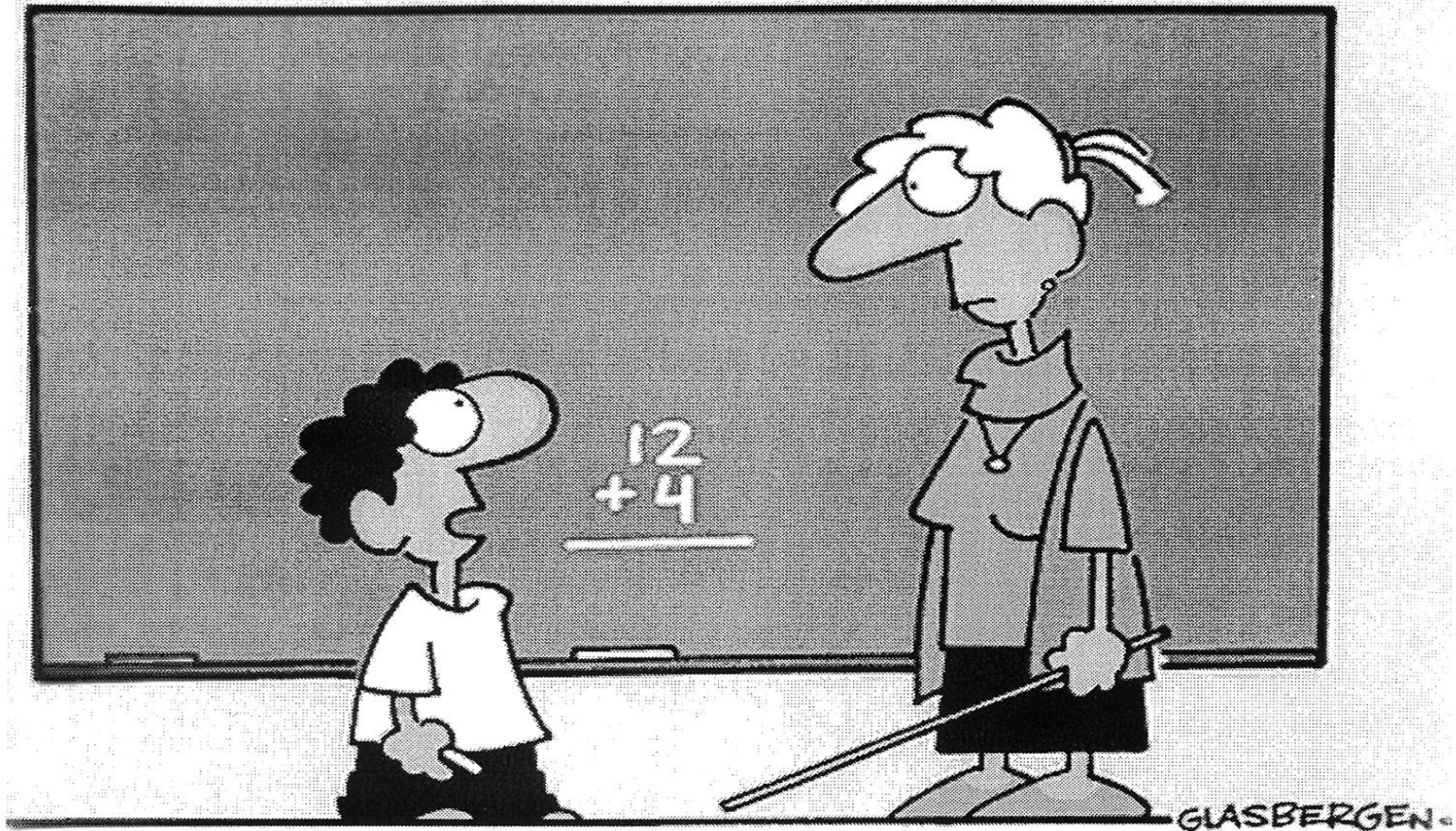

Strengthening School Improvement:

*Developing a Comprehensive
System of Learning Supports
to Address Barriers to
Learning and Teaching*

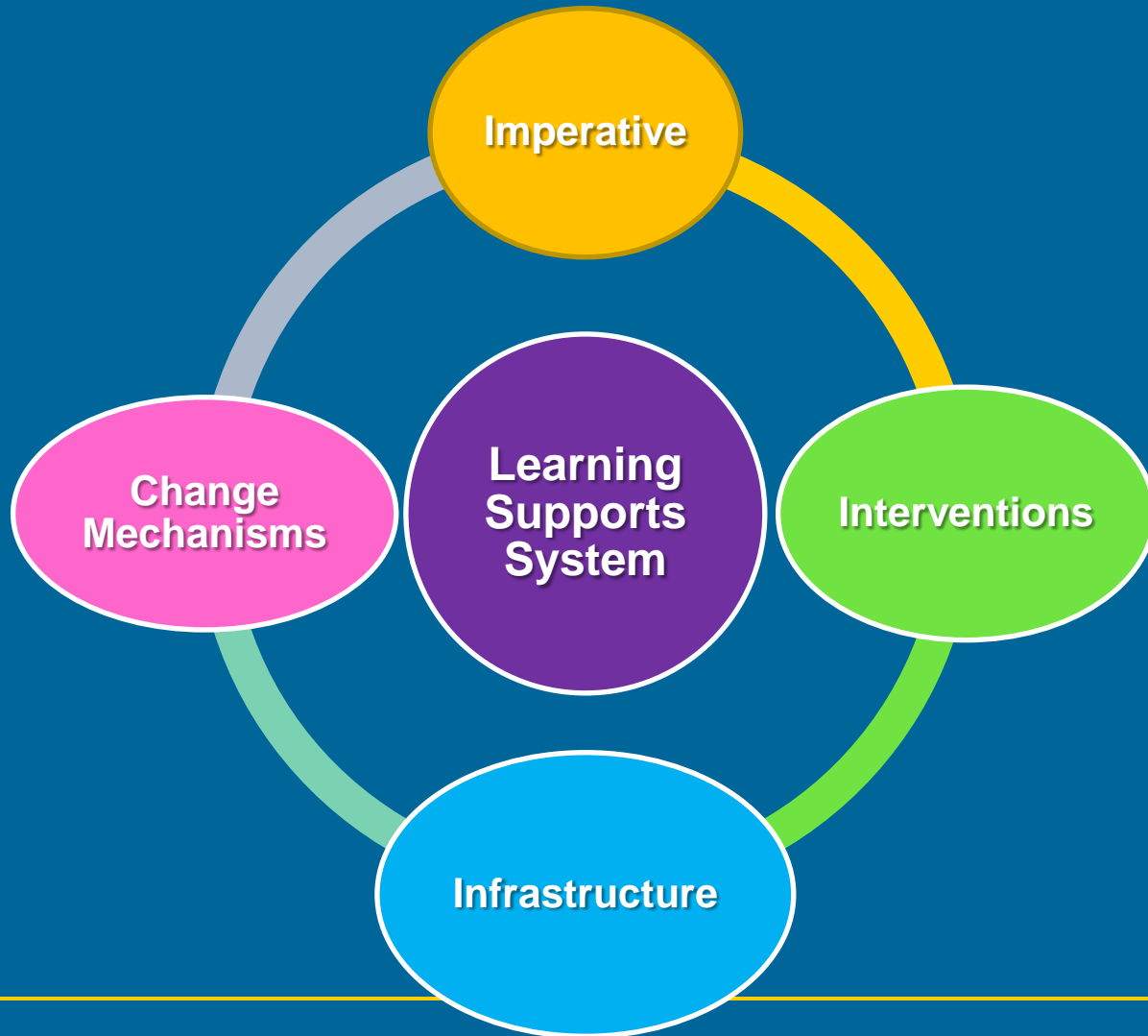


“Do I get partial credit for simply having the courage to get out of bed and face the world again today?”

