to have parents working only parttime or partial year and, as a result, to experience greater economic deprivation. Children of migrant workers often live in poverty despite the fact that most migrant-family children have parents who work fulltime. Students who live in high poverty and frequently change schools suffer the most academically. Inadequate health care contributes to absences, while linguistic and cultural differences, as well as work responsibilities, tend to isolate them from their school peers.

Addressing the Academic Achievement Gap

The 2001 reauthorization of the Elementary and Secondary Education Act (ESEA) states that all children should be expected to achieve high academic standards, and that schools should be held accountable for enabling children to achieve these standards (D'Amico, 2001). This emphasis on reducing the achievement gap implies that educational equity is not the provision of equal funding or resources for all students, but rather the production of equal outcomes (high student achievement) among groups (Voke, 2001).

Numerous explanations exist for the achievement gap, ranging from school factors such as curriculum and teacher quality, to student and family factors such as students' racial identity and families' literacy practices. Researchers describe four explanations of

achievement gap that include the "deficit," "difference," "power difference," and "complex interaction" explanations (Boethel, 2003).

Deficiency Explanation

The deficit or deficiency explanation identifies the source of achievement differences as characteristics of students themselves, their families, and/or their home communities. This perspective presumes lack of necessary traits, resources, or experiences that places some students at a disadvantage. Sources of deficits are cultural and/or socioeconomic. One problem with this is that focusing only on deficits among minority and low-income students and their families often obscures their strengths (Sleeter & Grant, 1988).

Emerging research and theory recommends a shift away from deficit assumptions and toward identifying and building on the strengths of culturally diverse populations of students (Denbo & Beaulieu, 2002; Sherman, 2002; Williams & Newcombe, 1994).

Schools that focus on strengths can tap into abundant knowledge that many families possess to boost instruction of their minority and ELL students. In his study working with teachers mobilizing a "fund of knowledge" from family members of students, Luis Moll urges teachers to create social networks of assistance to take advantage of the community as a resource of knowledge (Moll, Amanti, & Neff, 1992). He urges teachers to abandon the standard drill-based approach so often used with working-class and poor students. In its place, he calls on teachers to help students find meaning rather than learn isolated facts and rules, and treat children as active learners, using and applying literacy as a tool for communication and for thinking. Through their new projects, teachers created new instructional routines that helped the teacher and students extend the curriculum, stretch the limits of reading and writing, and expand on the knowledge that initially formed the lessons (North Central Regional Educational Laboratory [NCREL], 1994).

Difference Explanation

A second explanation identifies the source of the achievement gap as the intersection between the school and the student and his or her family and home community. Presuming a lack of congruity between the student's home environment, or culture and the school's culture, places the student at a disadvantage. While 30 percent of U.S. students are from linguistic- or racial-minority families, only 5 percent of teachers are from racially diverse groups (Futrell, 1999). The assumption is that the more overlap there is among the practices, philosophies, characteristics, values, and behaviors of the school and home environment, the greater likelihood that the student will achieve academic success in schools (Boethel, 2003).

Social learning theory states that learning happens in a social context. Since learning is the act of making meaning from experience, a large aspect of the student's learning

experience is cultural context (Ginsberg & Wlodkowski, 2000). There are a wide range of cultural and contextual influences on student development, and schools must be able to understand these influences and adjust teaching and school activities to accommodate student learning needs and to promote success. For many students, instruction is the result of common teacher assumptions about learning that are dependent upon the ability of the student to assimilate into the predefined culture of a classroom that is often dictated by individual teacher style and established school traditions. These styles and traditions can set up barriers for students who are new to the school.

Although the definition of culture is often intertwined with concepts such as race, ethnicity, and social class (Betancourt & Lopez, 1993), and although the role of culture in human development and learning is not well understood, it is gaining recognition. Five of the 14 Principles of Learning developed by the American Psychological Association refer to a link between culture and learning (Lambert & McCombs, 1998). These are:

- *Construction of knowledge*—the successful learner links new information with existing knowledge in meaningful ways
- *Context of learning*—learning is influenced by environmental factors, including culture, technology, and instructional practices
- *Social influences on learning*—learning is influenced by social interactions, interpersonal relations, and communication with others
- *Individual differences in learning*—learners have different strategies, approaches, and capabilities for learning that are a function of prior experience and heredity
- *Learning and diversity*—learning is most effective when differences in learners' linguistic, cultural, and social backgrounds are taken into account

Keeping these principles in mind, teachers should develop learning situations that begin with students' cultural views and past experiences in mind. Curriculum and instruction that are culturally responsive tend to meet the needs of diverse students. "In a culturally responsive school, the classroom is a place where teachers and students engage in serious work and where all students are genuinely expected to succeed…so that *what* students learn is motivationally and educationally aligned with *how* students learn" (Ginsberg & Wlodkowski, 2000, p.33).

Power Difference Explanation

A third explanation describes the source of the achievement gap as the school and the school community's "culture of power" (Delpit, 1995). It presumes that patterns and mores exist that tend to promote the inclusion of some groups and the exclusion of others from activities, experiences, and resources that contribute to academic and economic success. Since schools normally operate from a mainstream culture, students whose home and community environments reflect mainstream culture grow up within social networks that implicitly transmit knowledge of these styles, patterns, and norms, equipping them to function well within the school environment.

Schools that wish to change academic failure into success must understand mainstream culture styles, patterns, and norms and effectively help all students navigate them successfully through appropriate social and instructional interventions. For teachers and administrators, this means they need to first acknowledge students' and families' differences and then act as a bridge between these differences and the culture of the dominant society (Boethel, 2003; Neito, 2002).

Complex Interaction Explanation

In this explanation, complex interactions among multiple factors—including school, student, family, peer group, and/or community influences—may account for differences in academic performance among minority and low-income student populations. Paratore, Melzi, and Krol-Sinclair (1999) found that a complex set of both school- and family-related factors influenced students' success. For the immigrant students in their study, success in school was a complex process, dependent on the actions of parents and teachers separately and in combination.

Research on resilience among children and youth seeks to explain why some children facing adverse conditions fare better than others and also attempts to identify risk and protective factors that may influence children's ability to succeed in school and other environments. This research describes supports that may be needed for children at risk for school failure and for their families, including caring and culturally responsive adults as mentors, holding students and adults in their lives to high expectations, and providing resources to help them meet expectations (Sesma & Roehlkepartain, 2003).

Research Background for School-PASS Survey Categories

Schools have become the meeting ground of people with diverse backgrounds, bringing with them a myriad of individual characteristics and environmental, contextual, and cultural experiences that influence their daily learning. Schools are faced with meeting the learning needs of new and diverse students and are finding new ways in which to do this. It is this context that this assessment process begins to address. Schools must not only ask themselves "what works" but also "why it works" and "how it works" for any given school community. "More important than how schools look is how educators look at the children who enter the schools each day and how educators see their roles in those children's lives" (Pianta & Walsh, 1996).

Emerging evidence and a growing number of researchers underscore the power of schools to overcome the disadvantages of families and communities. Important areas or factors that play a role in school preparation for diverse learners include learning about individual students and providing opportunities for students to apply skills in meaningful ways. This requires that the school staff members understand their students and their school's practices through broadened student assessment, curriculum re-examination, and

professional development for educators, especially in identifying a student's individual strengths, shortcomings, and preferred ways of learning and producing (Haycock, Jerald, & Huang, 2001; Johnson & Asera, 1999; Levine, 2003; Sherman, 2002).

This evidence is supported by the Contextual Systems Model (Pianta & Walsh, 1996), derived from developmental systems theory, which describes the school, the family, and the community as systems, and students as individuals operating within a set of systems and contexts that contain elements and interactions.

All individuals—students, teachers, parents, and administrators—navigate new settings or systems, bringing with them a host of individual background elements. These elements may include language, health, social experiences and knowledge, cultural experiences and knowledge, cognitive ability, biological differences, psychological abilities, learning style, disposition to learning, learning experiences, motivation for learning, and general knowledge. Students (individuals) arrive at school (a system) with these individual elements that describe individual differences and account for interactions and relationships.

What is needed is a clear process designed to guide schools through the identification of student needs; investigation of practices, and reflection on effectiveness of practices; to help them better recognize the gifts and challenges these students bring from different backgrounds and traditions; and to assess the school's capacity to help all students succeed in learning.

The School-PASS process is designed to help schools consider important factors and gain information and shared understanding about developmental needs of their diverse students, and practices to address these unique needs. The School-PASS Survey focuses on six developmental domains of students identified in the research from developmental systems theory as well as family and school systems that provide support for student development. Research from the Search Institute's *40 Developmental Assets of Youth and Resiliency to Risk* (Sesma & Roehlkepartain, 2003) also provided focus on the six domains. Three of these domains are considered internal assets (cognition and language development, health and physical development, and social and emotional development), and two domains (family functions and support, and peer and community culture) are considered external assets, while a sixth domain (motivation and academic engagement) describes both internal and external assets of youth.

The statements of best schoolwide and instructional practices found in the School-PASS Survey come from practices identified in the research regarding the internal and external student developmental domains. Focusing on the development of students provides a more effective approach to working with students from diverse backgrounds. The following provide a description of the research supporting these School-PASS Survey practices.

Cognition and Language Development

Student ability to learn facts, solve problems, and employ higher level reasoning is influenced by cultural experiences, as well as environmental and neurological factors. Given the range of life experiences, basic knowledge and skills, learning preferences, and expectations that students bring to classrooms, teachers must be prepared to draw on an equally diverse array of instructional strategies that address these individual needs. Factors associated with culture, diversity of background, language, learning style, and poverty add to the complexity of meeting these needs and have been found to contribute to an ongoing achievement gap. Individualized, learner-centered instruction accommodates a student's learning style preference, cultural ways of knowing, and creativity (Darder & Upshur, 1992), and is enhanced when cultural and environmental experiences outside the school are incorporated into school learning (Lambert & McCombs, 1998).

Effective teachers of diverse students are more familiar with the populations of students in their classes than less-effective teachers of these students, and they explicitly acknowledge the diversity of their students, valuing their strengths and knowledge. They are committed to the educational success of students, have high expectations for them, and publicly recognize their achievements. They are continuously informed of results of formal cognitive assessments and have the ability to interpret those results (Lucas, Henze, & Donato, 1990; Walsh, 1991).

Research tells us that the teachers who are most successful in engaging students develop activities matched with students' psychological and intellectual needs and developmental level, appropriately aligning educational benchmarks and standards, and do so within cultural contexts (Bowman, Donovan, & Burns, 2001; Bowman & Stott, 1994; Delgado-Gaitan, 1992; Ginsberg & Wlodkowski, 2000; Perry, Steele, & Hilliard, 2003; Strong, Silver, & Robinson, 1995). Students need work that develops their sense of competency, allows them to develop connections with others, gives them some degree of autonomy, and provides for originality and self-expression (Ames, 1992; Caine & Caine, 1991; Collier, 1998; Knapp, 1995; Yair, 2000). More rigorous longitudinal research must be done to inform practices.

Students who arrive at the school without English language proficiency may have the cognitive skills necessary to learn class content, but are slowed in their progress by language barriers. While they may have diversity of culture, it is the language that holds them back. Effective teaching provides these students with a wide variety of lessons and courses in both the students' native languages and in English. This includes advanced content courses made available through instruction in the native language or through sheltered content instruction in English, where teachers may be proficient in bilingual and ESL teaching strategies for secondary school students (Doherty, Hilberg, Pinal, & Tharp, 2003; Lucas, et al., 1990; Tharp, 1997; Walsh, 1991).

School administrators provide leadership by being knowledgeable about recent research and practice in bilingual and ESL education, and by developing structures to strengthen curriculum and instruction. High priority is placed on professional development for all school staff members, and training is designed to help teachers and counselors serve immigrant students more effectively (Ginsberg & Wlodkowski, 2000; Levine, 2003). In addition, school staff members work well with parents and involve them in decisions about their children's education, especially in ways that cultural minority parents interact with their children that support learning yet differ from mainstream or middle class approaches (Yonezawa, 2000).

Health and Physical Development

Healthy development and physical fitness of students depend a great deal on their day-to-day activities and environments. Research indicates that many physical and health factors influence a student's ability to learn (Jacobson, Briefel, Gleason, & Sullivan, 2001; Powell, Walker, Chang, & Grantham-McGregor, 1998; WestEd, n.d.). Schools that gather information on health status, growth, disabilities, and physical abilities such as gross and fine motor skills improve their ability to meet the individual needs of new and diverse students (Ouellette, 2000).

Schools can attend to students' health and physical needs at school through appropriate nutrition, exercise and recreation, screening, and safety and health awareness and information, while working with the cultures of the community and helping families connect to necessary health support services (Adger, 2001; Gorman 1995; Johnstone & Hiatt, 1997; Lopez, Scribner, & Mahitivanichcha, 2001; Symons, 1997).

Social and Emotional Development

A student's social and emotional development is characterized by self-identity and self-expression, patterns of communication and behavior, and abilities to develop relationships. Research shows that these areas affect student learning and are influenced by cultural and environmental factors.

A school culture that supports trust, caring, respect, and integrity leads to improved student performance and the ability of new and diverse students to adapt smoothly (Barth, 2001; Joyce & Showers, 1995; Senge, et al., 2000).

A growing body of research indicates that the quality of education is improved when decisionmaking is appropriately shared and owned, when a culture of inquiry and improvement is the norm, and when there is time for development of personal relationships among colleagues as well as students and families, (Giacobbe, Osborne, & Woods, 1998; Henderson & Berla, 1994; Hord, 1997). Such a culture includes collaborative problem solving, ongoing professional development that moves every educator toward mastery of a profession, and ongoing system development that includes

expanding the leadership potential of teachers and administrators (Deal & Peterson, 1994, 1998; Fullan, 2001; McLaughlin & Talbert, 1993; Morrissey & Cowan, 2000; Newmann & Wehlage, 1997).

Research indicates that achieving success for all students requires a shared vision by staff and community members that is articulated continuously in action and word to students, and pursued through a coherent, comprehensive, detailed action plan with a component timeline for monitoring and updating the plan. The plan must address both the academic and social needs of students and adults (Hord, 1997; Joyce & Showers, 1995; Lieberman & Miller, 1999; Poplin & Weeres, 1992; Seeman & Seeman, 1976; Senge, et al., 2000; Sheldon, Elliot, Kim, & Kasser, 2001; Smith & Scott, 1990).

Motivation and Academic Engagement

Cultural beliefs about education, family involvement, and expectations affect student motivation in school. Research indicates that a student's background and interests can play a prominent role in promoting engagement in learning. Schools should consider student attitudes and interests during academic program planning, paying attention to issues such as educational and career aspirations, creativity, sense of responsibility for learning (Anderman, & Midgley, 1998), and sense of belonging (Trumble, Rothstein-Fisch, & Greenfield, 2000).

Low performance is directly related to the lack of congruence between the cultures of the families and communities and the cultural norms embedded in the expectations, policies, procedures, and practices of schools. Many of the lowest-performing schools have a student-family population that differs culturally from that of the school, whether it be racially, ethnically, socioeconomically, or in some other way. In a research review, the three most important influences on learning were found to be student aptitude, classroom instruction and climate, and contextual factors (Osborne, 1996; Wang, Haertel, & Walberg, 1993/94).

Examples of this are well documented in the literature from the perspectives of many different cultural groups and on many different aspects of schooling, including the early identification of learning problems, student attendance, test scores, homework completion, and engagement in learning (Bensman, 1999; Bowman & Stott, 1994; Cummins, 1986; Delpit, 1995; Entwisle, 1995; Gay, 2000; Ladson-Billings, 1995; Ogbu, 1993).

Students are most likely to be engaged in learning when they are active and are given some choice and control over the learning process—and when the curriculum is individualized, authentic, and related to their interests (Anderman, & Midgley, 1998). Research shows that high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success (Ames, 1992; Blank, 1997; Dev, 1997; Newmann, Bryk, & Nagaoka, 2001). Research supports using

qualities within the experiences of the students, families, and community that assist in lending meaning to benchmarks and standards.

