



California Center for Effective Schools

Connections for Success

A project of UCSB's

Gevirtz Graduate School of Education

Schooling The Knowledge Society at ICSEI Conference

The California Center for Effective Schools was well represented at the 16th Annual Conference of the International Congress for School Effectiveness and Improvement (ICSEI) held in Sydney, Australia, in January 2003. ICSEI is one of the most important and influential educational organizations involving the international community, linking people involved in research, policy-making and practice. The 2003 ICSEI theme, *Schooling the Knowledge Society* brought together educators from more than 70 countries to interact with each other and gain new insights and strategies for improving education.



Lynn Wallace shared the school partnership work they are engaged in between the California Center and the Oxnard Elementary School District. Their interactive presentation *Effective Schools Goes Systemwide: A Multi-Level Design For Whole District Change*, shared the socio-cultural perspective of professional development necessary to initiate school district-wide reform.

Dr. Janet Chrispeels, Maureen Yep, Shiou-Ping Shiu, and

Working collaboratively with district leadership, school leadership teams, teachers and principals, the California Center for Effective Schools has developed a process to implement school improvement districtwide. For a copy of their presentation send an e-mail to jchrisp@education.ucsb.edu or lwallace@education.ucsb.edu.

Effective Schools Focus on Literacy

Research about learning and literacy development suggests that children learn literacy from a series of meaningful and functional experiences with reading, writing, listening, and oral language. These types of experiences need to take place within a rich environment—created specifically to encourage collaboration and cooperative learning during independent reading and writing. Through facilitated grade level meetings and leadership team training, the California Center for Effective Schools has provided content knowledge and expertise in helping teachers develop rich literacy instruction for all children.

balanced approach to literacy instruction with strategies based on the learning styles of individual students. Teachers are encouraged and supported to include in their reading program, instruction in phonemic awareness, phonics, vocabulary development, comprehension, and fluency utilizing explicit teaching, constructivist techniques, and problem solving strategies.

According to director Lynn Wallace, “Literacy for all students is key to their success in high school and college. It is imperative that we support teachers, students, and parents in as many ways as necessary so that all students are proficient in reading, writing, speaking, and listening.”

The California Center for Effective Schools supports a

Congratulations!

Congratulations to Tamara Thornell, second grade bilingual teacher at Brekke School in Oxnard, California, who was recently nominated as a California Teacher of the Year for 2002-2003. Tamara, a member of Brekke's Effective Schools Leadership Team, has been actively engaged in a teacher leadership role working with her colleagues to improve achievement for *all* Brekke students. In addition to her role on the Effective School's Leadership Team, Tamara works with her second grade colleagues to focus on teaching and learning at weekly grade level meetings.

According to Tamara, "The Effective Schools meetings are a structured process which gives teachers a sense of empowerment."



School Leadership Teams

There is an art to building successful school leadership teams—and it doesn't happen overnight. But if we are to be teacher leaders and team members and model that for our colleagues and students as well preparing our students to work cooperatively in teams we need to master some basic techniques and then model and teach them to others. These techniques are as important in schools as they are on the basketball court.

Create a shared sense of purpose.

There needs to be a unified vision and established goals that team members share. Everyone understands what the team is about, and how their collective accomplishments can improve their school and student achievement.

Make the goals team goals.

Unless the whole team wins, no one wins. This is familiar in sports, but it is just as true in any other kind of work teams.

Make each team member responsible.

People need to feel their contributions are important. Make the project belong to the team.

Treat people like the individuals they are.

When individuals come together as a team, their individuality doesn't suddenly evaporate. They still have different personalities. They still have different skills. They still have different hopes and

fears. Recognize these differences, appreciate them and use them to the advantage of the team.

Share the glory, accept the blame.

When the team does well and is recognized spread the benefits around. People always appreciate being included in praise. It encourages them to give their greatest efforts usually over and over again. When it comes to criticism, take exactly the opposite approach. Don't point fingers. Step forward and accept any complaints.

Take every opportunity to build confidence on the team.

Believe in each other and share that belief with other team members.

Be a mentor.

Develop the talents and strengthen the people on the team. This is true as you deal with short term assignments or tasks but it is also true for the long term. Take an interest in the lives and careers of team members.

If you have been following these techniques, you have seen your team succeed in a variety of small and big ways. The greatest reward a leadership team can achieve—a legacy, you might say—is to leave a group of talented, self-confident, and cooperative teachers who are themselves ready to lead.

Partnership For Learning

At the annual California School Board Association meeting in San Francisco, Oxnard Elementary District Superintendent Richard Duarte, Assistant Superintendent Connie Sharp, Oxnard School Board member Francisco Dominguez, and Executive Director of the California Center for Effective Schools Janet Chrispeels, presented an overview of the partnership between the California Center for Effective Schools and the Oxnard Elementary School District.