Topics to Tackle

- I. **Why** is a *System of Learning Supports Imperative* for School Improvement ?
- II. **What** is a System of Learning Supports and the required policies, intervention and infrastructure development?
- III. **How** is the systemic change process implemented to insure capacity building and sustainability?

The Work of a Learning Supports System



We just missed the school bus.

*\ Don't worry. I heard the principal say
\ no child will be left behind.*



I. Why is a *system* of learning supports *imperative* for school improvement?

6

- **Two Major Assumptions for Improvement**
 - Teachers should not be expected to, never mind being held accountable for, *doing it alone!*
 - Current school improvement policy and practice is too limited to ensure ALL students have an equal opportunity to succeed at school

- **Limited Focus Contributes to:**
 - Dropouts – Students and Teachers !
 - Schools - Too many low performing or plateau effect
 - Achievement gap is still an issue

Three Lenses for Viewing School Improvement

7

While current policy says no child is to be left behind, viewing prevailing approaches to school improvement through the lens of the full range of learners underscores what's missing.

Three Lenses for Viewing School Improvement

8

- **Lens #1**

Do ALL youngsters - not just some - have an equal opportunity to succeed at school?

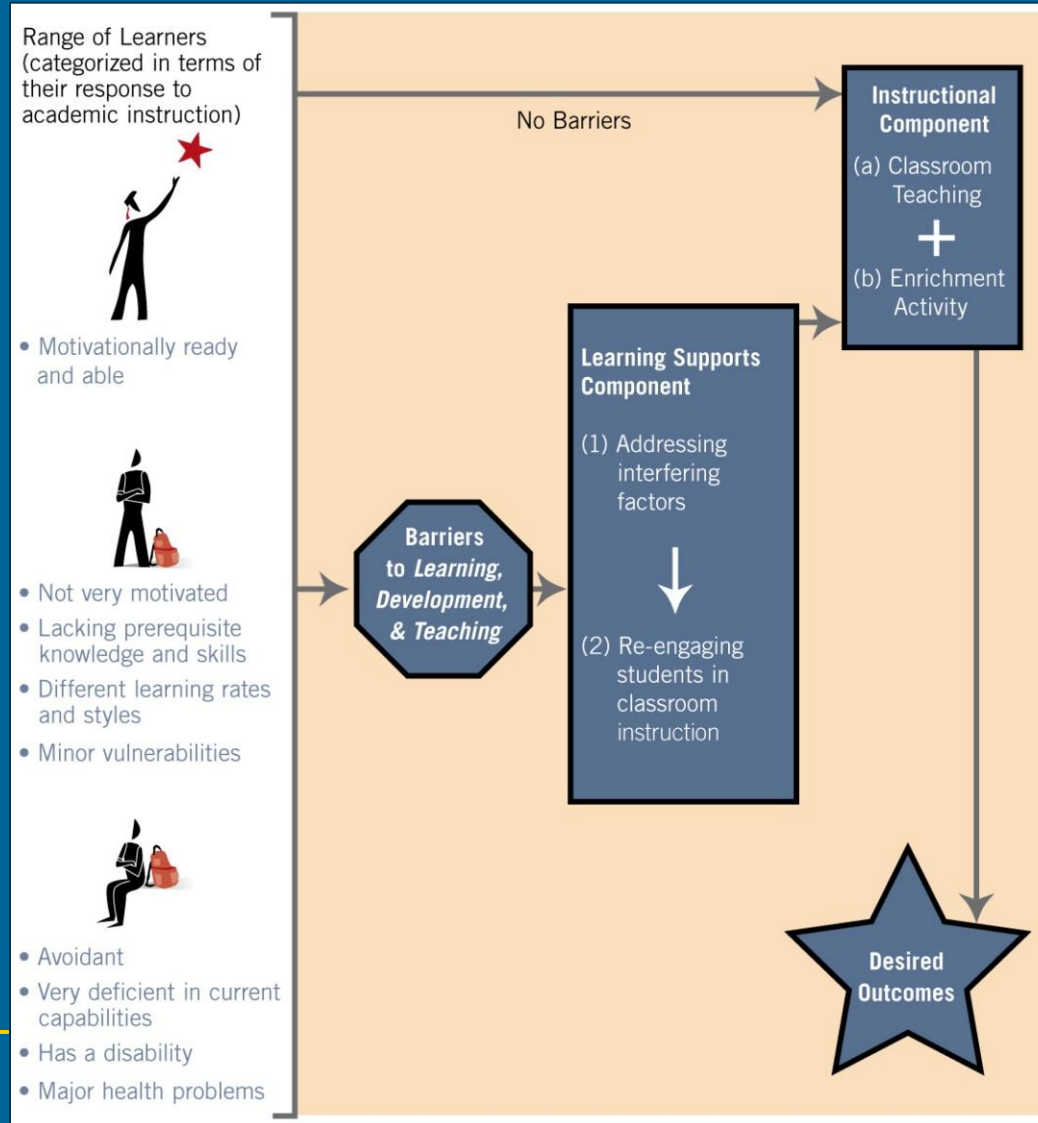
- **Lens #2**

How does school improvement address barriers to learning and teaching?

- **Lens #3**

How do school improvement practices re-engage students who have become disengaged from classroom instruction?

Lens #1 Range of Learners in a Classroom



Lens #2 Range of Barriers to Learning

10

- Environmental Conditions
 - Neighborhood
 - Family
 - School and Peers
- Individual Deficits
- Part of Holistic Approach
 - Protective Buffers
 - Promoting Full Development

Lens #3 Re-engage Learners in Classroom Learning

11

- How are Schools:
 - Maximizing Intrinsic Motivation
 - Minimizing Behavior Control Strategies
 - Avoiding Over-reliance on Extrinsics

Think ~ Pair ~ Share



12

- What are some of the external and internal barriers that interfere with students learning and teachers teaching?
- How do these barriers affect the school?
- What do schools do to address barriers to
 - Development
 - Learning and Teaching
 - Re-engaging Students in Classroom

Why? Others Have Said It Best

13

School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

Carnegie Task Force on Education

It is not enough to say that all children can learn or that no child will be left behind; the work involves achieving the vision of an American education system that enables all children to succeed in school, work and life.