Social and economic stratification leads to rejection of schooling by some minority groups. When they see that schooling does not necessarily translate into social and economic gains, students may come to view schooling as detrimental to their own language, culture, and identity. Cultural responsiveness involves infusing family and community cultural mores and expectations throughout the teaching and learning environment (Cleary & Peacock, 1998; Ginsberg & Wlodkowski, 2000; Goodlad, 1984; Yair, 2000).

Schools need a wide variety of resources to help new and diverse students find ways to be motivated and academically challenged. These may include school counselors, ELL specialists, paraeducators, parent and community volunteers, after school and summer programs, and special equipment. Schools using varied but integrated strategies and resources where staff members share information and responsibility, and provide for support in other areas like environment, have shown greater academic success in their students than schools using limited, isolated approaches (Einspruch, Grover, Hahn, Guy, & Deck, 2001; Meece & McColskey, 1997; Shore, 1998). Research indicates that student achievement tends to be higher in schools where staff members engage regularly during school time in adult work such as collaborative problem solving and planning, ongoing professional development, Professional Learning Teams, system development, and building a culture of relational trust among all members of the school community (Abdal-Haqq, 1996; Adelman, 1998; Bruno, 1997; Darling-Hammond, 1996, 1997; Murphy, 1997; Stigler & Hiebert, 1999).

Family Function and Support

Family involvement in students' education is a key factor in promoting scholastic achievement. Research confirms that regardless of the economic, racial, or cultural background of the family, when parents are partners in their children's education, the results are improved student achievement, better school attendance, reduced dropout rates, and decreased delinquency (Comer & Haynes, 1992; Griffith, 1996; Henderson & Berla, 1994; Jordan, Orozco, & Averette, 2002; U.S. Department of Education, 1994).

In order to enhance family support, the school must develop an understanding of the larger cultural norms and values represented in families, family engagement and involvement in education, family expectations and aspirations; it should also take into account each student's home environment (Benard, 1991; Comer & Haynes, 1992; Fruchter, Galletta, & White, 1992; Gutman & Midgley, 2000; Jones & Marti, 1994; Reese, 2002; Valdés, 1996; Yonezawa, 2000). Bridging the cultural gap through intensive and comprehensive school, family, and community partnerships is achievable, and results in significant gains in student learning, better parent-child relations, more funds coming into schools, more effective community services, and lower dropout rates

(Cairney, 2000; Clark, 1993; Comer, 1993; Davis, 2000; Epstein, 2001; Hoover-Dempsey, et al., 2001; Starkey & Klein, 2000).

Peer and Community Culture

Peer and community culture have a strong effect on student behavior, attitude toward school, learning outside school, and self-identity as part of a larger group. Schools must recognize the effects of peer culture and community cultural norms when working with individual students.

Research indicates that many factors within a school's student culture may present difficulties for new and diverse learners. These problems can lead to bullying, higher dropout rates, and student violence. Schools that have programs in place to ease the adjustment of new students, and to deal with cultural and lifestyle differences, increase the likelihood of academic success for all. Physical environments that reflect the diverse cultures of the student and staff member population, and welcome new students and their families are conducive to teaching and learning (Cleary & Peacock, 1998; Ginsberg & Wlodkowski, 2000; Goodlad, 1984; Yair, 2000).

Research indicates that partnering with a variety of businesses, organizations, and community members can provide valuable resources for schools as community support is essential for schoolwide success. Successful schools hone the ability to recognize, use, and develop resources to ensure that preparations are made to address the needs of changing populations (Cantor, 1997; Darling-Hammond, 1997; Delpit, 1995).

Some students have difficulty with transitions, which may lead to low academic achievement and difficulty in adjusting to postschool life. Literature suggests that a strong and seamless connection between the home, community, and school facilitates children's transitions into and throughout the school system (Alaska Native Knowledge Network, 2000; Dryfoos, 2000; Gutman & Midgley, 2000; Jordan, et al., 2002; Kraft-Sayre & Pianta, 2000; Love, Logue, Trudeau, & Thayer, 1992; Packer & Pines, 1996; Perroncel, 2000; Queen, 2002; Rimm-Kaufman & Pianta, 1999; Starkey & Klein, 2000).

Teachers and administrators engage in a wide variety of instructional and school practices, depending on philosophies, experiences, expertise, beliefs about education, flexibility, and knowledge of their students. These differences, combined with a wide diversity of students and educational settings, make it unreasonable to rely on a one-size-fits-all promotion of instructional and schoolwide practices. The School-PASS Survey and process, based on recent research on student development, cultural and socio-economic influences, and effective practices to increase learning for all students, provides the opportunity for schools to consider and compare their current instructional and schoolwide practices and strategies with what the research says. By basing the School-PASS Survey items on the developmental domains of students, schools can begin to

understand and address the diversity of assets and needs that they bring and how the school is responding.

The next section lists titles and authors for some of the references from this chapter. The references are presented by topic area to provide an easily scanned list of titles for each area of interest. Full source references are available in the bibliography.

Resources by Topic

Here is a selection of some resources by topical area:

Educational Challenges of New and Diverse Students

Closing the Gap: Done in a Decade. *Haycock, et al. (2001).*

High Standards for All Students: Opportunities and Challenges. *Lachat (1994).*

Some Prerequisites for the Establishment of Equitable, Inclusive Multicultural Assessment Systems. *Neill (1995).*

ASCD Update. *Wang (1994).*

Race, Culture, and Language

The Diversity Kit: An Introductory Resource for Social Change in Education. *Cochunis, et al. (Eds.) (2002).*

The Dreamkeepers: Successful Teachers of African American Children. *Ladson-Billings (1994).*

Income, poverty, and health insurance coverage in the United States: 2003. *DeNavas-Walt, et al. (2004).*

NAEP 1999. Trends in Academic Progress: Three Decades of Student Performance. *Campbell, et al. (2000).*

A National Study of School Effectiveness for Language Minority Students' Long Term Academic Achievement. *Thomas & Collier (2003).*

Recruiting Minority Teachers. *Futrell (1999).*

Class and Scocioeconomic Status

Children of Immigrant Families: Analysis and Recommendations. *Shields & Behrman (2004).*

Income, Poverty, and Health Insurance Coverage in the United States: 2003. *DeNavas-Walt, et al. (2004).*

Recruiting Minority Teachers. *Futrell (1999).*

Highly Mobile and Immigrant Students

Children of Immigrant Families: Analysis and Recommendations. *Shields & Behrman (2004).*

Providing Highly Mobile Students With an Effective Education. *Walls (2003).*

Addressing the Achievement Gap

A Closer Look at the Minority Achievement Gap. *D'Amico (2001).*

Diversity: School, Family, and Community Connections. *Boethel (2003).*

Funds of Knowledge for Teaching: Using a Qualitative Approach To Connect Homes and Classrooms. *Moll, et al., (1992).*

Reflections for Implementation. *Voke (2001).*

To Realize the Dream: Research Sheds New Light on How Educators Can Fulfill the Boundless Promise That Minority Children Bring to School With Them. *Sherman (2002).*

Deficiency Explanation

Building on the Strengths of Urban Learners. *Williams & Newcombe (1994).*

Funds of Knowledge: A Look at Luis Moll's Research into Hidden Family Resources. *North Central Regional Educational Laboratory (NCREL) (1994).*

Improving Schools for African American Students: A Reader for Educational Leaders. *Denbo & Beaulieu (Eds.) (2002).*

Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender. *Sleeter & Grant (1988).*

To Realize the Dream: Research Sheds New Light on How Educators Can Fulfill the Boundless Promise That Minority Children Bring to School With Them. *Sherman (2002).*

Difference Explanation

Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching With Diverse Learners. *Ginsberg & Wlodkowski (2000).*

Diversity: School, Family, and Community Connections. *Boethel (2003).*

How Students Learn: Reforming Schools Through Learner-Centered Education. *Lambert & McCombs (1998).*

Recruiting Minority Teachers. *Futrell (1999).*

The Study of Culture, Ethnicity, and Race in American Psychology. *Betancourt & Lopez (1993).*

Power Difference Explanation

Diversity: School, Family, and Community Connections. *Boethel (2003).*

Language, Culture, and Teaching: Critical Perspectives for a New Century. *Neito (2002).*

Other People's Children: Cultural Conflict in the Classroom. *Delpit (1995).*

Complex Interaction Explanation

Unique Strengths Shared Strengths: Developmental Assets Among Youth of Color. *Sesma & Roehlkepartain (2003).*

What Should We Expect of Family Literacy? Experiences of Latino children Whose Parents Participate in an Intergenerational Literacy Project. *Paratore, et al. (1999).*

Research Background for School-PASS Survey Categories

Celebrating Diverse Minds. *Levine (2003).*

Closing the Gap: Done in a Decade. *Haycock, et al. (2001).*

Enhancing the Transition to Kindergarten: Linking Children, Families, & Schools. *Kraft-Sayre & Pianta (2000).*

High-Risk Children in Schools: Constructing Sustaining Relationships. *Pianta & Walsh (1996).*

Hope for Urban Education: A Study of Nine High-Performing, High-Poverty, Urban Elementary Schools. *Johnson & Asera (1999).*

To Realize the Dream: Research Sheds New Light on How Educators Can Fulfill the Boundless Promise That Minority Children Bring to School With Them. *Sherman (2002).*

Unique Strengths Shared Strengths: Developmental Assets Among Youth of Color. *Sesma & Roehlkepartain (2003).*

Cognitive and Language Development

Cognitive Learning Styles & Strategies for Diverse Learners. *Collier (1998)*

Five Standards and Student Achievement. *Doherty, et al. (2003).*

How Students Learn: Reforming Schools Through Learner-Centered Education. *Lambert & McCombs (1998).*

Making Connections: Teaching and the Human Brain. *Caine & Caine (1991).*

Understanding Development in a Cultural Context: The Challenge for Teachers. *Bowman & Stott (1994).*

What do Latino Children Need to Succeed in School? A Study of Four Boston Public Schools. *Darder & Upshur (1992).*

Health and Physical Development

Are Student Health Risks and Low Resilience Assets an Impediment to the Academic Progress of Schools? *WestEd (n.d.).*

Bridging Student Health Risks and Academic Achievement Through Comprehensive School Health Programs. *Symons (1997).*

Designs for Measuring How the School Breakfast Program Affects Learning. *Jacobson, et al. (2001).*

Improving Academic Performance by Meeting Student Health Needs. *Ouellette (2000).*

Redefining Parental Involvement: Lessons from High-Performing Migrant-Impacted Schools. *Lopez, et al. (2001).*

School-Community-Based Organization Partnerships for Language Minority Students' School Success. *Adger (2001).*

Social and Emotional Development

Contexts That Matter for Teaching and Learning: Strategic Opportunities for Meeting the Nation's Educational Goals. *McLaughlin & Talbert (1993).*

Creating and Sustaining a Professional Learning Community: Actions and Perceptions of Leadership. *Morrissey & Cowan (2000).*

Leading in a Culture of Change. *Fullan (2001).*

Learning by Heart. *Barth (2001).*

Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education. *Senge, et al. (2000).*

Shaping School Culture: The Heart of Leadership. *Deal & Peterson (1998).*

Motivation and Academic Engagement

Bridging Cultures in Our Schools: New Approaches that Work. *Trumble, et al. (2000).*

But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. *Ladson-Billings (1995).*

Classrooms: Goals, Structures, and Student Motivation. *Ames (1992).*

Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners. *Ginsberg & Wlodkowski (2000).*

Culturally Responsive Teaching: Theory, Research, & Practice. *Gay (2000).*

Motivation and Middle School Students. *Anderman & Midgley (1998).*

Reforming Motivation: How the Structure of Instruction Affects Students' Learning Experiences. *Yair (2000).*

Family Function and Support

Beyond the Classroom Walls: The Rediscovery of the Family and Community as Partners in Education. *Cairney (2000).*

Con respeto: Bridging the Distances Between Culturally Diverse Families and Schools, an Ethnographic Portrait. *Valdés (1996).*

Emerging Issues in School, Family, and Community Connections: Annual Synthesis 2001. *Jordan, et al. (2002).*

Parental Strategies in Contrasting Cultural Settings: Families in Mexico and 'El Norte.' *Reese (2002).*

Relation of Parental Involvement, Empowerment, and School Traits to Student Academic Performance. *Griffith (1996).*

School, Family, and Community Partnerships: Preparing Educators and Improving Schools. *Epstein (2001).*

Strong Families, Strong Schools: Building Community Partnerships for Learning. *U.S. Department of Education (1994).*

Supporting Parent, Family, and Community Involvement in Your School. *Davis (2000).*

Peer and Community Culture

Collected Wisdom: American Indian Education. *Cleary & Peacock (1998).*

Guidelines for Respecting Cultural Knowledge Adopted by the Assembly of Alaska Native Educators. *Alaska Native Knowledge Network (2000).*

Other People's Children: Cultural Conflict in the Classroom. *Delpit (1995).*

Reforming Motivation: How the Structure of Instruction Affects Students' Learning Experiences. *Yair (2000).*

The Right To Learn: A Blueprint for Creating Schools That Work. *Darling-Hammond (1997).*

The Role of Protective Factors in Supporting the Academic Achievement of Poor African American Students During the Middle School Transition. *Gutman & Midgley (2000).*

CHAPTER 4
ANNOTATED RESOURCES

The resources listed in the following pages are annotated Web sites and published materials that provide background information, training, practices, and strategies for school teams to explore based on their goals and priority areas developed using the School-PASS Survey and process. Resources are divided into two categories: those focusing on student development, and those focusing on school practices.

The resources focusing on student development are meant to help the reader learn more about the developmental needs and assets of students, their resiliency, and how their environments support positive development. The second, larger school practices section includes resources that are directly related to the research used in development of the School-PASS Survey items. These support the suggested practices with further reading in the areas of ensuring equity in assessment and education, increasing student motivation and engagement in learning, effective practice with cultural and linguistic diversity, understanding acculturation, developing cultural competence, partnership development with community resources, student mentoring and advising, parent engagement in education, and developing positive school climate.

An example of how the resources can be matched with the School-PASS Survey items is found in the sample school resources matrix (Appendix C-5). When a school's priority areas have been chosen using the School-PASS Survey and process, the survey items related to those areas are general practices that may be put into place, or may serve as a beginning area of focus for further research and search for resources. Survey items may be grouped to provide an area of focus—such as teacher professional development on identifying and referring students exhibiting high-risk behavior—and then used to look at resources that provide more information and perhaps point to training in that area.

Through the School-PASS Survey and process, school staff members can begin to take specific action using survey items describing actual practices, and also use the resources connected to these practices to begin addressing the developmental needs of students from diverse backgrounds.

Resources Focusing on Student Developmental Needs

(The following items are closely associated with the resource matrix's: Student Identification Training)

Celebrating Diverse Minds

Educational Leadership, *61*(2), 14, October 2003
http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/ed_lead/200310/toc.html

Mel Levine describes three areas or factors that play roles in school preparation for diverse learners. These include broadened student assessment, curriculum re-examination, and professional development for educators, especially in identifying a student's individual strengths, challenges, and preferred ways of learning and producing.

Creating a Community of Learners

http://www.nwrel.org/comm/catalog/detail.asp?RID=15336

This is a description of a book focusing on the social, emotional, cultural, and cognitive needs of students, used by learning teams to study, discuss, implement, and evaluate instructional practices and classroom management strategies. The six chapters include activity and learning team discussion sections, research, and resource considerations.

Creating Great Places To Learn

http://www.search-institute.org/education/

This SEARCH Institute Web site illustrates the asset-rich work that many teachers, administrators, counselors, and other support staff members had been doing and prompts others new to the framework to incorporate the asset approach into their work with students.

