

Preface

This field guide and its two companion books in the *Comer Schools in Action: The 3-Volume Field Guide* are reflective of the wisdom of Dr. James P. Comer, of the staff at the Yale School Development Program (SDP), and of all the people in the hundreds of schools in communities throughout the United States and abroad who have embraced the Comer Schools movement. This volume is the collective representation of what we have learned from parents, children, teachers, administrators, community leaders, politicians, college professors, clergy, and members of the helping professions.

Because we believe that the practitioner is an expert, we have included the voices of people in the field as well as those in the ivory tower. We are all scholar-activists, and when we combine our efforts, pool our knowledge, and achieve one accord on what we want for our children, we cannot be defeated. We can create schools and communities that foster the development of ethical behavior in young people and challenge them to high academic standards.

Enough data have been collected and analyzed by some of our best education researchers to demonstrate that SDP is tried, tested, and true and that its effectiveness as a comprehensive school reform model meets “the highest standard of evidence” (Borman, Hewes, Overman, & Brown, 2003). This field guide will help you see the program through the eyes of the people who have made it work, as well as the people who designed it and continue to refine it.

This field guide is based on and expanded from training materials that we have field tested for decades. It is the first commercially published field guide by our organization. Because we are constantly searching for more ways to help children and the people who serve them, it will not be the last.

—Edward T. Joyner, Ed.D.
Executive Director, School Development Program

REFERENCE

- Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and student achievement: A meta-analysis. *Review of Educational Research, 73*(2), 125–230.