Council for Chief State School Officers

School Improvement Planning: What's Missing?

Missing: A Comprehensive Focus

(1) addressing barriers to learning and teaching

AND

(2) re-engaging students who have become disconnected from classroom instruction

The missing component becomes evident when school improvement plans are analyzed with respect to

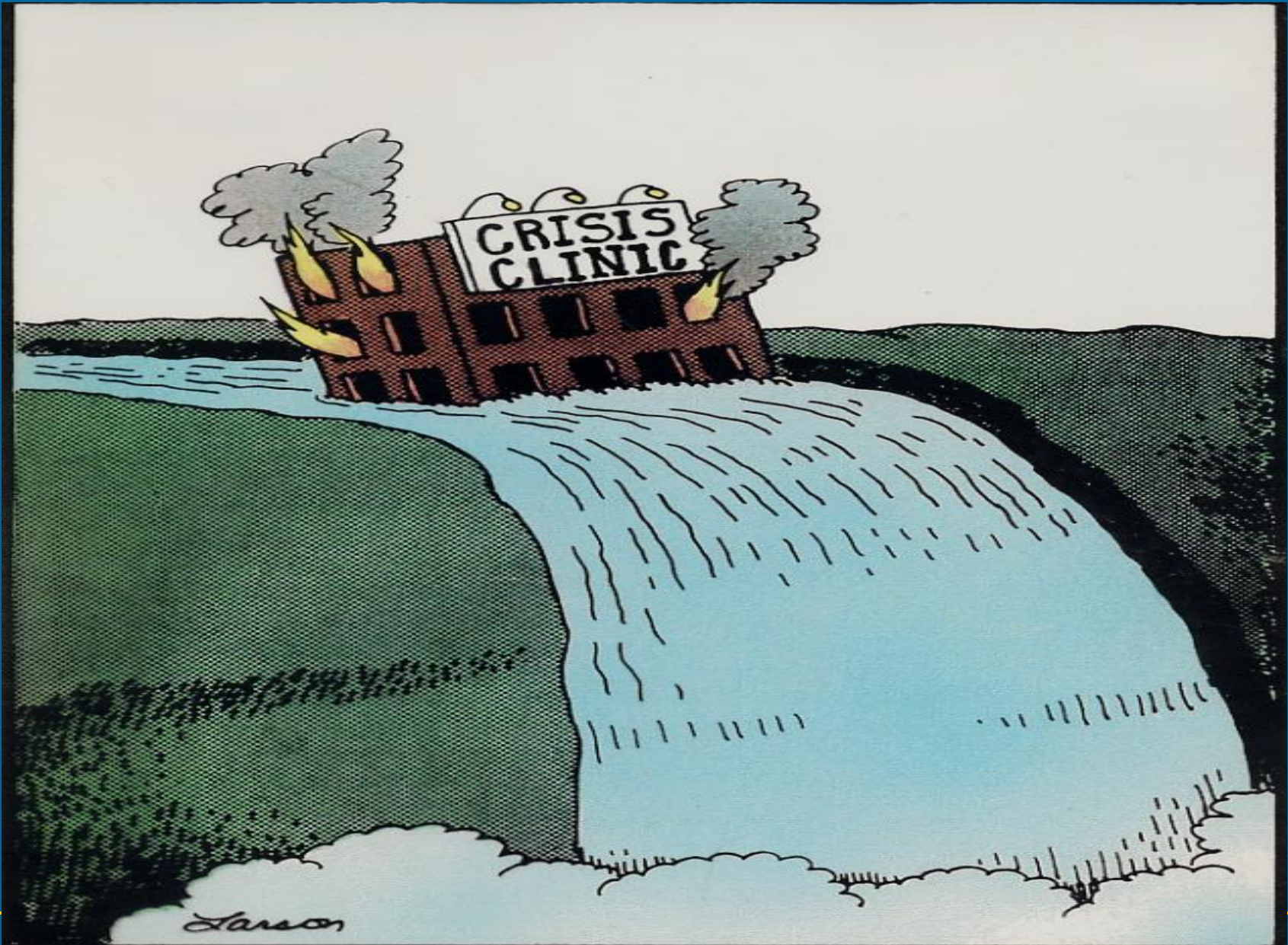
... what is planned for those students who ...

... **do not** come to school every day motivated and ready to learn.