Focus on Youth Development and Resiliency

http://www.wested.org/cs/we/view/rs/717

This is an online WestEd R&D Alert ".pdf" document discussing various health issues related to academic success. It includes research on resiliency, case examples, and resources to use.

SEARCH Institute Training Brochure

http://www.search-institute.org/training/TrainingBrochure.pdf

This brochure provides full description of asset-based training for your school, community, or organization.

Unique Strengths, Shared Strengths: Developmental Assets Among Youth of Color

From *Search Institute Insights and Evidence*, *1*(2), November 2003
http://www.search-institute.org/research/Insights/InsightsEvidence-11-03.pdf

Grounded in research in child and adolescent development, resiliency, and prevention, the Search Institute's Framework of Developmental Assets identifies positive relationships, opportunities and personal characteristics that shape young people's healthy development. A new analysis of sixth to12th grade students aimed at

understanding differences and similarities across racial-ethnic groups found that while developmental assets play an important role in shaping healthy development across all six racial-ethnic groups, the relationship between different categories of assets and different outcomes varied somewhat across these groups.

Resources on School Practices for Student Success

(Engagement and Motivation)

Assessment and Equity in a Culturally Diverse Society

In: *Educating Teachers for Diversity: Seeing With a Cultural Eye*. 2003. New York, Ny: Teachers College.

Jaqueline Jordan Irvine describes the kind of teachers we need in today's culturally and racially diverse schools. Mastery of content knowledge and pedagogical skills must be supplemented by cultural sensitivity, views of teaching as a calling, a sense of identity with students, caring, and advocacy for students.

Center for Research on Diversity and Excellence (CREDE)

http://www.crede.ucsc.edu/

Describes the Five Standards for Effective Pedagogy, five teaching standards critical for improving learning outcomes for all students, and especially those at risk of failure due to cultural, linguistic, racial, geographic, or economic factors. The Five Standards of Effective Pedagogy can have a direct influence on student learning.

Creating Good Schools—Observation and Discussion Tool: Helping Young People and Adults Have Conversations About What Makes a Good Youth-Centered School

http://www.forumforyouthinvestment.org/hspsa/ObservationToolFINAL.pdf

From Forum for Youth Investment, a tool using five critical elements of a youth-centered approach to thinking about youth-centered high school transformation.

Deciding To Teach Them All

From: *Educational Leadership, 61*(2), 6, October 2003.
http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/ed_lead/200310/toc.html

Carol Ann Tomlinson, a classroom teacher turned university professor turned classroom teacher, finds that asking the right questions, and adapting the curriculum and instruction in the classroom to diverse student needs, promotes equity and excellence for all students.

Improving Student Motivation: A Guide for Teachers and School Improvement Teams

http://www.serve.org/publications/rdism.htm

From SERVE and the University of North Carolina at Greensboro, this is a 2001 resource to help teachers and school teams analyze the sources of students' motivational problems and consider changes that will improve motivation. Includes overview of current research, consideration of school policies and practices, and ways to assess motivation.

Motivating Students To Learn

From: *ASCD Infobrief No. 28.* February 2002. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
www.ascd.org/publications/infobrief/issue28.html

Heather Voke describes a growing body of research that points to the essential role that student engagement plays in the learning process. It also indicates that some schooling environments are more effective than others at promoting student engagement—and that some common educational practices may actually promote student disengagement.

(Cultural and Language Diversity)

Bridging Cultures in Our Schools, New Approaches that Work

http://www.wested.org/cs/we/view/rs/81

This WestEd 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 some specific sources of cross-culture conflicts and illustrates some strategies for resolving them.

Conceptual Frameworks/Models

http://www.georgetown.edu/research/gucdc/nccc/index.html

The National Center for Cultural Competence provides a research-based framework, guiding principles, and values for achieving cultural competence based on the work of Terry Gross. It includes policy briefs, self-assessment tools, and information on promising practices for developing cultural competence in leadership, and service delivery with an emphasis on culturally competent health promotion.

Cross-Cultural Communication: An Essential Dimension of Effective Education

http://www.maec.org/cross/index.html#return

Effective strategies are examined to improve cross-cultural communication among students. Research that supports effective communication for learning is identified.

The Diversity Kit: An Introductory Resource for Social Change in Education

http://www.alliance.brown.edu/tdl/diversitykit.shtml

This LAB at Brown publication brings together current research on human development and cultural diversity. It explores issues of diversity in education that are essential for schools and teachers who are committed to quality education for all students

Educating All Our Students: Improving Education for Children From Culturally and Linguistically Diverse Backgrounds

http://www.ncela.gwu.edu/pubs/ncrcdsll/edall.htm

Successful instructional strategies for linguistically diverse students are presented in the final report of the National Center for Research on Cultural Diversity and Second Language Learning.

Ensuring Educational Excellence Through Equity and Effective School Practices
http://www.nwrel.org/cnorse/booklets/4thr/

Online handbook provides role-appropriate responsibility lists of primary education stakeholders that promote educational excellence for all students. It emphasizes the importance of the extended learning community in creating and sustaining a respectful, challenging, multicultural, and safe school environment that promotes the success of every student.

Handbook of Multicultural School Psychology: Assessment of Acculturation
http://www.crosscultured.com/articles/Measuring%20Acculturation.pdf

From Cross Cultural Development Education Services, this is Dr. Catherine Collier's most recent article about the assessment of acculturation and the effect of culture shock upon learning and behavior issues.

Improving Education for Immigrant Students: A Guide for K–12 Educators in the Northwest and Alaska
http://www.nwrel.org/cnorse/booklets/immigration/index.html

A NWREL Equity Center information and practitioners guide of resources for gaining a better understanding of immigration and the immigrant experience, and strategies and techniques to assist K–12 educators to meet the educational needs of immigrant students within the context of regular classrooms.

Instructional Methods for ELL students, An Overview for Mainstream Teachers
http://www.nwrel.org/request/2003may/instructional.html

This issue of *By Request* focuses on practical, research-based principles and instructional strategies that mainstream teachers can use to meet the needs of diverse learners. It includes a list of resources and references, Web sites, research studies, and instructional materials.

Recreating Schools for All Children
http://www.newhorizons.org/trans/morefield.htm

John Moorefield, former principal of Hawthorne Elementary School in Seattle, Washington, conducted extensive research on what works in diverse communities. In this New Horizons for Learning article he identifies 12 characteristics of successful schools.

Research on Native Students
http://www.nwrel.org/nwedu/09-03/index.php

Threaded through this issue are appalling statistics on school dropout rates and achievement scores; and stories that shine bright with hope: preschoolers helping to keep alive an endangered tribal language; Native teachers and elders passing on the wisdom of a traditional lifestyle; school leaders fighting for educational self-determination; and caring individuals creating a safe haven in a sometimes harsh urban environment.

SEED [Seeking Educational Equity & Diversity] Project on Inclusive Curriculum, The

http://www.wcwonline.org/seed/development.html

This site describes a staff development equity project for educators, providing teacher-led faculty development seminars in public and private schools throughout the U.S. and in English-speaking international schools. A weeklong SEED Summer Leaders' Workshop prepares school teachers to hold yearlong reading groups with other teachers to discuss making school curricula more gender-fair and multiculturally equitable in all subject areas.

The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development

http://www.cal.org/crede/pubs/edpractice/EPR3abstract.html

This research project presents a protocol for sheltered instruction, along with a model for classroom application. Teachers supported each other through extended learning communities in order to better explore effective strategies for teaching English language learners.

Standards, Equity, and Diversity

http://www.lab.brown.edu/topics/assessment.shtml#item12593056a

Mary Ann Lachat, of the LAB at Brown, gives an overview of how policies and practices related to standards, equity, and cultural diversity influence one another.

(The following items are closely associated with the resource matrix's: Community Involvement)

Instituting School-Based Links With Mental Health and Social Service Agencies

http://www.safetyzone.org/pdfs/ta_guides/packet_6.pdf

Discusses how schools can improve their capacity to serve all students by linking with mental health and social service agencies to provide universal, early, and intensive interventions.

Planning for Youth Success

http://www.nwrel.org/partnerships/pubs/pfys.html

A resource and training manual that helps members of a school community (students and families, and school staff and community members) to design a project that builds on their strengths with support from the community's existing resources and to form or strengthen partnerships that will help to ensure success for their youth.

Resources for School Health and Safety

http://apps.nccd.cdc.gov/shi/HealthyYouth/resources.htm

This list of resources for school health and safety was developed by the U.S. Centers for Disease Control Healthy Youth Programs. It provides annotation and links to resources related to eight modules in the School Health Index Assessment and Planning Guide, including school policies and environment; health education; physical education;

nutrition; school health services; school counseling, psychological, and social services; health promotion for staff members; and family and community involvement.

Strategies To Encourage Attendance

http://www.nwrel.org/request/2004june/strategies.html

A June 2004 *By Request* booklet that presents some research-based ideas as a starting place for those who want to develop better policies and practices for attendance and to understand the factors that contribute to increased attendance, engagement, and a lower dropout rate.

(The following items are closely associated with the resource matrix's: Mentoring and Tutoring)

Peer Mentoring/Tutoring

http://www.nwrel.org/mentoring/peer.html

This online resource site describes various supports for peer mentoring and tutoring—including cross-age, disadvantaged students, at-risk youth as tutors, and peer helping.

Student Advisories

http://www.newvisions.org/schoolsuccess/practices/student/

An online Center for School Success **"**how to" resource on student advisories including explanations, examples, best practices, and Web and print resources.

(The following items are closely associated with the resource matrix's: Parental Support)

Diversity: School, Family, and Community Connections Research Synthesis

http://www.sedl.org/connections/research-syntheses.html

Based on a review of over 64 studies, this SEDL research synthesis focuses on three categories of diversity: race or ethnicity, culture (including language), and socioeconomic status. It explores barriers to involvement for minority and low-income families, strategies that have been used to address those barriers, and recommendations that local educational leaders can adapt to address their specific needs.

Help Your Child Succeed

http://www.pta.org/parentinvolvement/helpchild/index.asp

A comprehensive compilation of strategies for parents from the National PTA to help their children succeed—contains a variety of articles and ideas that are directed to parents.

Partnerships by Design

http://www.nwrel.org/partnerships/pubs/bydesign.html

This NWREL guide helps schools and programs assess their current approaches to involving families and community members, and to assist them in implementing more effective strategies.

Teachers Involve Parents in Schoolwork (TIPS)

http://www.csos.jhu.edu/p2000/tips/TIPSmain.htm

Teachers have helped design, implement, and test this National Network of Partnership Schools teacher-parent partnership process. It can be used by any teacher to regularly, and relatively easily, help students' families stay informed and involved in their children's learning activities at home, and help all students complete homework that should promote greater success in school.

What Teachers and Administrators Can Do About Violence

(Teachers) http://www.safetyzone.org/pdfs/factsheets/factsheet_6.pdf
(Administration) http://www.safetyzone.org/pdfs/factsheets/factsheet_5.pdf

This fact sheet provides information on prevention, discipline, parent involvement, and early warning signs of violence.

BIBLIOGRAPHY

Abdal-Haqq, I. (1996). *Making time for teacher professional development* [ERIC digest]. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document Reproduction Service No. ED400259)

Adelman, N.E. (1998). *Trying to beat the clock: Uses of teacher professional time in three countries*. Washington, DC: U.S. Department of Education, Planning and Evaluation Service.

Adger, C.T. (2001). School-community-based organization partnerships for language minority students' school success. *Journal of Education for Students Placed at Risk, 6*(1/2), 7–25.

Alaska Native Knowledge Network. (2000). *Guidelines for respecting cultural knowledge adopted by the Assembly of Alaska Native Educators*. Fairbanks, AK: Author. Retrieved April 23, 2004, from: www.ankn.uaf.edu/standards/knowledge.html

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*(3), 261–271.

Anderman, L.H., & Midgley, C. (1998). *Motivation and middle school students* [ERIC digest]. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED421281)

Barth, R.S. (2001). *Learning by heart*. San Francisco, CA: Jossey-Bass.

Benard, B. (1991). *Fostering resiliency in kids: Protective factors in the family, school, and community*. Portland, OR: Northwest Regional Educational Laboratory, Western Regional Center for Drug Free Schools and Communities. (ERIC Document Reproduction Service No. ED335781)

Bensman, D. (1999, April). *Open doors, closed doors: Home-school partnerships in a large Bronx elementary school*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montréal, Québec, Canada. (ERIC Document Reproduction Service No. ED430695)

Betancourt, H. & Lopez, S. R. (1993). The study of culture, ethnicity, and race in American psychology. *American Psychologist, 48*(6), 629–637.

Blank, W.E. (1997). Authentic instruction. In W.E. Blank & S. Harwell (Eds.), *Promising practices for connecting high school to the real world* (pp.15–21). Tampa, FL: University of South Florida. (ERIC Document Reproduction Service No. ED407586)

Boethel, M. (2003). *Diversity: School, family, and community connections* [Annual synthesis]. Austin, TX: Southwest Educational Development Laboratory (SEDL). Retrieved October 25, 2004, from: www.sedl.org/connections/resources/diversity-synthesis.pdf

Bowman, B.T., & Stott, F.M. (1994). Understanding development in a cultural context: The challenge for teachers. In B.L. Mallory & R.S. New (Eds.), *Diversity and developmentally appropriate practices: Challenges for early childhood education* (pp. 119–133). New York, NY: Teachers College Press.

Bowman, B.T., Donovan, M.S., & Burns, M.S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press.

Bruno, J.E. (1997). *It's about time: Leading school reform in an era of time scarcity*. Thousand Oaks, CA: Corwin Press.

Caine, R.N., & Caine, G. (1991). *Making connections: Teaching and the human brain*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Cairney, T.H. (2000). Beyond the classroom walls: The rediscovery of the family and community as partners in education. *Educational Review, 52*(2), 163–174.

Campbell, J.R., Hombo, C.M., & Mazzeo, J. (with Isham, S., Liang, J., Norris, N., et al). (2000). *NAEP 1999. Trends in academic progress: Three decades of student performance*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved October 26, 2004, from http://nces.ed.gov/nationsreportcard/pubs/main1999/2000469.asp

Cantor, R. (with Kivel, P., & Creighton, A.). (1997). *Days of respect: Organizing a schoolwide violence prevention program*. Alameda, CA: Hunter House.

Clark, R.M. (1993). Homework-focused parenting practices that positively affect student achievement. In N.F. Chavkin (Ed.), *Families and schools in a pluralistic society* (pp. 85–105). Albany, NY: State University of New York Press.

Cleary, L.M., & Peacock, T.D. (1998). *Collected wisdom: American Indian education*. Boston, MA: Allyn & Bacon.

Cochunis, T., Erdey, S., & Swedlow, J. (Eds.). (2002). *The diversity kit: An introductory resource for social change in educatio*n. Providence, RI: Brown University, Education Alliance, Northeast and Islands Regional Educational Laboratory at Brown University (LAB). Retrieved October 22, 2004, from: www.lab.brown.edu/tdl/diversitykitpdfs/diversitykit.pdf

Collier, C. (1998). *Cognitive learning styles & strategies for diverse learners*. Ferndale, WA: Cross Cultural Developmental Education Services. Retrieved October 25, 2004, from: www.crosscultured.com/articles/Cognitive%20Styles%20&%20Strat.syl.pdf

Comer, J.P. (1993). *School power: Implications of an intervention project* (Rev. ed.). New York, NY: Free Press.

Comer, J.P., & Haynes, N.M. (1992). *Summary of school development program effects.* New Haven, CT: Yale Child Study Center.

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review, 56*(1), 18–36.

D'Amico, J.J. (2001). A closer look at the minority achievement gap. *ERS Spectrum, 19*(2), 4–10.