In addition to sharing the Effective Schools Process with the large audience, the foursome discussed the demographics of the Oxnard district, the mesh between the district's strategic plan and the Effective Schools Process, as well as the importance of buy-in by all stakeholders.

Schools participating in the partnership between the district and the Center continue to show gains in the Academic Performance Index scores of Oxnard schools and according to Executive Director Chrispeels, "Effective Schools is a process for sustainable student achievement and learning, not a quick fix to raise standardized test scores."

California Center for Effective Schools Publishes Information Brochure

The California Center For Effective Schools at the Gevirtz Graduate School of Education at the University of California in Santa Barbara has recently published the brochure, *California Center For Effective Schools: A Process For High Achievement By All Students*. The brochure outlines the California Center's work with school reform and their framework for student success. For a copy of the brochure, contact the California Center by telephone at (805) 893-8139 at their Web site: effectiveschools.education.ucsb.edu



Book Briefs

Building Leadership Capacity in Schools by Linda Lambert

Building Leadership Capacity in Schools takes a close look at leadership in schools. Linda Lambert outlines what schools and districts must do to build leadership capacity, including how to get started, how to sustain the momentum, and how to design school districts capable of supporting such work. Three schools reveal how school people can lead their communities to improve student learning through:

- ❖ Broad-based skillful participation in the work of leadership
- ❖ Inquiry-based use of information to inform decisions and practice
- ❖ Roles and responsibilities that reflect broad involvement and collaboration
- ❖ Reflective practice
- ❖ High student achievement

Building Leadership Capacity in Schools makes clear the breadth of participation in leadership and the depth of skill that teachers, administrators, parents, students, and community members bring to the work.

Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers by Suzanne F. Peregoy and Owen F. Boyle

Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers is a comprehensive, teacher-friendly resource book that provides a wealth of teaching ideas for promoting oral language, reading and writing development for English language learners. While containing some information about current theory on language acquisition, the strength of the book is in the sections devoted to teaching strategies, assessment and classroom management.

Each chapter includes numerous classroom examples and vignettes about teachers and students, giving life to the text and illustrating important ideas as they apply to classroom life. Further, each chapter begins with a short introduction so that the reader knows at a glance the focus and general content of the chapter. Finally, each chapter ends with an annotated bibliography of recommended readings and a list of discussion questions and activities for readers to carry out in the classroom, aimed at extending and applying the content of the chapter.

Reading, Writing, and Learning in ESL is an excellent book to use in schools to build common understanding around the teaching and learning that is most effective for second language learning.

Effective School Correlates

Effective Schools provides a framework for reform based on seven guiding principles, or correlates, derived from empirical investigations and case studies of school success.

- ☞ A safe and orderly environment for learning
- ☞ A clearly stated mission focused on learning
- ☞ Instructional leadership
- ☞ Uncompromising commitment to high expectations
- ☞ Frequent monitoring of student progress
- ☞ Coherent classroom opportunities to learn
- ☞ Strong home-school collaboration and communication

The California Center for Effective Schools Web Site

is up and running at

[http://
effectiveschools.
education.ucsb.edu](http://effectiveschools.education.ucsb.edu)

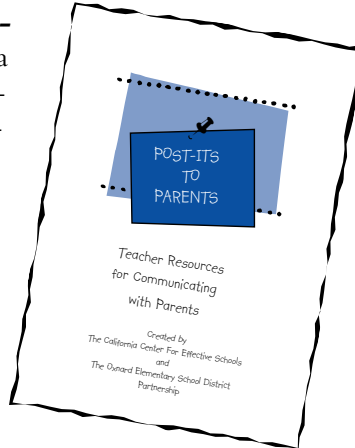
Check us out!

Teacher Resources Available for Home-School Collaboration

Post-Its To Parents: Teacher Resources for Communicating with Parents, created by the California Center For Effective Schools and the Oxnard Elementary School District Partnership, is available for teachers and administrators. This resource notebook with accompanying CD, includes samples of letters, forms, tips, and suggestions that can be sent to families as schools work to improve parent involvement and home-school collaboration.

These tools, prepared in both English and Spanish, are drawn from many existing resources and strategies currently used by teachers in Oxnard Elementary School District and other districts. They have been formatted for easy use and modification and can be downloaded at effectiveschools.education.ucsb.edu.

Post-Its To Parents, edited and compiled by Janet Chrispeels, supports research that when teachers reach out to parents, keep them informed, and provide tips on how parents can help support children's learning, children do better in school and schools do better for children.



Get in touch!

For further information about the California Center for Effective Schools and how you can help support it, please contact:

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