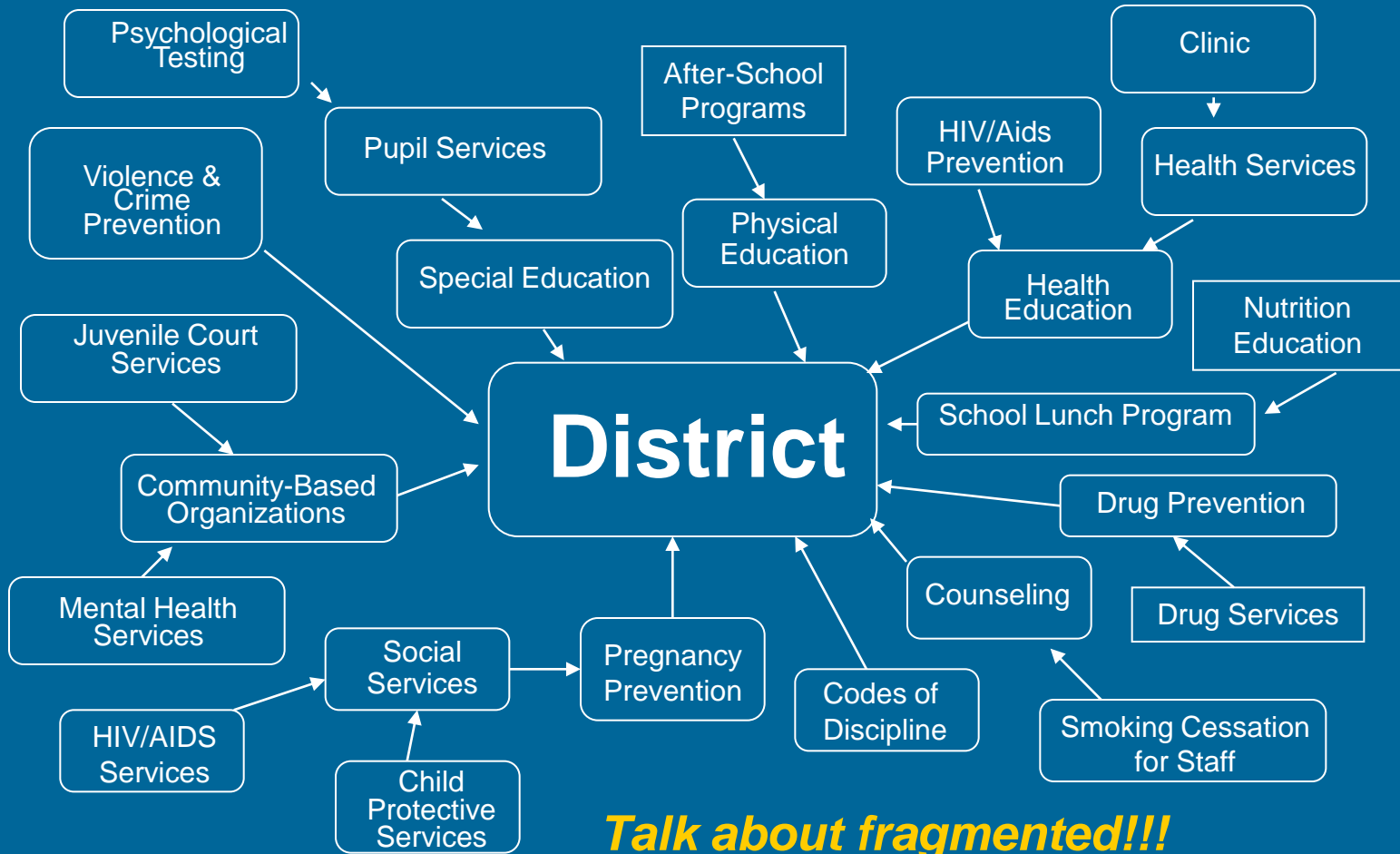
For District and Schools

Current situation for student/learning supports

- **Marginalization**
- **Fragmentation**
- **Poor cost-effectiveness**
(+/- 25% of school budget used in too limited and often redundant ways)
- **Counterproductive competition for sparse resources**
(among school support staff and with community-based professionals who link with schools)