Darder, A., & Upshur, C. (1992). *What do Latino children need to succeed in school? A study of four Boston public schools.* Boston, MA: University of Massachusetts, Mauricio Gastón Institute for Latino Community Development and Public Policy. (ERIC Document Reproduction Service No. ED344951)

Darling-Hammond, L. (1996). The quiet revolution: Rethinking teacher development. *Educational Leadership, 53*(6), 4–10.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work.* San Francisco, CA: Jossey-Bass.

Davis, D. (2000). *Supporting parent, family, and community involvement in your school*. Portland, OR: Northwest Regional Educational Laboratory (NWREL). Retrieved October 29, 2004, from: www.nwrel.org/csrdp/family.pdf

Deal, T.E., & Peterson, K.D. (1994). *Principal's role in shaping school culture*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement (OERI). (ERIC Document Reproduction Service No. ED325914)

Deal, T.E., & Peterson, K.D. (1998). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass.

Delgado-Gaitan, C. (1992). School matters in the Mexican-American home: Socializing children to education. *American Educational Research Journal, 29*(3), 495–513.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York, NY: New Press.

DeNavas-Walt, C., Proctor, B.D., & Mills, R.J. (2004). *Income, poverty, and health insurance coverage in the United States: 2003*. Washington, DC: U.S. Census Bureau. Retrieved October 26, 2004, from: www.census.gov/prod/2004pubs/p60-226.pdf

Denbo, S.J., & Beaulieu, L.M. (Eds.). (2002). *Improving schools for African American students: A reader for educational leaders*. Springfield, IL: Charles C. Thomas.

Dev, P.C. (1997). Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher? *Remedial and Special Education, 18*(1), 12–19.

Doherty, R.W., Hilberg, R.S., Pinal, A., & Tharp, R.G. (2003). Five standards and student achievement. *NABE Journal of Research and Practice (NJRP), 1*(1). Retrieved October 15, 2004, from: www.uc.edu/njrp/pdfs/Doherty.pdf

Dryfoos, J.G. (2000). *Evaluations of community schools: Findings to date*. Washington, DC: Coalition for Community Schools. Retrieved October 25, 2004, from: www.communityschools.org/evaluation/evalprint.html

Einspruch, E.L., Grover, J.G., Hahn, K.J., Guy, T., & Deck, D.D. (2001). *Readiness to learn: School-linked models for integrated family services 1999–2001 evaluation report*. Olympia, WA: Office of the State Superintendent of Public Instruction (OSPI).

Entwisle, D.R. (1995). The role of schools in sustaining early childhood program benefits. *Future of Children, 5*(3), 133–144. Retrieved October 29, 2004, from: www.futureofchildren.org/usr_doc/vol5no3ART7.pdf

Epstein, J.L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

Fruchter, N., Galletta, A., & White, J.L. (1992). *New directions in parent involvement*. Washington, DC: Academy for Educational Development.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

Futrell, M.H. (1999). Recruiting minority teachers. *Educational Leadership, 56*(8), 30–33.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York, NY: Teachers College Press.

Giacobbe, A., Osborne, M., & Woods, D.G. (1998). *The school-home connection: Partnerships supporting student learning.* Washington, DC: American Federation of Teachers.

Ginsberg, M.B., & Wlodkowski, R.J. (2000). *Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse learners.* San Francisco, CA: Jossey-Bass.

Goodlad, J.I. (1984). *A place called school: Prospects for the future*. New York, NY: McGraw-Hill.

Gorman, K.S. (1995). Malnutrition and cognitive development: Evidence from experimental/quasi-experimental studies among the mild-to-moderately malnourished. *Journal of Nutrition, 125*(8 Suppl.), 2239S-2244S. Retrieved October 27, 2004, from: www.unu.edu/unupress/food2/UID04E/uid04e09.htm#malnutrition%20and%20cognitive%20development:%20evidence%20from%20experimentalquasi%20experime

Griffith, J. (1996). Relation of parental involvement, empowerment, and school traits to student academic performance. *Journal of Educational Research, 90*(1), 33–41.

Gutman, L.M., & Midgley, C. (2000). The role of protective factors in supporting the academic achievement of poor African American students during the middle school transition. *Journal of Youth and Adolescence, 29*(2), 223–248.

Haycock, K., Jerald, C., & Huang, S. (2001). Closing the gap: Done in a decade. *Thinking K–16, 5*(2), 3–22. Washington, DC: Education Trust. Retrieved October 26, 2004, from: www2.edtrust.org/NR/rdonlyres/85EB1387-A6B7-4AF4-BEB7-DF389772ECD2/0/k16_spring01.pdf

Henderson, A.T., & Berla, N. (Eds.). (1994). *A new generation of evidence: The family is critical to student achievement.* Washington, DC: National Committee for Citizens in Education. (ERIC Document Reproduction Service No. ED375968)

Hoover-Dempsey, K.V., Battiato, A.B., Walker, J.M.T., Reed, R.P., DeJong, J.M., & Jones, K.P. (2001, April). *The influence of parental involvement in homework: What do we know and how do we know it?* Paper presented at the annual meeting of the American Educational Research Association (AERA), Seattle, WA.

Hord, S.M. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Austin, TX: Southwest Educational Development Laboratory (SEDL). (ERIC Document Reproduction Service No. ED410659)

Jacobson, J., Briefel, R., Gleason, P., & Sullivan, R. (2001). *Designs for measuring how the school breakfast program affects learning*. Washington, DC: U.S. Department of Agriculture, Economic Research Service. Retrieved October 27, 2004, from: www.ers.usda.gov/publications/efan01013/

Johnson, J.F., Jr., & Asera, R. (Eds.). (1999). *Hope for urban education: A study of nine high-performing, high-poverty, urban elementary schools.* Austin, TX: University of Texas, Charles A. Dana Center. Retrieved October 25, 2004, from: www.ed.gov/pubs/urbanhope/index.html

Johnstone, T.R., & Hiatt, D.B. (1997, March). *Development of a school-based parent center for low income new immigrants*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL. (ERIC Document Reproduction Service No. ED407156)

Jones, T., & Marti, L. (1994, April). *Parents as collaborators in urban school reform*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA. (ERIC Document Reproduction Service No. ED397194)

Jordan, C., Orozco, E., & Averette, A. (2002). *Emerging issues in school, family, and community connections: Annual synthesis 2001*. Austin, TX: Southwest Educational Development Laboratory (SEDL). Retrieved October 29, 2004, from: www.sedl.org/connections/resources/emergingissues.pdf

Joyce, B., & Showers, B. (1995). *Student achievement through staff development: Fundamentals of school renewal* (2nd ed.). White Plains, NY: Longman.

Knapp, M.S. (1995). *Teaching for meaning in high-poverty classrooms*. New York, NY: Teachers College Press.

Kraft-Sayre, M.E., & Pianta, R.C. (2000). *Enhancing the transition to kindergarten: Linking children, families, & schools*. Charlottesville, VA: University of Virginia, National Center for Early Development & Learning (NCEDL).

Lachat, M.A. (1994). *High standards for all students: Opportunities and challenges*. South Hampton, NH: Center for Resource Management.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children.* San Francisco, CA: Jossey-Bass.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, *34*(3), 159–165.

Lambert, N.M., & McCombs, B.L. (Eds.). (1998). *How students learn: Reforming schools through learner-centered education.* Washington, DC: American Psychological Association.

Levine, M. (2003). Celebrating diverse minds. *Educational Leadership, 61*(2), 12–18. Retrieved October 26, 2004, from: www.ascd.org/authors/ed_lead/el200310_levine.html

Lieberman, A., & Miller, L. (1999). *Teachers: Transforming their world and their work.* New York, NY: Teachers College Press, and Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Lopez, G.R., Scribner, J.D., & Mahitivanichcha, K. (2001). Redefining parental involvement: Lessons from high-performing migrant-impacted schools. *American Educational Research Journal, 38*(2), 253–288.

Love, J.M., Logue, M.E., Trudeau, J.V., & Thayer, K. (1992). *Transitions to kindergarten in American schools: Final report of the National Transition Study*. Washington, DC: U.S. Department of Education. (ERIC Document Reproduction Service No. ED344693)

Lucas, T., Henze, R., & Donato, R. (1990). Promoting the success of Latino language-minority students: An exploratory study of six high schools. *Harvard Educational Review, 60*(3), 315–340.

McLaughlin, M.W., & Talbert, J.E. (1993). *Contexts that matter for teaching and learning: Strategic opportunities for meeting the nation's educational goals*. Palo Alto, CA: Stanford University, Center for Research on the Context of Secondary School Teaching. (ERIC Document Reproduction Service No. ED357023)

Meece, J., & McColskey, W. (1997). *Improving student motivation: A guide for teachers and school improvement teams.* Greensboro, NC: Southeastern Regional Vision for Education (SERVE). Retrieved October 28, 2004, from: www.serve.org/publications/rdism2.pdf

Moll, L.C., Amanti, C., & Neff, D. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice, 31*(2), 132–141.

Morrissey, M.S., & Cowan, D. (2000, April). *Creating and sustaining a professional learning community: Actions and perceptions of leadership*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Murphy, C. (1997). Finding time for faculties to study together. *Journal of Staff Development*, *18*(3), 29–32. Retrieved October 29, 2004, from: www.nsdc.org/library/publications/jsd/murphy183.cfm

Neill, M. (1995). Some prerequisites for the establishment of equitable, inclusive multicultural assessment systems. In M. Nettles & A. Nettles (Eds.), *Equity and excellence in educational testing and assessment* (pp. 115–157). Boston: Kluwer Academic.

Neito, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: Lawrence Erlbaum.

Newmann, F.M., & Wehlage, G.G. (1997). *Successful school restructuring: A report to the public and educators*. Madison, WI: University of Wisconsin, Center on Organization and Restructuring of Schools.

Newmann, F.M., Bryk, A.S., & Nagaoka, J.K. (2001). *Improving Chicago's schools. Authentic intellectual work and standardized tests: Conflict or coexistence?* Chicago, IL: Consortium on Chicago School Research. Retrieved October 29, 2004, from: www.consortium-chicago.org/publications/pdfs/p0a02.pdf

North Central Regional Educational Laboratory (NCREL). (1994). Funds of knowledge: A look at Luis Moll's research into hidden family resources. *CITYSCHOOLS, 1*(1), 19–21.

Ogbu, J.U. (1993). Differences in cultural frame of reference. *International Journal of Behavioral Development, 16*(3), 483–506.

Osborne, A.B. (1996). Practice into theory into practice: Culturally relevant pedagogy for students we have marginalized and normalized. *Anthropology and Education Quarterly, 27*(3), 285–314.

Ouellette, M. (2000). *Improving academic performance by meeting student health needs*. Washington, DC: George Washington University, Center for Health and Health Care in Schools. Retrieved October 27, 2004, from: www.healthinschools.org/education.asp

Packer, A.H., & Pines, M.W. (with Stluka, M.F., & Surowiec, C.). (1996). *School-to-work.* Princeton, NJ: Eye on Education.

Paratore, J.R., Melzi, G., & Krol-Sinclair, B. (1999). *What should we expect of family literacy? Experiences of Latino children whose parents participate in an intergenerational literacy project.* Newark, DE: International Reading Association. (ERIC Document Reproduction Service No. ED436759)

Perroncel, C.B. (2000). *Getting kids ready for school in rural America*. Charleston, WV: Appalachia Educational Laboratory (AEL). (ERIC Document Reproduction Service No. ED445849)

Perry, T., Steele, C., & Hilliard, A.G., III. (2003). *Young, gifted, and black: Promoting high achievement among African-American students.* Boston, MA: Beacon Press.

Pianta, R.C., & Walsh, D.J. (1996). *High-risk children in schools: Constructing sustaining relationships*. New York, NY: Routledge.

Poplin, M., & Weeres, J. (1992). *Voices from the inside: A report on schooling from inside the classroom*. Claremont, CA: Claremont Graduate University, Institute for Education in Transformation.

Powell, C.A., Walker, S.P., Chang, S.M., & Grantham-McGregor, S.M. (1998). Nutrition and education: A randomized trial of the effects of breakfast in rural primary school children. *American Journal of Clinical Nutrition, 68*(4), 873–879. Retrieved October 27, 2004, from: www.ajcn.org/cgi/reprint/68/4/873.pdf

Queen, J.A. (2002). *Student transitions from middle to high school: Improving achievement and creating a safer environment*. Larchmont, NJ: Eye on Education.

Reese, L. (2002). Parental strategies in contrasting cultural settings: Families in Mexico and El Norte. *Anthropology and Education Quarterly, 33*(1), 30–59.

Rimm-Kaufman, S.E., & Pianta, R.C. (1999). Patterns of family-school contact in preschool and kindergarten. *School Psychology Review, 28*(3), 426–438.

Seeman, A.Z., & Seeman, M. (1976). Staff processes and pupil attitudes. *Human Relations, 29*(1), 25–40.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York, NY: Doubleday.

Sesma, A. Jr., & Roehlkepartain, E.C. (2003). Unique strengths shared strengths: Developmental assets among youth of color. *Search Institute Insights and Evidence, 1*(2), 1–13. Retrieved October 21, 2004 from: www.search-institute.org/research/Insights/InsightsEvidence-11-03.pdf

Sheldon, K.M., Elliot, A.J., Kim, Y., & Kasser, T. (2001). What is satisfying about satisfying events? Testing 10 candidate psychological needs. *Journal of Personality and Social Psychology, 80*(2), 325–339.

Sherman, L. (2002). To realize the dream: Research sheds new light on how educators can fulfill the boundless promise that minority children bring to school with them. *Northwest Education, 8*(1), 2–9. Retrieved October 25, 2004, from: www.nwrel.org/nwedu/2002f/realize.html

Shields, M.K., & Behrman, R.E. (Summer 2004). Children of Immigrant Families: Analysis and Recommendations. *The Future of Children: Children of Immigrant Families 4*(2): 4–14. Retrieved October 20, 2004, from: www.futureofchildren.org/usr_doc/Children_of_Immigrant_Families.pdf

Shore, R. (1998). *Ready schools: A report of the Goals 1 Ready Schools Resource Group*. Washington, DC: National Education Goals Panel. Retrieved October 29, 2004, from: www.negp.gov/Reports/readysch.pdf

Sleeter, C.E., & Grant, C.A. (1988). *Making choices for multicultural education: Five approaches to race, class, and gender.* Columbus, OH: Merrill.

Smith, S.C., & Scott, J.J. (1990). *The collaborative school: A work environment for effective instruction*. Eugene, OR: University of Oregon, ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED316918)

Starkey, P., & Klein, A. (2000). Fostering parental support for children's mathematical development: An intervention with Head Start families. *Early Education and Development, 11*(5), 659–680.

Stigler, J.W., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. New York, NY: Free Press.

Strong, R., Silver, H.F., & Robinson, A. (1995). What do students want (and what really motivates them)? *Educational Leadership, 53*(1), 8–12.

Symons, C.W. (1997). Bridging student health risks and academic achievement through comprehensive school health programs. *Journal of School Health, 67*(6), 220–227.

Tharp, R. (1997). *From at-risk to excellence: Research, theory, and principles for practice.* Santa Cruz, CA: Center for Research on Education, Diversity & Excellence (CREDE).

Thomas, W., & Collier, V. (2003). *A national study of school effectiveness for language minority students' long term academic achievement.* Santa Cruz, CA, and Washington, DC: Center for Research on Education, Diversity, and Excellence (CREDE). Retrieved October 26, 2004 from http://crede.ucsc.edu/pdf/rb10.pdf.

Trumble, E., Rothstein-Fisch, C., & Greenfield, P.M. (2000). *Bridging cultures in our schools: New approaches that work* [Knowledge Brief]. San Francisco, CA: WestEd. Retrieved October 29, 2004, from: www.wested.org/online_pubs/bridging/welcome.shtml

U.S. Department of Education. (1994). *Strong families, strong schools: Building community partnerships for learning.* Washington, DC: Author.

Valdés, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools, an ethnographic portrait*. New York, NY: Teachers College Press.

Voke, H. (2001). *Reflections for implementation* (Infobrief No. 27). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). Retrieved October 25, 2004, from: www.ascd.org/publications/infobrief/issue27.html

Walls, C.A. (2003). *Providing highly mobile students with an effective education* (ERIC/CUE Digest No. 191]. New York, NY: Columbia University, Teachers College, ERIC Clearinghouse on Urban Education. Retrieved October 25, 2004, from http://iume.tc.columbia.edu/eric_archive/digest/191.pdf

Walsh, C. (1991). Literacy and school success: Considerations for programming and instruction. In C. Walsh & H. Prashker (Eds.), *Literacy development for bilingual students* (pp. 1–11). Boston, MA: New England Multifunctional Resource Center for Language and Culture in Education.

Wang, M.C. (1994, September). Statement appearing in *ASCD Update, 35*(7). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Wang, M.C., Haertel, G.D., & Walberg, H.J. (1993/94). What helps students learn? *Educational Leadership, 51*(4), 74–79.

WestEd. (n.d.). *Are student health risks and low resilience assets an impediment to the academic progress of schools?* (CHKS Factsheet No. 3). San Francisco, CA: Author. Retrieved October 27, 2004, from: www.wested.org/chks/pdf/factsheet3ez.pdf

Williams, B., & Newcombe, E. (1994). Building on the strengths of urban learners. *Educational Leadership, 51*(8), 75–78.

Yair, G. (2000). Reforming motivation: How the structure of instruction affects students' learning experiences. *British Educational Research Journal, 26*(2), 191–210.

Yonezawa, S.S. (2000). Unpacking the black box of tracking decisions: Critical tales of families navigating the course placement process. In M.G. Sanders (Ed.), *Schooling students placed at risk: Research, policy, and practice in the education of poor and minority adolescents* (pp. 109–137). Mahwah, NJ: Lawrence Erlbaum.

APPENDIX A:
SCHOOL-PASS SURVEY

Introduction to the School-PASS Survey

The School-PASS Survey consists of 87 items across six domains that represent key areas of student development and influence. The items in each domain are divided into issues of schoolwide practices and individual practices. Thus, each respondent is providing perceptions of what is happening at the school level and what they are doing themselves.

A full listing of the School-PASS Survey items begins on the next page organized by the six domains:

- Cognitive and Language Development (18 items)
- Health and Physical Development (13 items)
- Social and Emotional Development (14 items)
- Motivation and Academic Engagement (18 items)
- Family Function and Support (14 items)
- Peer and Community Culture (11 items)

School Practices for All Students' Success Survey (School-PASS)

Cognitive Development

Student ability to learn facts, solve problems, and employ higher-level reasoning is influenced by cultural experiences, as well as environmental and neurological factors. Each student's cognitive development is enhanced when cultural and environmental experiences outside of the school are incorporated into school learning.

Schoolwide Practices

Please rate the following statements on the following scale:
0 = Not Applicable/Don't Know; **1** = Not Present; **2** = Beginning Development; **3** = Partially in Place; 4 = Fully in Place

1	The school collects and stores information about new or returning students *(academic progress, learning style preferences, abilities, and needs)* in an organized filing system or database that everyone serving the students *(and having proper credentials)* can easily access, with the result of improving staff members' ability to learn quickly about them.	❑
2	The school provides the students in ESL programs with opportunities to study grade-level core curriculum in their native language *(by providing textbooks and literature in the first language, and tutoring in first language)* at the same time they are learning English.	❑
3	The school provides a tutoring program throughout the year, including well-planned peer tutoring. This includes a focus to help students learn how to learn *(studying techniques, note-taking, writing summaries, self-assessment, creating study plans, and time management)*.	❑
4	The school provides opportunities for teachers to learn about local communities and their associated ways of knowing and learning as well as offers guidance on how to incorporate these new understandings into classroom instruction.	❑
5	The school provides teachers with training in identifying students whose cognitive development may have been affected by the environment or other influences *(lead poisoning, attention deficit, hyperactivity, and fetal alcohol syndrome)* as well as strategies for helping these students become successful in the classroom.	❑
6	The school provides opportunities for teachers to reflect on their practices, to share reflections, and to provide input on changes in practices and curricular choices based on reflections.	❑

7	There are well-trained, culturally responsive volunteers who provide help to students as tutors, coaches, guides, and liaisons. The school supports the coordination of their efforts with those of teachers, parents, and administrators.	❑

Individual Practices

Please rate the following statements on the following scale:
0 = Not Applicable; **1** = Not a Priority; **2** = Priority But Not in Practice; **3** = Partially in Practice; **4** = Fully in Practice

8	I regularly study the results of my classroom assessments as well as standardized assessment data by subgroup *(gender, race or ethnicity, free and reduced lunch, ESL, and migrant status)* in order to make curricular and instructional decisions and adjustments.	❑
9	I take into consideration that my own personal culture influences my teaching and my students' learning *(including communication styles and norms, kinds of activity that occur in a classroom setting, ideas about how learning occurs, and the "rules" about appropriate student/teacher relationships)*.	❑
10	I review classroom assessments for cultural sensitivity, *(so students are not penalized for lack of exposure to certain experiences, vocabulary, and ways of understanding that are culturally specific).*	❑
11	In my assessments, I provide opportunities for students to demonstrate learning in a variety of ways, including creative, nontraditional ways. *(Portfolios of student classwork, projects, learning logs, or journals, etc.)*	❑
12	I vary my instructional practices and participation expectations to reflect an understanding of the many differences in the background knowledge, communication skills, and learning style preferences of my students, and what these mean for student participation in learning tasks.	❑
13	I find ways to teach and assess problem solving and critical thinking skills, in addition to the other skills that students need to function successfully in their daily lives.	❑
14	I employ culturally sensitive strategies to engage students in discussion and activities to stimulate higher order reading, writing, and thinking skills.	❑
15	I encourage students to use both English and their native language to communicate meaningfully, effectively and appropriately in school, including in discussions with peers.	❑
16	I provide learning supports matched to the student's needs *(materials, practice time, feedback, and grading information)*.	❑
17	I incorporate classroom practices that are appropriate to the developmental level of all my diverse student groups. *(Appropriate complexity, responsibility, performance ability, coaching, and work load expectations.)*	❑

Optional Comments

18 Comments, Questions, Concerns, Suggestions

Health and Physical Development

Development of student health and physical fitness depend a great deal on day-to-day activities and environments. Schools can attend to the health and physical needs of students at school and help their families connect to necessary health support services.

Schoolwide Practices

Please rate the following statements on the following scale:
0 = Not Applicable/Don't Know; **1** = Not Present; **2** = Beginning Development; **3** = Partially in Place; 4 = Fully in Place

19	The school provides training on promoting healthy development of students, identifying high-risk behaviors, and referring students and families to health, mental health, and recreation resources in culturally sensitive ways.	❑
20	The school is connected to onsite, or easily-accessed health screening for students in order to provide information (in different languages) to students, families, and teachers about health risks that may interfere with learning and socialization *(nutrition, weight, asthma, diabetes, eyesight, hearing, rest, reproductive health, stress, drug use, etc.).*	❑
21	The school coordinates with nutritional and health services that are culturally sensitive. Family and community give input about needed services.	❑
22	The process to connect students and families with health-related service agencies is well-known throughout the school and is easy to access.	❑
23	The school safety policies are based on research on safe school environments, with input from students, teachers, parents, and community leaders.	❑
24	The school's facilities are kept clean and sanitary for students and staff members, modeling and promoting a healthy environment for all.	❑

25 The school works to connect families with community supports to provide clothing, school supplies, and food donations to those in need. ❑

26 Air quality, thermal comfort, appropriate lighting that includes natural daylight, and appropriate noise levels are conducive to learning. ❑

27 The school's policies and activities promote a focus on health awareness and prevention activities that are sensitive to issues related to culture and poverty. ❑

28 The school promotes a variety of sports and recreational activities that are culturally connected to locally held values of cooperation, competition, sportsmanship, athletic abilities, and showmanship *(dancing, group and individual sports, races, noncompetitive games, etc.).* ❑

Individual Practices

Please rate the following statements on the following scale:
0 = Not Applicable; **1** = Not a Priority; **2** = Priority But Not in Practice; **3** = Partially in Practice; **4** = Fully in Practice

29 I often provide opportunities for physical movement of students within the classroom environment consistent with their learning style preferences *(kinesthetic)*. ❑

30 I identify high-risk behaviors and refer students and families in culturally sensitive ways to health, mental health, and recreation resources. ❑

Optional Comments

31 Comments, Questions, Concerns, Suggestions

Social and Emotional Development

A student's social and emotional development is characterized by self-identity and self-expression, patterns of communication and behavior, and abilities to develop relationships. Research shows that these areas affect student learning and are influenced by cultural and environmental factors.

Schoolwide Practices

Please rate the following statements on the following scale:
0 = Not Applicable/Don't Know; **1** = Not Present; **2** = Beginning Development; **3** = Partially in Place; 4 = Fully in Place

32	There are culturally inclusive orientation activities during the year that include teachers to help students and families get to know the school. *(Activities are offered when new students and their families enroll, are provided during time families are available, and are advertised with help from community groups.)*	❑
33	Many enrichment programs *(before, during, and after school; in and out of school, etc.)* are offered to support student's social skills, interests, and backgrounds. They are developed and evaluated with input from students, teachers, administrators, and families.	❑
34	There is an adequate number of teachers and counselors who are provided the time, training, and support to identify students exhibiting at-risk behaviors and affective changes, and to link them to appropriate agencies for support *(addressing problems such as drug abuse, homelessness, delinquency, etc.).*	❑
35	There is training and support for teachers and administrators who then mentor or advise students in various areas including academic, social, emotional, and health needs.	❑
36	There is periodic assessment of the social adjustment of new and diverse students.	❑
37	There is a person or process known throughout the school for connecting students to mental health and counseling service agencies in the community.	❑
38	Teachers and administrators hold students and themselves to high expectations for social behaviors, and it shows in their practices.	❑
39	There are coordinated activities that include students to help facilitate the acclimation of new students *(reception committees, tour guides, etc.).*	❑

Individual Practices

Please rate the following statements on the following scale:
0 = Not Applicable; **1** = Not a Priority; **2** = Priority But Not in Practice; **3** = Partially in Practice; **4** = Fully in Practice

40	I teach social interaction and coping skills and model appropriate behaviors for students.	❑
41	In order to provide discipline that is fair and unbiased, I utilize flexibility to apply behavior standards that are responsive to students' needs and I promote the development of social skills.	❑

42 I work to involve my students in creating an environment that prevents prejudice, harassment, and bullying, while promoting understanding and problem-solving when faced with cultural differences. ❑

43 I promote the well-being of others and genuine caring, and I convey a sense of value and worth to all adults and students as a model for my students. ❑

44 When possible, I help students and families new to the country understand cultural norms and help them bridge cultural differences both inside and outside my classroom and school. ❑

Optional Comments

45 Comments, Questions, Concerns, Suggestions

Motivation and Academic Engagement

Cultural beliefs about education, family involvement, and expectations affect student motivation in school. Research indicates that a student's background and interests can play a prominent role in promoting engagement in learning. Schools should consider student attitudes and interests during academic program planning, paying attention to issues such as educational and career aspirations, creativity, sense of responsibility for learning, and sense of belonging.

Schoolwide Practices

Please rate the following statements on the following scale:
0 = Not Applicable/Don't Know; **1** = Not Present; **2** = Beginning Development; **3** = Partially in Place; 4 = Fully in Place

46 New students are paired with a teacher (advisor) who provides support in various areas including academic, social, emotional, and health needs. ❑

47 The school reflects the rich cultural diversity of the students and staff. *(Pictures, artwork, decorations, historical artifacts, interactions, room setup, and furnishings.)* ❑

48	The school has several ways to recognize outstanding academic and non-academic accomplishments.	❑
49	Students receive academic supports *(ESL, tutoring, special education, etc.)* within the framework of the core curriculum. Services are provided in a manner that best matches the needs of individual students.	❑
50	New students in our school are given the opportunity *(through interviews, surveys, focus groups, etc.)* to talk about aspirations, needs and concerns.	❑
51	Teachers and administrators demonstrate high and realistic academic expectations for all students.	❑
52	The school is linked to or provides an onsite place for students to relax, work on homework, and build social relationships in an appropriate atmosphere.	❑
53	Staff in the school model collaborative problem solving and planning in ways that are clearly evident to students.	❑
54	The school's curriculum and recommended instructional strategies reflect diverse perspectives and values, and teaches respect for all cultures.	❑

Individual Practices

Please rate the following statements on the following scale:
0 = Not Applicable; **1** = Not a Priority; **2** = Priority But Not in Practice; **3** = Partially in Practice; **4** = Fully in Practice

55	When designing my lesson plans, I consider room arrangement, classroom environment, and student interactions to encourage a sense of community among all students and promote cooperative learning.	❑
56	I teach cooperative behaviors to students as content, and I use cooperative learning, flexible student grouping, and noncompetitive activities in which all students assume helper roles and responsibilities.	❑
57	I develop authentic performance tasks that connect to students' cultural backgrounds, interests, and prior knowledge and experiences.	❑
58	I acknowledge student effort in the classroom, taking into account the student's current skill level for each content area.	❑
59	Texts I use are culturally inclusive and classroom literature authentically depicts various cultures *(race, family structures, gender, religion, socioeconomic background, etc.)*.	❑
60	My classroom lessons and activities promote opportunities to apply social and academic lessons to the world outside of the classroom.	❑
61	I choose curricular themes that are relevant to the students' lives and work with teachers of other subjects to provide continuity across subjects.	❑
62	I incorporate student initiated topics into classroom discussions and activities.	❑

Optional Comments

63 Comments, Questions, Concerns, Suggestions

Family Structure and Function

Family involvement in a student's education is a key factor in promoting scholastic achievement. In order to enhance family support, the school must develop an understanding of the larger cultural norms and values of represented in families and also take into account each student's unique home environment.

Schoolwide Practices

Please rate the following statements on the following scale:
0 = Not Applicable/Don't Know; **1** = Not Present; **2** = Beginning Development; **3** = Partially in Place; 4 = Fully in Place

64 The school solicits information from families about their ideas, needs, aspirations, and questions concerning education. The information is then distributed and used in planning. ❑

65 Visitors to the school are made to feel comfortable in asking for assistance and are encouraged to be part of the school community *(by staff, students, universally inviting environment, greeting signs in home languages, etc.)*. ❑

66 A family resource area is provided for resource-sharing and meetings *(including culturally appropriate materials and family resources, a welcoming atmosphere, a place for parents to meet, etc.).* ❑

67 A variety of outreach activities exist to connect the school with families of new and diverse students *(personal, face-to-face meetings that utilize parent liaisons, family advocates, and other members of the community to help make connections; provision and support of varied and effective ways for families to communicate with staff, via phone messages that are answered, email, notes brought by the student, parent liaison, etc.).* ❑

68	The school communicates information about how parents can consistently encourage learning at home.	❑
69	The school supports family involvement in school activities through services such as language translation for all communication, transportation, and childcare at school events.	❑
70	The school works with childcare providers, youth organizations, and other schools to increase family access to after-school care and recreation.	❑
71	The school provides information about student achievement and school status to families through a Web site, newsletters, and informational meetings.	❑
72	The school adjusts the school year calendar, classroom activities, and curriculum schedules in response to patterns of student mobility present in the school.	❑

Individual Practices

Please rate the following statements on the following scale:
0 = Not Applicable; **1** = Not a Priority; **2** = Priority But Not in Practice; **3** = Partially in Practice; **4** = Fully in Practice

73	I provide a packet of information for students and their families who are leaving the school which may include student's work *(portfolio)*, a report of areas of strength and challenge, and a description of the procedures the school uses for forwarding student records to the new school.	❑
74	I clearly communicate expectations for student homework, class work, test preparation, and studying. I convey information about what is taught, why it is taught, and what mastery or competency looks like, whenever possible.	❑
75	I demonstrate an open and inviting attitude toward all students and parents.	❑
76	I link new parents to parent education programs and resources designed to acquaint them with procedures and customs of the new school and how moving affects children.	❑

Optional Comments

77 *Comments, Questions, Concerns, Suggestions*

Peer and Community Culture

Peer and community culture have a strong effect on student learning. Peer and community influences include beliefs about education, sense of place and belonging, patterns of behavior, and level of community support for the school. Schools can partner with community members to integrate local arts and events into school learning and activities. Schools must also recognize the effects of peer culture and norms when dealing with individual students.