Current Approach to Addressing Barriers



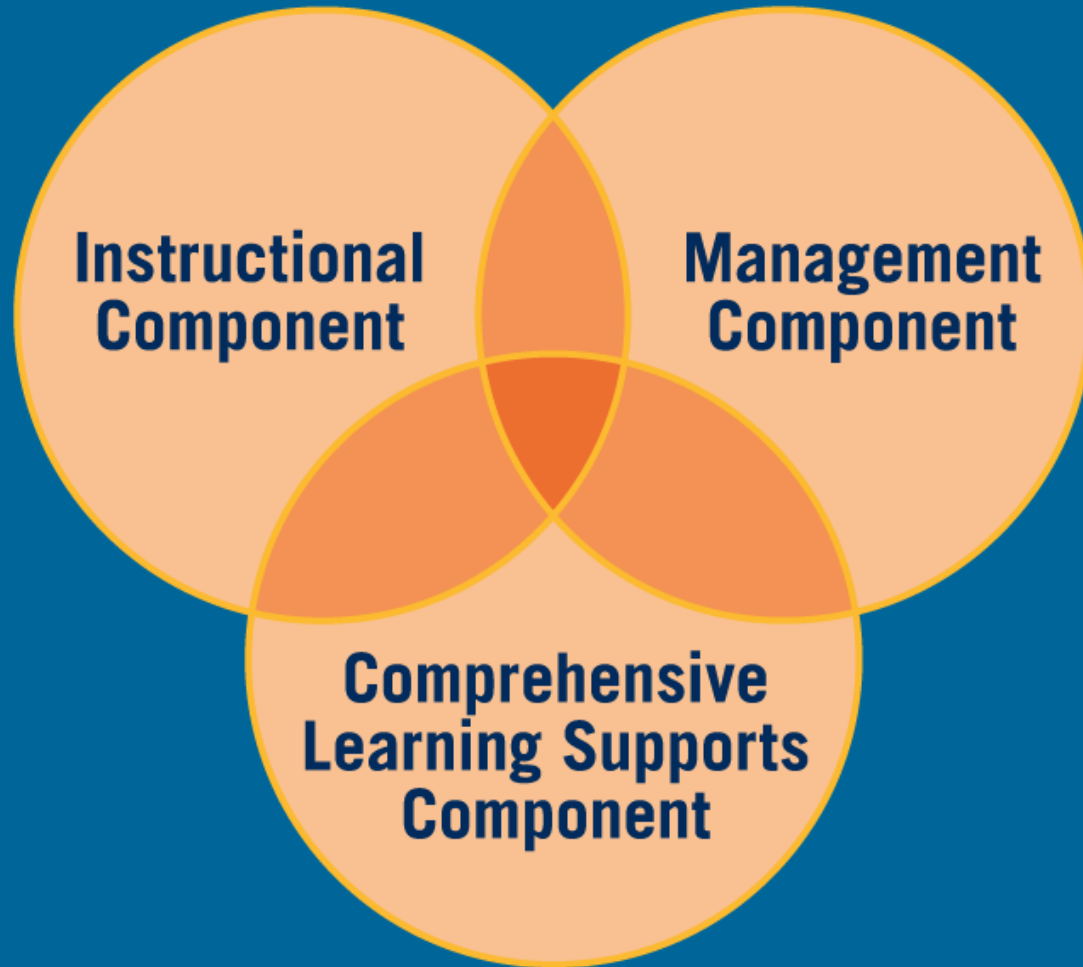
Our Messy Closet



Current Approach to School Improvement Planning

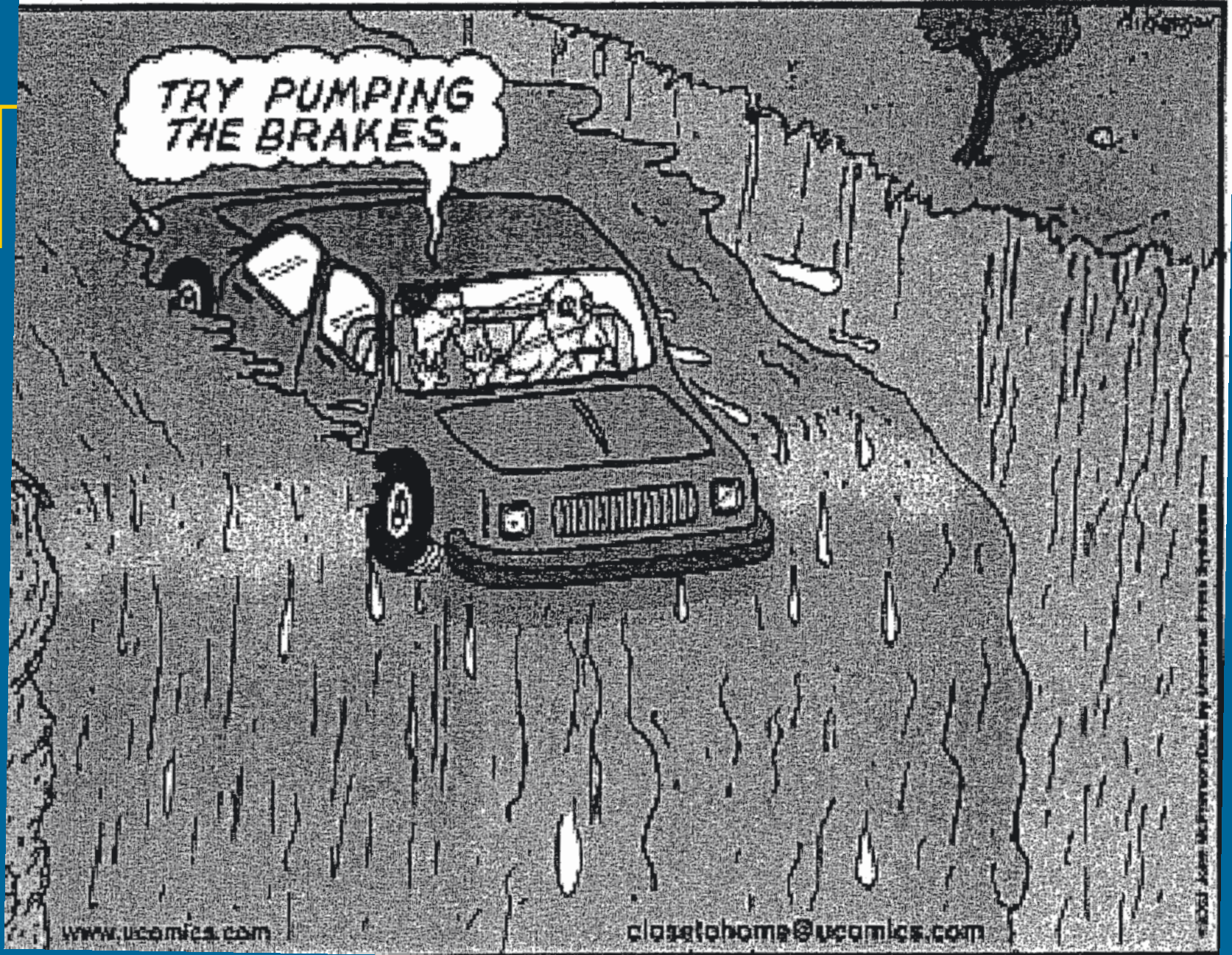


Our Goal: An Integrated Approach



BY JOHN McPHERSON

TRY PUMPING
THE BRAKES.



BREAK TIME

24

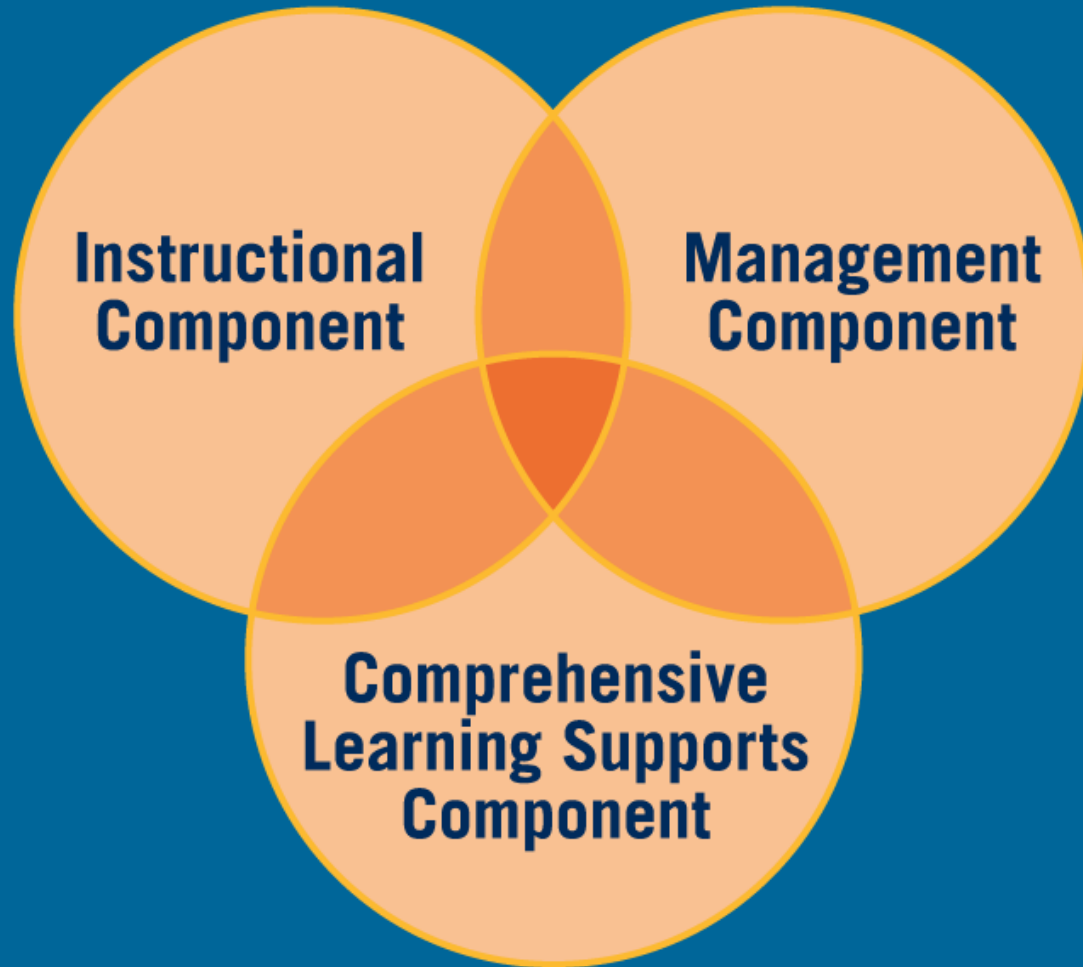


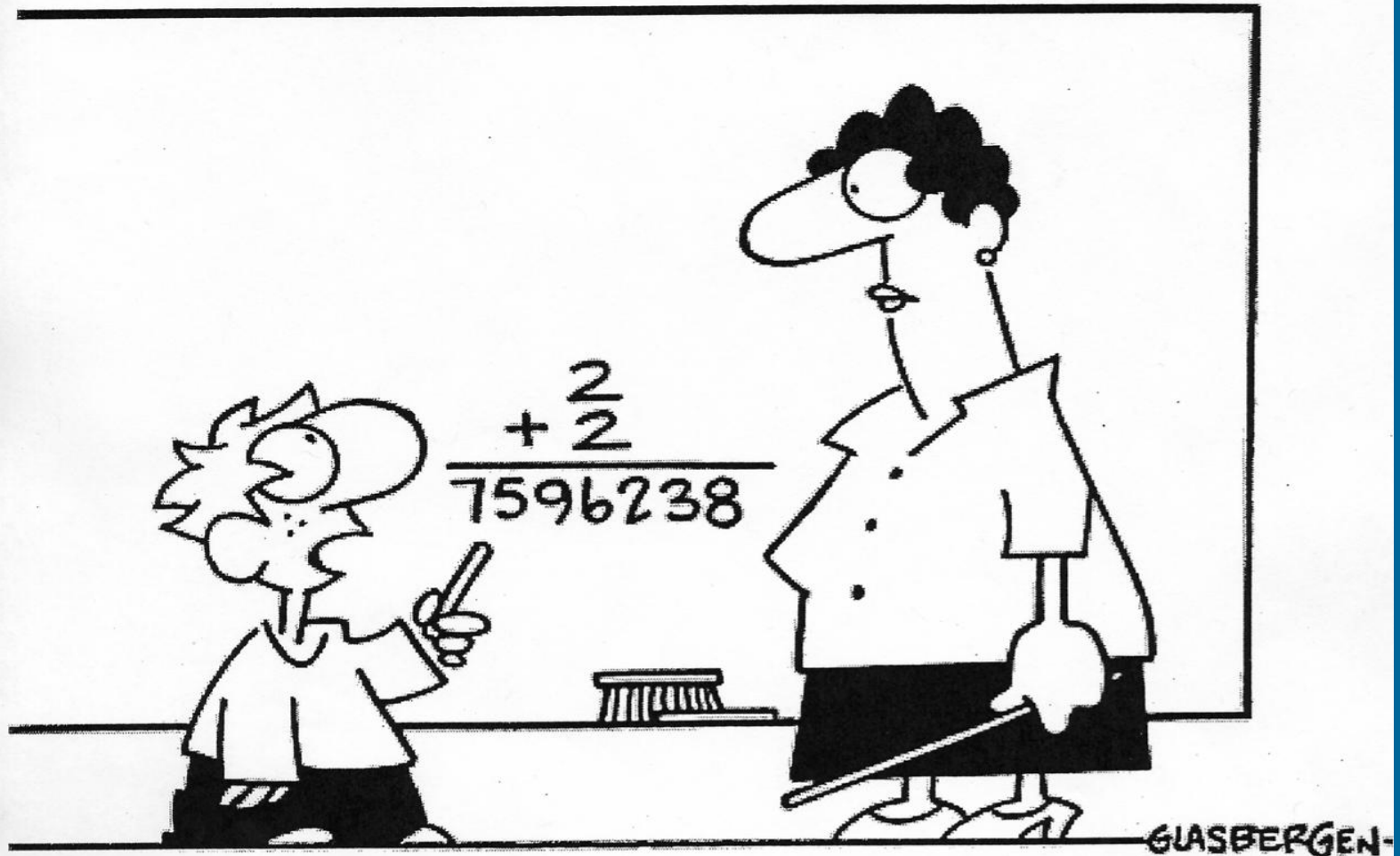
II. What is a System of Learning Supports?

A. Rethinking Intervention

- Defining Learning Supports
- A Sequential Approach
- Framing a Comprehensive *System* of Learning Supports
 - Continuum of Interventions
 - Content Arenas
 - Continuum + Content Arenas = System

Our Goal: An Integrated Approach





“In an increasingly complex world, sometimes old questions require new answers.”

Defining Learning Supports

Learning Supports are

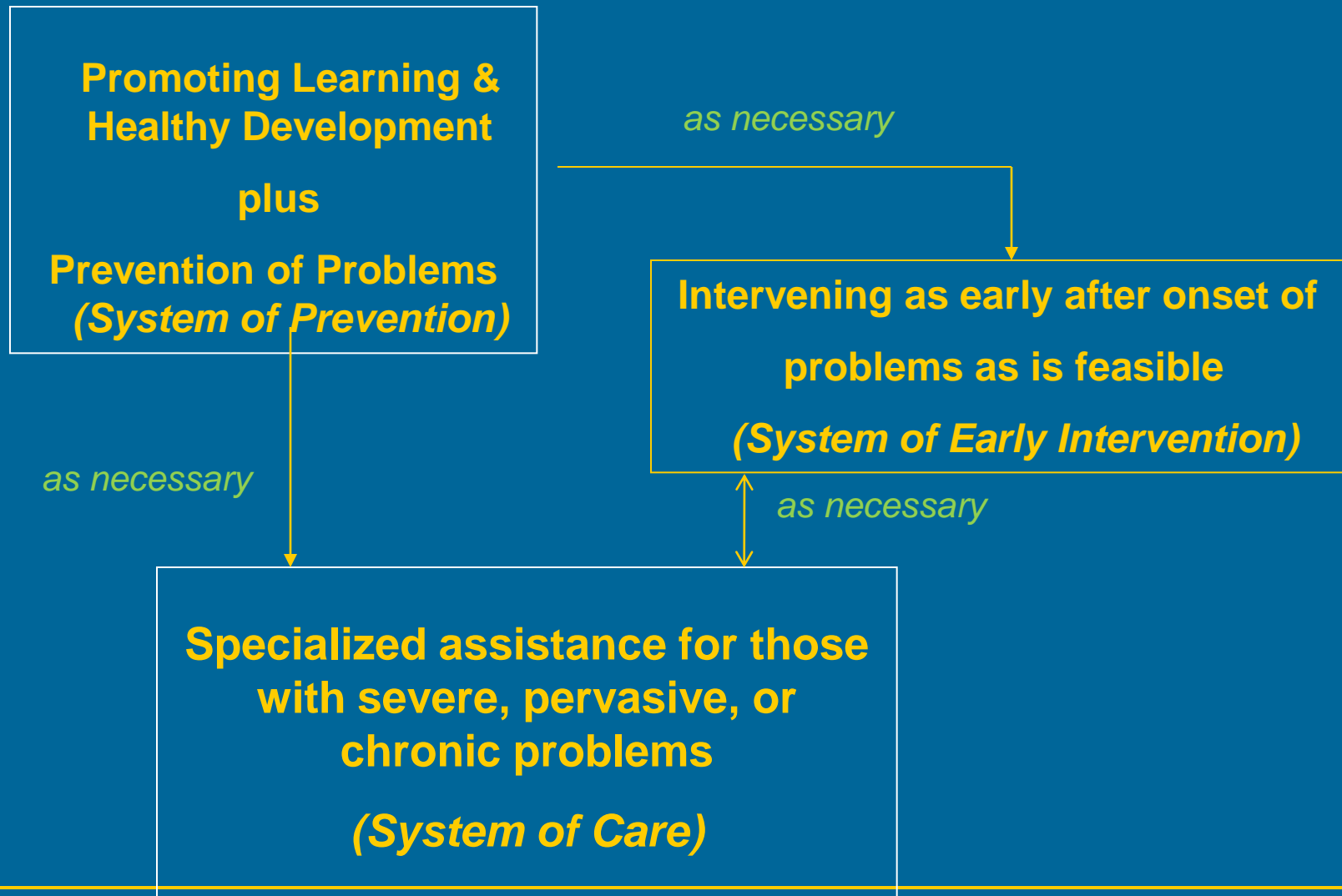
- the resources, strategies, and practices
- that provide physical, social, emotional, and intellectual supports
- to enable all students to have an equal opportunity for success at school
- by directly addressing barriers to learning and teaching and re-engaging disconnected students.