Schoolwide Practices

Please rate the following statements on the following scale:
0 = Not Applicable/Don't Know; **1** = Not Present; **2** = Beginning Development; **3** = Partially in Place; 4 = Fully in Place

78	Families and community members are represented in school leadership structures, and they reflect the cultures in the community.	❑
79	There is a system of peer coaching, classroom buddies, or other positive peer supports for new students.	❑
80	School facilities are made available to the community for cultural events and educational activities outside regular school operating hours.	❑
81	The school partners with local businesses in the community to support career-focused youth development opportunities and activities.	❑
82	The school partners with community groups on school-based initiatives to eliminate disparities *(increase resources, improve teacher quality, ease access to college preparatory curriculum, and reduce class sizes*).	❑
83	The school consults with cultural leaders from the community on school improvement issues *(professional development on diversity and cultural responsiveness)*.	❑

Individual Practices

Please rate the following statements on the following scale:
0 = Not Applicable; **1** = Not a Priority; **2** = Priority But Not in Practice; **3** = Partially in Practice; **4** = Fully in Practice

84	I am knowledgeable about community events and activities relevant to student populations and participate in them when possible.	❑
85	I encourage the development of, and students' participation in, inclusive and culturally representative student organizations and groups according to student interest.	❑

86 I incorporate community culture, interests, and events into my classroom instruction to create meaningful connections between school and community. ❑

87 I involve family and community members in classroom learning activities. ❑

Optional Comments

88 Comments, Questions, Concerns, Suggestions

APPENDIX B:
SCHOOL-PASS SAMPLE SURVEY REPORT FOR FIELD TEST SITES

School Practices for All Students' Success (School-PASS)
Field Test Sites

Cognitive Development : School-wide Practices Student ability to learn facts, solve problems, and employ higher-level reasoning is influenced by cultural experiences, as well as environmental and neurological factors. Each student's cognitive development is enhanced when cultural and environmental experiences outside of the school are incorporated into school learning.			Rating scale: 1 = Not Present 2 = Beginning Development 3 = Partially In Place 4 = Fully In Place			
			Percent of Responses *			
Questions	Count	Mean	1	2	3	4
1. The school collects and stores information about new or returning students (academic progress, learning style preferences, abilities, and needs) in an organized filing system or database that everyone serving the students (and having proper credentials) can easily access, with the result of improving staff members' ability to learn quickly about them.	76	3.0	7%	22%	36%	36%
2. The school provides the students in ESL programs with opportunities to study grade-level core curriculum in their native language (by providing textbooks and literature in the first language, and tutoring in first language) at the same time they are learning English.	61	2.2	46%	16%	13%	25%
3. The school provides a tutoring program throughout the year, including well-planned peer tutoring. This includes a focus to help students learn how to learn (studying techniques, note-taking, writing summaries, self-assessment, creating study plans, and time management).	73	2.3	30%	30%	23%	16%
4. The school provides opportunities for teachers to learn about local communities and their associated ways of knowing and learning as well as offers guidance on how to incorporate these new understandings into classroom instruction.	66	2.2	41%	18%	23%	18%
5. The school provides teachers with training in identifying students whose cognitive development may have been affected by the environment or other influences (lead poisoning, attention deficit, hyperactivity, and fetal alcohol syndrome) as well as strategies for helping these students become successful in the classroom.	68	2.2	37%	19%	26%	16%
6. The school provides opportunities for teachers to reflect on their practices, to share reflections, and to provide input on changes in practices and curricular choices based on reflections.	71	2.7	14%	28%	32%	25%
7. There are well-trained, culturally responsive volunteers who provide help to students as tutors, coaches, guides, and liaisons. The school supports the coordination of their efforts with those of teachers, parents, and administrators.	66	2.3	30%	24%	29%	17%
CATEGORY TOTALS **		2.4	28%	23%	26%	22%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500, Portland, OR 97204-3297 phone: 503-275-0670

Cognitive Development : Individual Practices Student ability to learn facts, solve problems, and employ higher-level reasoning is influenced by cultural experiences, as well as environmental and neurological factors. Each student's cognitive development is enhanced when cultural and environmental experiences outside of the school are incorporated into school learning.			Rating scale: 1 = Not Priority 2 = Priority, Not in Place 3 = Partially In Practice 4 = Fully In Practice			
			Percent of Responses *			
Questions	Count	Mean	1	2	3	4
8. I regularly study the results of my classroom assessments as well as standardized assessment data by subgroup (gender, race or ethnicity, free and reduced lunch, ESL, and migrant status) in order to make curricular and instructional decisions and adjustments.	68	3.0	13%	9%	38%	40%
9. I take into consideration that my own personal culture influences my teaching and my students' learning (including communication styles and norms, kinds of activity that occur in a classroom setting, ideas about how learning occurs, and the ?rules? about appropriate student/teacher relationships).	72	3.4	3%	4%	40%	51%
10. I review classroom assessments for cultural sensitivity, (so students are not penalized for lack of exposure to certain experiences, vocabulary, and ways of understanding that are culturally specific).	67	3.1	4%	16%	36%	42%
11. In my assessments, I provide opportunities for students to demonstrate learning in a variety of ways, including creative, nontraditional ways (Portfolios of student classwork, projects, learning logs, or journals, etc.).	67	3.3	3%	15%	36%	46%
12. I vary my instructional practices and participation expectations to reflect an understanding of the many differences in the background knowledge, communication skills, and learning style preferences of my students, and what these mean for student participation in learning tasks.	68	3.4	1%	6%	44%	49%
13. I find ways to teach and assess problem solving and critical thinking skills, in addition to the other skills that students need to function successfully in their daily lives.	70	3.3	1%	11%	47%	40%
14. I employ culturally sensitive strategies to engage students in discussion and activities to stimulate higher order reading, writing, and thinking skills.	69	2.9	6%	25%	43%	26%
15. I encourage students to use both English and their native language to communicate meaningfully, effectively and appropriately in school, including in discussions with peers.	63	2.5	25%	17%	24%	30%
16. I provide learning supports matched to the student's needs (materials, practice time, feedback, and grading information).	67	3.3	1%	13%	28%	55%
17. I incorporate classroom practices that are appropriate to the developmental level of all my diverse student groups (appropriate complexity, responsibility, performance ability, coaching, and work load expectations).	68	3.3	0%	16%	25%	56%
CATEGORY TOTALS **		3.2	6%	13%	36%	44%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Health and Physical Development : School-wide Practices Development of student health and physical fitness depend a great deal on day-to-day activities and environments. Schools can attend to the health and physical needs of students at school and help their families connect to necessary health support services.			Rating scale: 1 = Not Present 2 = Beginning Development 3 = Partially In Place 4 = Fully In Place			
			Percent of Responses *			
Questions	Count	Mean	1	2	3	4
19. The school provides training on promoting healthy development of students, identifying high-risk behaviors, and referring students and families to health, mental health, and recreation resources in culturally sensitive ways.	70	3.0	9%	24%	29%	39%
20. The school is connected to onsite, or easily-accessed health screening for students in order to provide information (in different languages) to students, families, and teachers about health risks that may interfere with learning and socialization (nutrition, weight, asthma, diabetes, eyesight, hearing, rest, reproductive health, stress, drug use, etc.).	64	2.7	23%	19%	25%	33%
21. The school coordinates with nutritional and health services that are culturally sensitive. Family and community give input about needed services.	57	2.4	35%	16%	23%	26%
22. The process to connect students and families with health-related service agencies is well-known throughout the school and is easy to access.	66	2.7	23%	15%	29%	32%
23. The school safety policies are based on research on safe school environments, with input from students, teachers, parents, and community leaders.	68	3.1	12%	12%	31%	46%
24. The school's facilities are kept clean and sanitary for students and staff members, modeling and promoting a healthy environment for all.	78	3.5	5%	5%	21%	68%
25. The school works to connect families with community supports to provide clothing, school supplies, and food donations to those in need.	73	3.5	1%	5%	30%	63%
26. Air quality, thermal comfort, appropriate lighting that includes natural daylight, and appropriate noise levels are conducive to learning.	76	3.3	4%	12%	28%	55%
27. The school's policies and activities promote a focus on health awareness and prevention activities that are sensitive to issues related to culture and poverty.	67	2.9	12%	22%	28%	36%
28. The school promotes a variety of sports and recreational activities that are culturally connected to locally held values of cooperation, competition, sportsmanship, athletic abilities, and showmanship (dancing, group and individual sports, races, noncompetitive games, etc.).	73	3.4	8%	4%	25%	63%
CATEGORY TOTALS **		3.1	12%	13%	27%	47%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500, Portland, OR 97204-3297 phone: 503-275-0670

Health and Physical Development : Individual Practices Development of student health and physical fitness depend a great deal on day-to-day activities and environments. Schools can attend to the health and physical needs of students at school and help their families connect to necessary health support services.			Rating scale: 1 = Not Priority 2 = Priority, Not in Place 3 = Partially In Practice 4 = Fully In Practice			
			Percent of Responses *			
Questions	Count	Mean	1	2	3	4
29. I often provide opportunities for physical movement of students within the classroom environment consistent with their learning style preferences (kinesthetic).	68	2.9	13%	12%	46%	28%
30. I identify high-risk behaviors and refer students and families in culturally sensitive ways to health, mental health, and recreation resources.	72	3.1	3%	18%	39%	38%
CATEGORY TOTALS **		3.0	8%	15%	42%	33%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Social and Emotional Development : School-wide Practices A student's social and emotional development is characterized by self-identity and self-expression, patterns of communication and behavior, and abilities to develop relationships. Research shows that these areas affect student learning and are influenced by cultural and environmental factors.			Rating scale: 1 = Not Present 2 = Beginning Development 3 = Partially In Place 4 = Fully In Place			
			Percent of Responses *			
Questions	Count	Mean	1	2	3	4
32. There are culturally inclusive orientation activities during the year that include teachers to help students and families get to know the school. (Activities are offered when new students and their families enroll, are provided during time families are available, and are advertised with help from community groups.)	71	2.6	15%	27%	30%	27%
33. Many enrichment programs (before, during, and after school; in and out of school, etc.) are offered to support student's social skills, interests, and backgrounds. They are developed and evaluated with input from students, teachers, administrators, and families.	72	2.9	11%	24%	26%	38%
34. There is an adequate number of teachers and counselors who are provided the time, training, and support to identify students exhibiting at-risk behaviors and affective changes, and to link them to appropriate agencies for support (addressing problems such as drug abuse, homelessness, delinquency, etc.).	72	2.9	10%	25%	22%	42%
35. There is training and support for teachers and administrators who then mentor or advise students in various areas including academic, social, emotional, and health needs.	68	2.6	18%	28%	26%	28%
36. There is periodic assessment of the social adjustment of new and diverse students.	59	2.3	29%	29%	27%	15%
37. There is a person or process known throughout the school for connecting students to mental health and counseling service agencies in the community.	73	3.0	11%	19%	26%	42%
38. Teachers and administrators hold students and themselves to high expectations for social behaviors, and it shows in their practices.	77	3.0	8%	17%	34%	40%
39. There are coordinated activities that include students to help facilitate the acclimation of new students (reception committees, tour guides, etc.).	71	2.5	25%	24%	21%	30%
CATEGORY TOTALS **		2.8	15%	24%	27%	33%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500, Portland, OR 97204-3297 phone: 503-275-0670

Social and Emotional Development : Individual Practices A student's social and emotional development is characterized by self-identity and self-expression, patterns of communication and behavior, and abilities to develop relationships. Research shows that these areas affect student learning and are influenced by cultural and environmental factors.			Rating scale: 1 = Not Priority 2 = Priority, Not in Place 3 = Partially In Practice 4 = Fully In Practice			
			Percent of Responses *			
Questions	Count	Mean	1	2	3	4
40. I teach social interaction and coping skills and model appropriate behaviors for students.	74	3.5	0%	8%	34%	58%
41. In order to provide discipline that is fair and unbiased, I utilize flexibility to apply behavior standards that are responsive to students' needs and I promote the development of social skills.	70	3.6	0%	6%	33%	61%
42. I work to involve my students in creating an environment that prevents prejudice, harassment, and bullying, while promoting understanding and problem-solving when faced with cultural differences.	74	3.4	0%	9%	32%	57%
43. I promote the well-being of others and genuine caring and convey a sense of value and worth to all adults and students, as a model for my students.	75	3.7	3%	1%	24%	72%
44. When possible, I help students and families new to the country understand cultural norms and help them bridge cultural differences both inside and outside my classroom and school.	65	2.8	8%	29%	34%	28%
CATEGORY TOTALS **		3.4	2%	10%	31%	56%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Motivation and Academic Engagement : School-wide Practices

Cultural beliefs about education, family involvement, and expectations affect student motivation in school. Research indicates that a student's background and interests can play a prominent role in promoting engagement in learning. Schools should consider student attitudes and interests during academic program planning, paying attention to issues such as educational and career aspirations, creativity, sense of responsibility for learning, and sense of belonging.

Rating scale:
1 = Not Present
2 = Beginning Development
3 = Partially In Place
4 = Fully In Place

Questions	Count	Mean	Percent of Responses * 1	2	3	4
46. New students are paired with a teacher (advisor) who provides support in various areas including academic, social, emotional, and health needs.	65	2.4	37%	14%	26%	23%
47. The school reflects the rich cultural diversity of the students and staff (Pictures, artwork, decorations, historical artifacts, interactions, room setup, and furnishings).	76	2.9	16%	21%	25%	38%
48. The school has several ways to recognize outstanding academic and non-academic accomplishments.	77	3.4	4%	10%	26%	58%
49. Students receive academic supports (ESL, tutoring, special education, etc.) within the framework of the core curriculum. Services are provided in a manner that best matches the needs of individual students.	75	3.6	1%	7%	21%	69%
50. New students in our school are given the opportunity (through interviews, surveys, focus groups, etc.) to talk about aspirations, needs and concerns.	62	1.9	48%	19%	16%	15%
51. Teachers and administrators demonstrate high and realistic academic expectations for all students.	77	3.2	5%	14%	34%	45%
52. The school is linked to or provides an onsite place for students to relax, work on homework, and build social relationships in an appropriate atmosphere.	74	2.9	11%	18%	34%	36%
53. Staff in the school model collaborative problem solving and planning in ways that are clearly evident to students.	76	3.0	8%	21%	33%	37%
54. The school's curriculum and recommended instructional strategies reflect diverse perspectives and values, and teaches respect for all cultures.	74	3.2	1%	20%	34%	43%
CATEGORY TOTALS **		3.0	14%	16%	28%	41%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500, Portland, OR 97204-3297 phone: 503-275-0670

Motivation and Academic Engagement : Individual Practices

Cultural beliefs about education, family involvement, and expectations affect student motivation in school. Research indicates that a student's background and interests can play a prominent role in promoting engagement in learning. Schools should consider student attitudes and interests during academic program planning, paying attention to issues such as educational and career aspirations, creativity, sense of responsibility for learning, and sense of belonging.