Defining Learning Supports System

A Learning Supports System

- is comprehensive, multifaceted and cohesive
- provides supportive interventions in classrooms and schoolwide
- is fully integrated with efforts to improve instruction and management at school

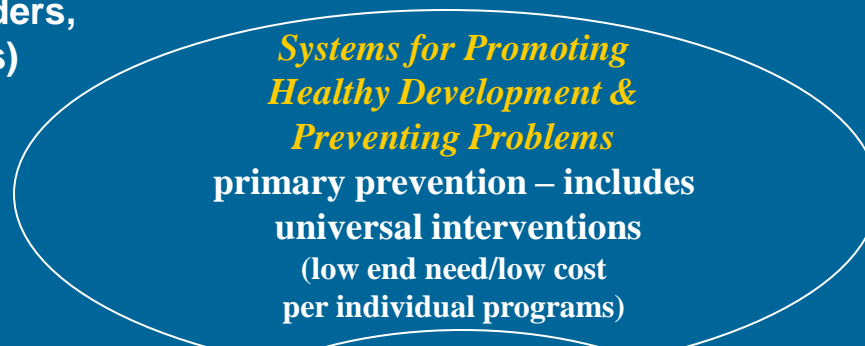
A Sequential Approach



Framing a Comprehensive System: Continuum of Interventions

School Resources
(facilities, stakeholders,
programs, services)

Community Resources
(facilities, stakeholders,
programs, services)



**Systems for Promoting
Healthy Development &
Preventing Problems**
primary prevention – includes
universal interventions
(low end need/low cost
per individual programs)

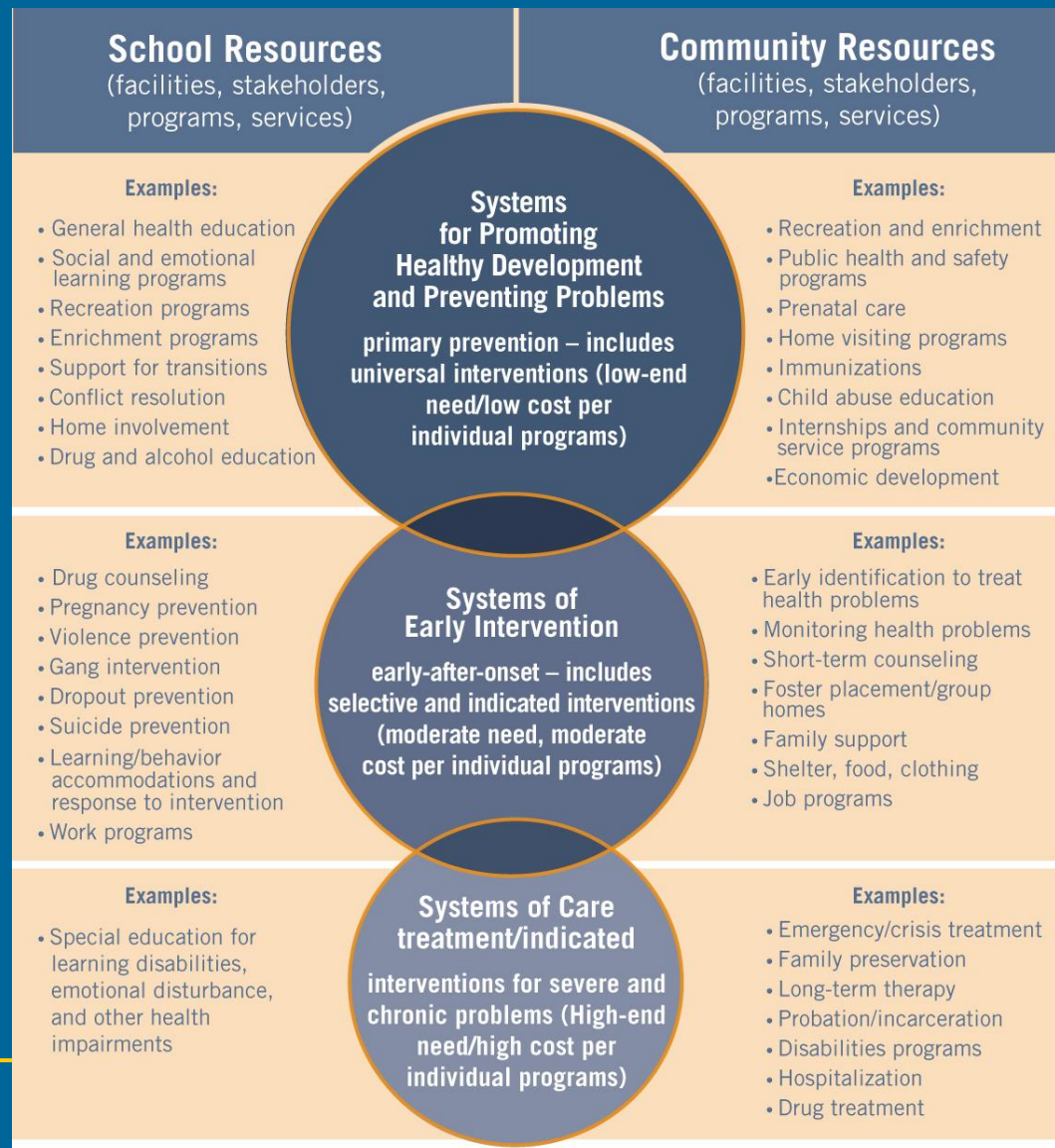
See examples

See examples

Systems of Early Intervention
early-after-onset – includes
selective & indicated interventions
(moderate need, moderate
cost per individual)

Systems of Care
treatment/indicated
interventions for severe and
chronic problems
(High end need/high cost
per individual programs)

The Continuum with Examples



Sequence of Interventions

Range of Learners (categorized in terms of their response to academic instruction)



- Motivationally ready and able



- Not very motivated
- Lacking prerequisite knowledge and skills
- Different learning rates and styles
- Minor vulnerabilities



- Avoidant
- Very deficient in current capabilities
- Has a disability
- Major health problems

Systems for Promoting Healthy Development and Preventing Problems

primary prevention – includes universal interventions (low-end need/low cost per individual programs)

Systems of Early Intervention

early-after-onset – includes selective and indicated interventions (moderate need, moderate cost per individual programs)