Rating scale:
1 = Not Priority
2 = Priority, Not in Place
3 = Partially In Practice
4 = Fully In Practice

Questions	Count	Mean	Percent of Responses * 1	2	3	4
55. When designing my lesson plans, I consider room arrangement, classroom environment, and student interactions to encourage a sense of community among all students and promote cooperative learning.	67	3.5	4%	6%	22%	67%
56. I teach cooperative behaviors to students as content, and I use cooperative learning, flexible student grouping, and noncompetitive activities in which all students assume helper roles and responsibilities.	70	3.4	6%	6%	34%	54%
57. I develop authentic performance tasks that connect to students' cultural backgrounds, interests, and prior knowledge and experiences.	66	3.0	6%	18%	44%	30%
58. I acknowledge student effort in the classroom, taking into account the student's current skill level for each content area.	71	3.5	1%	10%	24%	63%
59. Texts I use are culturally inclusive and classroom literature authentically depicts various cultures (race, family structures, gender, religion, socioeconomic background, etc.).	62	3.2	8%	15%	26%	52%
60. My classroom lessons and activities promote opportunities to apply social and academic lessons to the world outside of the classroom.	68	3.3	1%	7%	50%	41%
61. I choose curricular themes that are relevant to the students' lives and work with teachers of other subjects to provide continuity across subjects.	64	3.0	3%	17%	45%	33%
62. I incorporate student initiated topics into classroom discussions and activities.	70	3.3	3%	9%	44%	44%
CATEGORY TOTALS **		3.3	4%	11%	36%	48%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Family Structure and Function : School-wide Practices Family involvement in a student's education is a key factor in promoting scholastic achievement. In order to enhance family support, the school must develop an understanding of the larger cultural norms and values of represented in families and also take into account each student's unique home environment.			Rating scale: 1 = Not Present 2 = Beginning Development 3 = Partially In Place 4 = Fully In Place			
			Percent of Responses *			
Questions	Count	Mean	1	2	3	4
64. The school solicits information from families about their ideas, needs, aspirations, and questions concerning education. The information is then distributed and used in planning.	66	2.7	17%	27%	23%	33%
65. Visitors to the school are made to feel comfortable in asking for assistance and are encouraged to be part of the school community (by staff, students, universally inviting environment, greeting signs in home languages, etc.).	76	2.7	20%	22%	28%	30%
66. A family resource area is provided for resource-sharing and meetings (including culturally appropriate materials and family resources, a welcoming atmosphere, a place for parents to meet, etc.).	66	2.3	38%	21%	17%	24%
67. A variety of outreach activities exist to connect the school with families of new and diverse students (personal, face-to-face meetings that utilize parent liaisons, family advocates, and other members of the community to help make connections; provision and support of varied and effective ways for families to communicate with staff, via phone messages that are answered, email, notes brought by the student, parent liaison, etc.).	69	2.4	19%	33%	33%	14%
68. The school communicates information about how parents can consistently encourage learning at home.	71	2.7	13%	31%	27%	30%
69. The school supports family involvement in school activities through services such as language translation for all communication, transportation, and childcare at school events.	62	2.3	29%	26%	27%	18%
70. The school works with childcare providers, youth organizations, and other schools to increase family access to after-school care and recreation.	59	2.1	42%	19%	17%	20%
71. The school provides information about student achievement and school status to families through a Web site, newsletters, and informational meetings.	76	3.3	1%	21%	18%	58%
72. The school adjusts the school year calendar, classroom activities, and curriculum schedules in response to patterns of student mobility present in the school.	56	2.2	48%	9%	21%	21%
CATEGORY TOTALS **		2.6	24%	24%	24%	28%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500, Portland, OR 97204-3297 phone: 503-275-0670

Family Structure and Function : Individual Practices Family involvement in a student's education is a key factor in promoting scholastic achievement. In order to enhance family support, the school must develop an understanding of the larger cultural norms and values of represented in families and also take into account each student's unique home environment.			Rating scale: 1 = Not Priority 2 = Priority, Not in Place 3 = Partially In Practice 4 = Fully In Practice			
			Percent of Responses *			
Questions	Count	Mean	1	2	3	4
73. I provide a packet of information for students and their families who are leaving the school which may include student's work (portfolio), a report of areas of strength and challenge, and a description of the procedures the school uses for forwarding student records to the new school.	55	2.1	35%	27%	24%	13%
74. I clearly communicate expectations for student homework, class work, test preparation, and studying. I convey information about what is taught, why it is taught, and what mastery or competency looks like, whenever possible.	66	3.5	3%	3%	33%	61%
75. I demonstrate an open and inviting attitude toward all students and parents.	71	3.8	0%	1%	17%	82%
76. I link new parents to parent education programs and resources designed to acquaint them with procedures and customs of the new school and how moving affects children.	61	2.2	25%	39%	26%	10%
CATEGORY TOTALS **		3.0	14%	17%	25%	44%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Peer/Community Culture : School-wide Practices Peer and community culture have a strong effect on student learning. Peer and community influences include beliefs about education, sense of place and belonging, patterns of behavior, and level of community support for the school. Schools can partner with community members to integrate local arts and events into school learning and activities. Schools must also recognize the effects of peer culture and norms when dealing with individual students.			Rating scale: 1 = Not Present 2 = Beginning Development 3 = Partially In Place 4 = Fully In Place			
			Percent of Responses *			
Questions	Count	Mean	1	2	3	4
78. Families and community members are represented in school leadership structures, and they reflect the cultures in the community.	61	2.4	25%	26%	30%	20%
79. There is a system of peer coaching, classroom buddies, or other positive peer supports for new students.	64	2.1	39%	23%	25%	13%
80. School facilities are made available to the community for cultural events and educational activities outside regular school operating hours.	68	3.4	4%	12%	21%	63%
81. The school partners with local businesses in the community to support career-focused youth development opportunities and activities.	67	3.0	13%	15%	31%	40%
82. The school partners with community groups on school-based initiatives to eliminate disparities (increase resources, improve teacher quality, ease access to college preparatory curriculum, and reduce class sizes).	58	2.4	31%	17%	33%	19%
83. The school consults with cultural leaders from the community on school improvement issues (professional development on diversity and cultural responsiveness).	58	2.1	40%	22%	21%	16%
CATEGORY TOTALS **		2.6	25%	19%	27%	29%

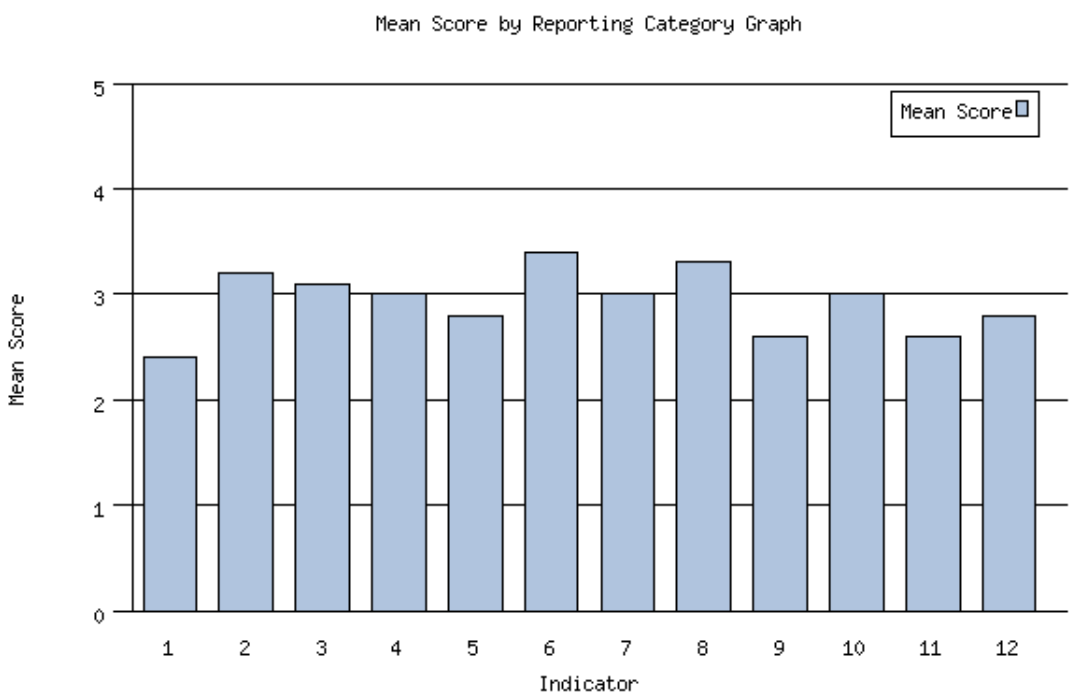
* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500, Portland, OR 97204-3297 phone: 503-275-0670

Peer/Community Culture : Individual Practices Peer and community culture have a strong effect on student learning. Peer and community influences include beliefs about education, sense of place and belonging, patterns of behavior, and level of community support for the school. Schools can partner with community members to integrate local arts and events into school learning and activities. Schools must also recognize the effects of peer culture and norms when dealing with individual students.			Rating scale: 1 = Not Priority 2 = Priority, Not in Place 3 = Partially In Practice 4 = Fully In Practice			
			Percent of Responses *			
Questions	Count	Mean	1	2	3	4
84. I am knowledgeable about community events and activities relevant to student populations and participate in them when possible.	70	2.7	10%	24%	49%	17%
85. I encourage the development of, and students' participation in, inclusive and culturally representative student organizations and groups according to student interest.	65	3.0	8%	17%	40%	35%
86. I incorporate community culture, interests, and events into my classroom instruction to create meaningful connections between school and community.	63	2.9	5%	29%	37%	30%
87. I involve family and community members in classroom learning activities.	65	2.5	14%	43%	26%	17%
CATEGORY TOTALS **		2.8	9%	28%	38%	25%

* Percent responses are the percentages of teachers submitting responses for 1, 2, 3 or 4.
** Category Totals are the overall values for all questions in this respective category.
NOTE: Percentages may not add up to 100 due to rounding.

Results by Reprting Category			Percent of Responses			
Reporting Category	Count	Mean	1	2	3	4
1. Cognitive Development: School-wide Practices	481	2.4	28%	23%	26%	22%
2. Cognitive Development: Individual Practices	679	3.2	6%	13%	36%	44%
3. Health and Physical Development: School-wide Practices	692	3.1	12%	13%	27%	47%
4. Health and Physical Development: Individual Practices	140	3.0	8%	15%	42%	33%
5. Social and Emotional Development: School-wide Practices	563	2.8	15%	24%	27%	33%
6. Social and Emotional Development: Individual Practices	358	3.4	2%	10%	31%	56%
7. Motivation and Academic Engagement: School-wide Practices	656	3.0	14%	16%	28%	41%
8. Motivation and Academic Engagement: Individual Practices	538	3.3	4%	11%	36%	48%
9. Family Structure and Function: School-wide Practices	601	2.6	24%	24%	24%	28%
10. Family Structure and Function: Individual Practices	253	3.0	14%	17%	25%	44%
11. Peer/Community Culture: School-wide Practices	376	2.6	25%	19%	27%	29%
12. Peer/Community Culture: Individual Practices	263	2.8	9%	28%	38%	25%



NOTE: Percentages may not add up to 100 due to rounding.

Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500, Portland, OR 97204-3297 phone: 503-275-0670

School Practices for All Students' Success (PASS)
Field Test Sites
Comments

Cognitive Development

Student ability to learn facts, solve problems, and employ higher-level reasoning is influenced by cultural experiences, as well as environmental and neurological factors. Each student's cognitive development is enhanced when cultural and environmental experiences outside of the school are incorporated into school learning.

I am very aware of the needs of my many LEP students and Special Education students and try to work with the ESL-Strategies teacher and the Special Education Strategy teacher to meet their needs. This is sometimes difficult when these students are part of a very diverse class and time runs short.
Our school does have two tutors who work with diverse students. I don't receive a lot of feedback from these tutors. I will say that we have a great ESL program in place and there is incredible feedback from this program. Very successful
I am a special education teacher that has to understand the individual needs of each student.
We have no incentives or consequences regarding attendance or academic performance for 7th graders. A 7th grader will be an 8th grader after 1 year.
The teaching strategies in this category are so important, I wish there was time to incorporate all of them. With the responsibilities of a special education position—IEPs, CSTs, testing, phone calls, meetings, etc., it's hard to get focused on all these effective teaching strategies. It's a constant concern of mine.
There are 99 Native American Students in our building. They represent many different tribes, each which has its own culture. Plus we have Urban Indians and Traditional Indians. For many of our services the students have to travel to a reservation in order to take advantage of since some aren't available in the city. This adds to an absentee problem. The local Indian Board of Health only has appointments on certain days (kid health issues come up daily at all hours). Our school would benefit from working out an agreement with them, or would benefit by reviewing any options (many students are operating out of POVERTY). An example would be health assessment needed for sports. Many of our kids will not participate because of fees, etc. Each student has to be seen as an individual with unique needs.

Health and Physical Development

Development of student health and physical fitness depend a great deal on day-to-day activities and environments. Schools can attend to the health and physical needs of students at school and help their families connect to necessary health support services.

We have a problem with heat in the classrooms. They are not airconditioned and often reach temps of 90! Fans take away from learning and create a distraction, and the florescent lights hurt the eyes of the kids. The administration offices have air, but we don't.

We need to add additional screenings for diabetes, nutrition, drug use, and other health related areas.
As we no longer have a school nurse in the building on a regular basis, health referrals are a challenge. Some assistance is available through the counseling office and main office. I can identify students at-risk, but directing them to appropriate services is difficult without funding. Our Student Assistance Team does identify and test students to see if they are eligible for Special Ed. services and can suggest that parents pursue outside resources for support.
Students receive information about good health habits in their Health classes. I would like to see the pop machines removed at lunch time, so students would make healthier choices there.
No incentives or consequences for attendance or academic performance in 7th grade
All staff members in the building need to share information with ALL STAFF, not just certified members. After all, support folks also work in the trenches, directly with our students. They need weekly meetings as a group for many reasons, just as certified staff does.

Social and Emotional Development

A student's social and emotional development is characterized by self-identity and self-expression, patterns of communication and behavior, and abilities to develop relationships. Research shows that these areas affect student learning and are influenced by cultural and environmental factors.

I think it would be beneficial for the school to have a full-time therapeutic counselor who could meet with students on a consistent basis—weekly and bi-weekly. We definitely have students who need it.

Motivation and Academic Engagement

Cultural beliefs about education, family involvement, and expectations affect student motivation in school. Research indicates that a student's background and interests can play a prominent role in promoting engagement in learning. Schools should consider student attitudes and interests during academic program planning, paying attention to issues such as educational and career aspirations, creativity, sense of responsibility for learning, and sense of belonging.

The teachers should be held accountable for cross-curricular lessons. We are asked to do it, but it is never monitored or enforced. We need to provide new students with more information and pair them up with a peer guide or mentor.
We have no incentives or consequences for attendance academic performance for 7th graders
I try to provide ways on a daily basis for students to express themselves.

Family Structure and Function

Family involvement in a student's education is a key factor in promoting scholastic achievement. In order to enhance family support, the school must develop an

understanding of the larger cultural norms and values represented in families and also take into account each student's unique home environment.

I have to provide the data for IEP's in order to record information for special education student files.
We have no incentives or consequences for attendance or academic performance

Peer/Community Culture

Peer and community culture have a strong effect on student learning. Peer and community influences include beliefs about education, sense of place and belonging, patterns of behavior, and level of community support for the school. Schools can partner with community members to integrate local arts and events into school learning and activities. Schools must also recognize the effects of peer culture and norms when dealing with individual students.

Some of these questions deal with possibilities we have no control over, such as class sizes, budget, etc. Wouldn't it great it that was not a problem!
I feel I cannot involve community and family members as I once did because I have too much to cover and no time to do it in. I MUST cover the curriculum by the first of April so my students test scores are high. Again, a step in the wrong direction.
There are only so many hours in a day. When are we supposed to teach our subject area?
I think our staff, both regular and special education teachers, should work together more to get identified special education students involved more with other students.

APPENDIX C:
SCHOOL-PASS SAMPLE MATERIALS

C-1: Student Data Review Form

School-PASS: Student Data Review Form

Data Source	Narrative Statement	Strength (✓ if yes)	Challenge (✓ if yes)
(✓ Type of Data examined) ☐ Demographic ☐ Perception/Survey ☐ Achievement ----------			
(✓ Type of Data examined) ☐ Demographic ☐ Perception/Survey ☐ Achievement ----------			
(✓ Type of Data examined) ☐ Demographic ☐ Perception/Survey ☐ Achievement ----------			
(✓ Type of Data examined) ☐ Demographic ☐ Perception/Survey ☐ Achievement ----------			

C-2: Eighth Grade Blue Teacher Team Summary Report

School-PASS Summary Report
Our Middle School

Cognitive Development
(Eighth Grade Blue Team)

Summary Statements and Recommendations:

Several strengths are noted in the area of Cognitive Development. A majority of teachers feel that within their classrooms they are addressing individual student needs and learning styles. Teachers note that they vary instruction and activities and have an understanding of students' diverse backgrounds and skills.

However, we face challenges in this area as well. Two stand out to our team. First, item 2 indicates that 56% of our faculty do not have a clear understanding of our ESL program. They indicated that there was beginning development in providing opportunities for ESL students to study grade-level curriculum in their native languages (textbooks, literature, tutoring). This is not reflective of our current ESL program, with the exception of occasional communication in Spanish by ESL teachers and our Migrant Tutor. We have provided a summary of the ESL program from our ESL program instructors to clarify the support available in ESL Strategies Classes. Second, many teachers indicate a need for training in identification and support of students with delayed cognitive development.

Recommendations: Teachers need support in identification of students with low cognitive development and training in learning strategies to support these students in the classroom. We are especially concerned about students who do not qualify for any label and thus do not receive any formal assistance outside of the classroom.

Develop more efficient communication between grade levels and between counselors, administrators, and teachers regarding students with identified learning problems who are placed in the regular classroom. This information needs to be available to teachers early in the school year.

Data on Reverse

School-PASS Identified Strength and Challenge Items
Our Middle School

Cognitive Development
(Eighth Grade Blue Team)

Strength Items

		#	1	2	3	4
9	I take into consideration that my own personal culture influences my teaching and my students' learning *(including communication styles and norms, kinds of activity that should occur in a classroom setting, ideas about how learning occurs, and the "rules" about appropriate student/teacher relationships)*.	36	3%	6%	47%	44%
12	I vary my instructional practices and participation expectations to reflect an understanding of the many differences in the background knowledge, communication skills, and learning style preferences of my students, and what these mean for student participation in learning tasks.	35	0%	9%	49%	43%

Individual Rating Scale: 1 = Not Priority, 2 = Priority Not in Place, 3 = Partially in Place, 4 = Fully in Place.

Challenges Items

		#	1	2	3	4
2	The school provides the students in ESL programs with opportunities to study grade-level core curriculum in their native language *(by providing text-books and literature in the first language, and tutoring in first language,…)* at the same time they are learning English.	32	14%	56%	15%	15%
5	The school provides teachers with training in identifying students whose cognitive development may have been affected by the environment or other influences *(lead poisoning, attention deficit hyperactivity, and fetal alcohol syndrome)* as well as strategies for helping these students become successful in the classroom.	36	44%	17%	31%	8%

Schoolwide Rating Scale: 1 = Not Present, 2 = Beginning Development, 3 = Partially in Place, 4 = Fully in Place.

C-3: Final Schoolwide Planning Session Agenda

School Success for All Students' Success at Our Middle School

Final Schoolwide Planning Session
May 11, 2004

GOALS

1) To briefly present findings from teacher team discussions and prioritize areas to focus resources for next year.
2) To gain "Some Practical Plan of Attack to implement a few new Practices."
(a teacher comment on evaluation form from April 22–23 meetings with NWREL)

AGENDA

3:45	WELCOME & Role of this Planning Process	*(Principal)*
3:50	Presentation 1: Motivation & Academic Engagement	*(NWREL Presenter 1)*
4:00	Presentation 2: Cognitive Development	*(Eighth Grade: Blue Team)*
4:10	Presentation 3: Health & Physical Development	*(Eighth Grade: Gold Team)*
4:20	Presentation 4: Social & Emotional Development	*(Electives Team)*
4:30	Presentation 5: Family Structure & Function	*(Seventh Grade: Gold Team)*
4:40	Presentation 6: Peer and Community Culture	*(Seventh Grade: Blue Team)*
4:50	Hand in ballot with your vote on top issues from survey	*(Everyone)*
5:00	Presentation: "Classroom Strategies for Culturally and Linguistically Diverse Students"	*(NWREL Presenter 2)*
5:55	Complete Evaluation Form for planning process	*(Everyone)*
6:00	ADJOURN	

C-4: Top Challenge Items—Voting Ballot

School-PASS: Top Challenge Items—Voting Ballot

Our Middle School
May 11, 2004

Voting Instructions

The School-PASS Survey items listed below and on the reverse side of this sheet were nominated as most challenging to Our Middle School by your teacher teams. A 10-minute presentation will be given for each of the six categories to explain and briefly discuss team findings.

After listening to all six category presentations, place an 'X' on the box to the left of **three** challenge items that in your opinion represent the greatest areas of need for our school to address more systematically through the school improvement planning process.

Cognitive Development

			#	1	2	3	4
☐	2	The school provides the students in ESL programs with opportunities to study grade-level core curriculum in their native language *(by providing text-books and literature in the first language, and tutoring in first language,…)* at the same time they are learning English.	32	14%	56%	15%	15%
☐	5	The school provides teachers with training in identifying students whose cognitive development may have been affected by the environment or other influences *(lead poisoning, attention deficit hyperactivity, and fetal alcohol syndrome)* as well as strategies for helping these students become successful in the classroom.	36	44%	17%	31%	8%

Schoolwide Rating Scale: 1 = Not Present, 2 = Beginning Development, 3 = Partially in Place, 4 = Fully in Place.

Health and Physical Development

			#	1	2	3	4
☐	21	The school coordinates with nutritional and health services that are culturally sensitive. Family and community give input about needed services.	29	48%	17%	14%	21%
☐	23	The school safety policies are based on research on safe school environments, with input from students, teachers, parents, and community leaders.	36	8%	8%	39%	44%
☐	26	Air quality, thermal comfort, appropriate lighting that includes natural daylight, and appropriate noise levels are conducive to learning.	41	5%	17%	39%	39%

Schoolwide Rating Scale: 1 = Not Present, 2 = Beginning Development, 3 = Partially in Place, 4 = Fully in Place.

Social and Emotional Development

			#	1	2	3	4
☐	34	There is an adequate number of teachers and counselors who are provided the time, training, and support to identify students exhibiting at-risk behaviors and affective changes, and to link them to appropriate support. *(Agencies serving drug abuse, homelessness, juvenile justice….)*	38	13%	24%	24%	39%
☐	35	There is training and support for teachers and administrators who then mentor or advise students in various areas including academic, social, emotional, and health needs.	37	22%	24%	22%	32%
☐	36	There is periodic assessment of the academic and social adjustment of new and diverse students.	31	29%	35%	13%	23%
☐	39	There are coordinated activities that include students to help facilitate the acclimation of new students. *(reception committees, tour guides…).*	40	15%	22%	25%	38%

Schoolwide Rating Scale: 1 = Not Present, 2 = Beginning Development, 3 = Partially in Place, 4 = Fully in Place.

Motivation and Academic Engagement

			#	1	2	3	4
☐	46	New students are paired with a teacher (advisor) who provides support in various areas including academic, social, emotional, and health needs.	34	41%	9%	32%	18%
☐	50	The school surveys new students about their needs, aspirations, and concerns about education in a variety of methods. Teachers plan time in the schedule to meet with new students individually.	31	65%	10%	10%	16%

Schoolwide Rating Scale: 1 = Not Present, 2 = Beginning Development, 3 = Partially in Place, 4 = Fully in Place.

☐	61	I choose curricular themes that are relevant to the students' lives and work with teachers of other subjects to provide continuity across subjects.	31	3%	29%	48%	19%

Individual Rating Scale: 1 = Not Priority, 2 = Priority Not in Place, 3 = Partially in Place, 4 = Fully in Place.

Family Structure and Function

			#	1	2	3	4
☐	68	The school communicates information about how parents can encourage learning at home on an ongoing basis.	37	11%	41%	27%	22%
☐	69	The school supports family involvement in school activities through services such as language translation for all communication, transportation, and childcare at school events.	28	61%	21%	18%	0%
☐	70	The school works with childcare providers, youth organizations, and other schools to increase family access to after-school care and recreation.	27	56%	26%	15%	4%
☐	72	The school adjusts the school-year calendar, classroom activities, and curriculum schedules in response to patterns of student mobility present in the school.	30	53%	13%	23%	10%

Schoolwide Rating Scale: 1 = Not Present, 2 = Beginning Development, 3 = Partially in Place, 4 = Fully in Place.

Peer and Community Culture

			#	1	2	3	4
☐	79	There is a system of peer coaching, classroom buddies, or other positive peer supports for new students.	36	53%	22%	25%	0%
☐	83	The school consults with cultural leaders from the community on school improvement issues such as professional development on diversity and cultural responsiveness.	31	52%	19%	23%	6%

Schoolwide Rating Scale: 1 = Not Present, 2 = Beginning Development, 3 = Partially in Place, 4 = Fully in Place.

C-5: Sample Resources Matrix

School-PASS: Sample Resources Matrix

This matrix was developed for one of the field test sites to show a number of potential resources available to school staff for future research and planning related to issues determined to be of high interest to the school at the final schoolwide planning meeting. For example, the first subject area is labeled "Student Identification Training" and represents items five and 34, which received 27 and 22 votes as being one of the top three items to consider at that school. Seven online resources are listed in the right column that provide potentially useful resources in learning more about the process of training teachers to better identify student needs. In total, six subject areas are represented in the matrix: student identification training, nutrition and health, mentoring and tutoring, parental support, community involvement, and school safety.

Item No. (# of votes)	**Item Description**	**Resources**
	STUDENT IDENTIFICATION TRAINING	
#5 (27)	The school provides teachers with training in identifying students whose cognitive development may have been affected by the environment or other influences *(lead poisoning, attention deficit hyperactivity, and fetal alcohol syndrome)* as well as strategies for helping these students become successful in the classroom.	**WestEd R&D Alert—Focus on Youth Development and Resiliency** http://www.wested.org/cs/we/view/rs/717 **SEARCH Institute Creating Great Places To Learn** http://www.search-institute.org/education/ **SEARCH Institute Training Brochure** http://www.search-institute.org/training/TrainingBrochure.pdf **Creating a Community of Learners** http://www.nwrel.org/comm/catalog/detail.asp?RID=15336
#34 (22)	There is an adequate number of teachers and counselors who are provided the time, training, and support to identify students exhibiting at-risk behaviors and affective changes, and to link them to appropriate support. *(Agencies serving drug abuse, homelessness, juvenile justice….)*	**Instituting School-Based Links with Mental Health and Social Service Agencies** http://www.safetyzone.org/pdfs/ta_guides/packet_6.pdf **Strategies To Encourage Attendance—June 2004** http://www.nwrel.org/request/2004june/strategies.html **Planning for Youth Success** http://www.nwrel.org/partnerships/pubs/pfys.html
	NUTRITION & HEALTH	
#21 (22)	The school coordinates with nutritional and health services that are culturally sensitive. Family and community give input about needed services.	**WestEd R&D Alert—Focus on Youth Development and Resiliency** http://www.wested.org/cs/we/view/rs/717 **Montana Health Agenda 2000** http://www.dphhs.state.mt.us/hpsd/pubheal/healplan/pdf/2001.pdf **Billings Communities That Care Project** http://www.imt.net/~randolfi/proposal.html

Item No. (# of votes)	Item Description	Resources
	MENTORING & TUTORING	
#35 (12) #46 (7) #79 (11)	There is training and support for teachers and administrators who then mentor or advise students in various areas including academic, social, emotional, and health needs. New students are paired with a teacher (advisor) who provides support in various areas including academic, social, emotional, and health needs. There is a system of peer coaching, classroom buddies, or other positive peer supports for new students.	**National Mentoring Center** http://www.nwrel.org/mentoring/publications.html **Center for School Success—Student Advisories** http://www.newvisions.org/schoolsuccess/practices/student/ **Peer Mentoring and Tutoring** http://www.nwrel.org/mentoring/peer.html
	PARENTAL SUPPORT	
#68 (11)	The school communicates information about how parents can encourage learning at home on an ongoing basis.	**National PTA—Help Your Child Succeed** http://www.pta.org/parentinvolvement/helpchild/index.asp **National Network of Partnership Schools—Teachers Involve Parents in Schoolwork (TIPS)** http://www.csos.jhu.edu/p2000/tips/TIPSmain.htm **Partnerships By Design** http://www.nwrel.org/partnerships/pubs/bydesign.html
	COMMUNITY INVOLVEMENT	
#83 (7)	The school consults with cultural leaders from the community on school improvement issues such as professional development on diversity and cultural responsiveness.	**SIOP, Instructional Methods for ELL students, An Overview for Mainstream Teachers** http://www.nwrel.org/request/2003may/instructional.html **Research on Native Students** http://www.nwrel.org/nwedu/09-03/index.php
	SCHOOL SAFETY	
#23 (7)	The school safety policies are based on research on safe school environments, with input from students, teachers, parents, and community leaders.	**What Teachers and Administrators Can Do About Violence** Teachers - http://www.safetyzone.org/pdfs/factsheets/factsheet_6.pdf Admin. - http://www.safetyzone.org/pdfs/factsheets/factsheet_5.pdf **Safeguarding Our Children: An Action Guide** http://cecp.air.org/guide/aifr5_01.pdf **Ensuring Educational Excellence Through Equity and Effective School Practices** http://www.nwrel.org/cnorse/booklets/4thr/

More About NWREL

MISSION

The mission of the Northwest Regional Educational Laboratory (NWREL) is to improve educational results for children, youth, and adults by providing research and development assistance in delivering equitable, high-quality educational programs. A private, nonprofit corporation, NWREL provides research and development assistance to education, government, community agencies, business, and labor. NWREL (www.nwrel.org) is part of a national network of 10 regional educational laboratories (www.relnetwork.org) funded by the U.S. Department of Education, Institute of Education Sciences (IES). NWREL's primary service area is the Northwest region of Alaska, Idaho, Montana, Oregon, and Washington. Now in its fourth decade, NWREL reaffirms the belief that strong public schools, strong communities, strong families, and strong children make a strong nation. We further believe that every student must have equal access to high-quality education and the opportunity to succeed, and that strong schools ensure equity and excellence for all students.

PRIORITIES FOR EDUCATIONAL IMPROVEMENT

Focusing on priority educational needs in the region, NWREL is organized into four major centers of expertise to conduct long-term research and development and technical assistance activities: Center for Classroom Teaching and Learning; Center for School, Family, and Community; Center for School and District Improvement; and Center for Research, Evaluation, and Assessment.

INFORMATION AND RESOURCES

Numerous resources for educators, policymakers, parents, and the public are made available by NWREL. These resources include events, such as conferences, workshops, and other activities; and products and publications, such as the Laboratory magazine and newsletters.

SERVICES FROM EXPERT STAFF

Our staff of more than 200 includes professional employees with doctorates from leading universities. Graduate majors include education, mathematics, science, business, languages, human development, journalism, library science, and foreign studies, among others.

Northwest Regional
Educational Laboratory

Creating Communities of Learning & Excellence

101 S.W. Main, Suite 500
Portland, Oregon 97204

Telephone: 503-275-9500
Fax: 503-275-0458
E-mail: info@nwrel.org
Web site: www.nwrel.org

ISBN 0-89354-088-9