Systems of Care treatment/indicated

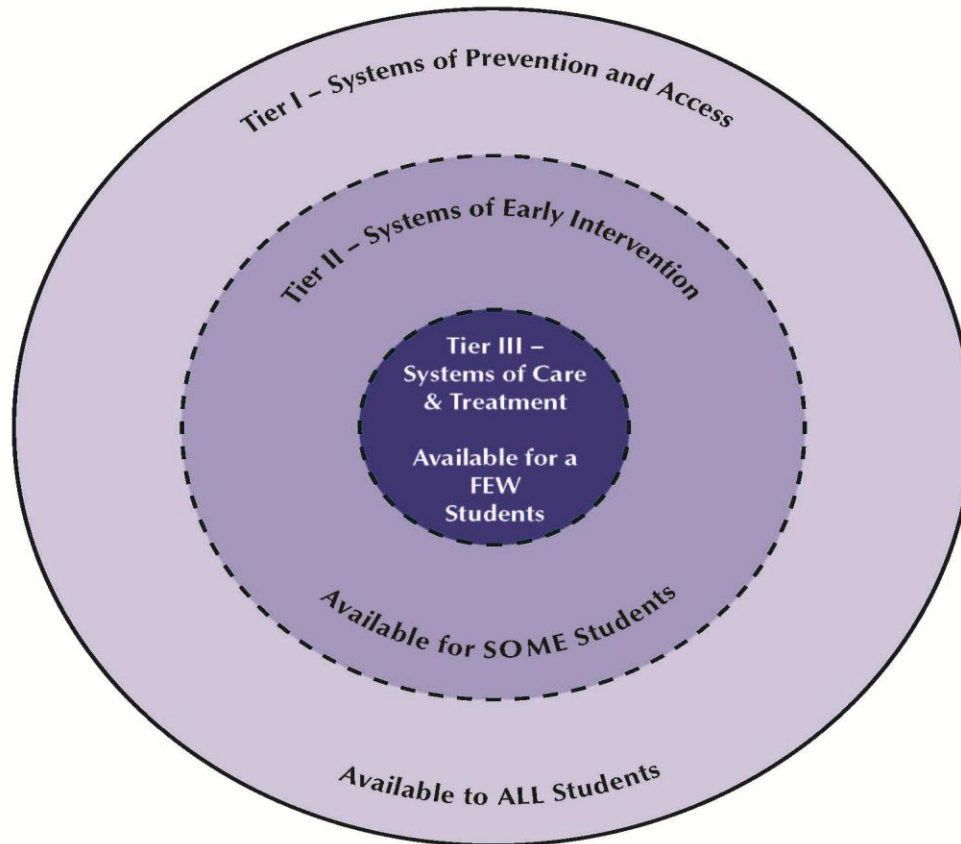
interventions for severe and chronic problems (High-end need/high cost per individual programs)

Tier I
All

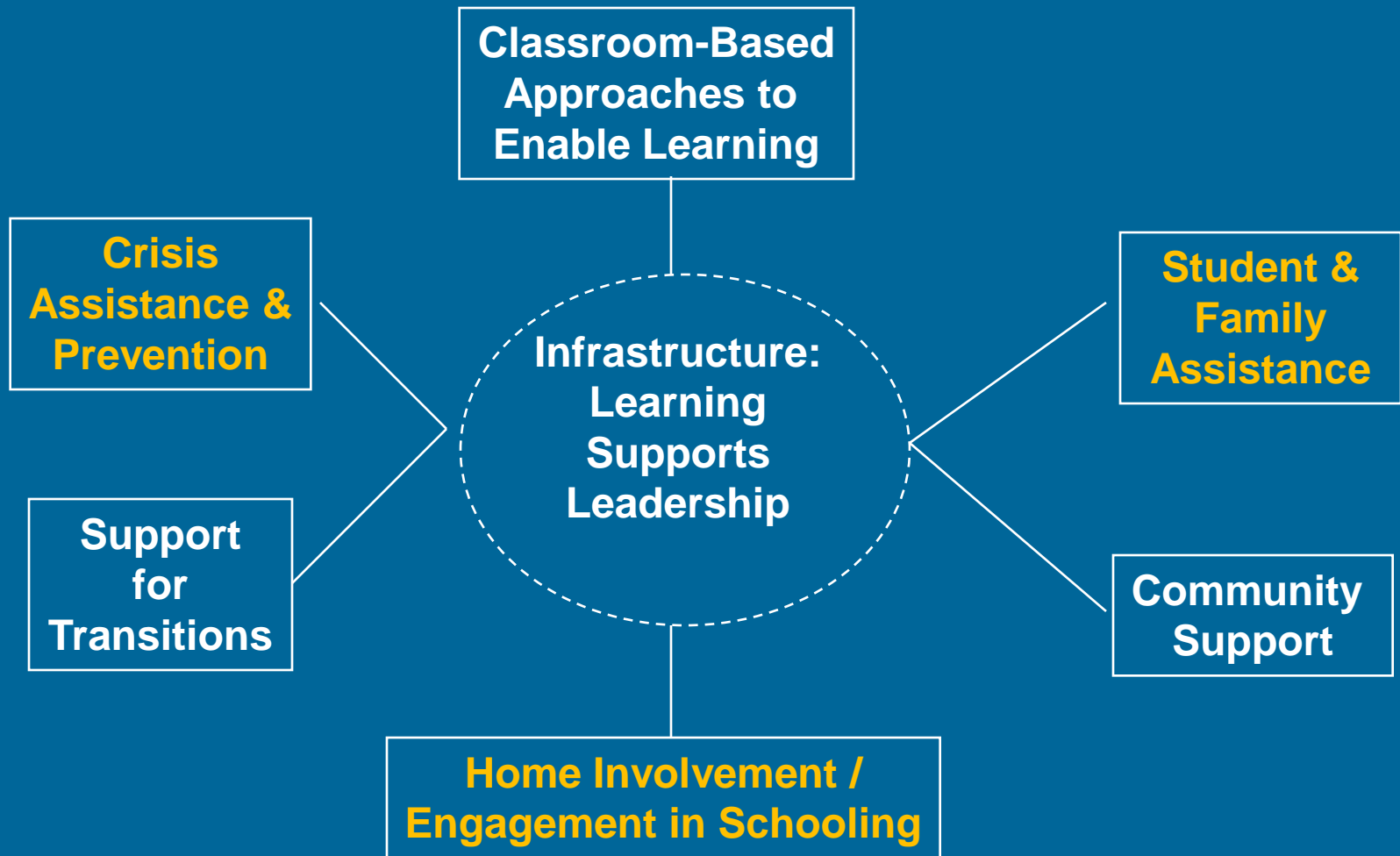
Tier II
Some

Tier III
Few

Connecting Learning Supports and Response to Intervention (RtI)



Framing a Comprehensive System: Basic Content Arenas



Classroom Based Approaches

EXAMPLES OF ACTIVITIES

- Opening the classroom door to bring in available supports
- Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals
- Enhancing and personalizing professional development
- Curricular enrichment and adjunct programs
- Classroom and school-wide approaches used to create and maintain a caring and supportive climate

Crisis Assistance and Prevention

EXAMPLES OF ACTIVITIES

- Ensuring immediate assistance in emergencies so students can resume learning
- Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs
- Mobilizing staff, students, and families to anticipate response plans and recovery efforts
- Creating a caring and safe learning environment
- Working with neighborhood schools and community to integrate planning for response and prevention

Support for Transitions

EXAMPLES OF ACTIVITIES

- Welcoming & social support programs for newcomers
- Daily transition programs (e.g., before/after school, lunch)
- Articulation programs
- Summer or intersession programs
- School-to-career/higher education
- Broad involvement of stakeholders in planning for transitions

Home Involvement in Schooling

EXAMPLES OF ACTIVITIES

- Addressing specific support and learning needs of family
- Improving mechanisms for communication and connecting school and home
- Involving homes in student decision making
- Enhancing home support for learning and development
- Recruiting families to strengthen school and community

Community Support

EXAMPLES OF ACTIVITIES

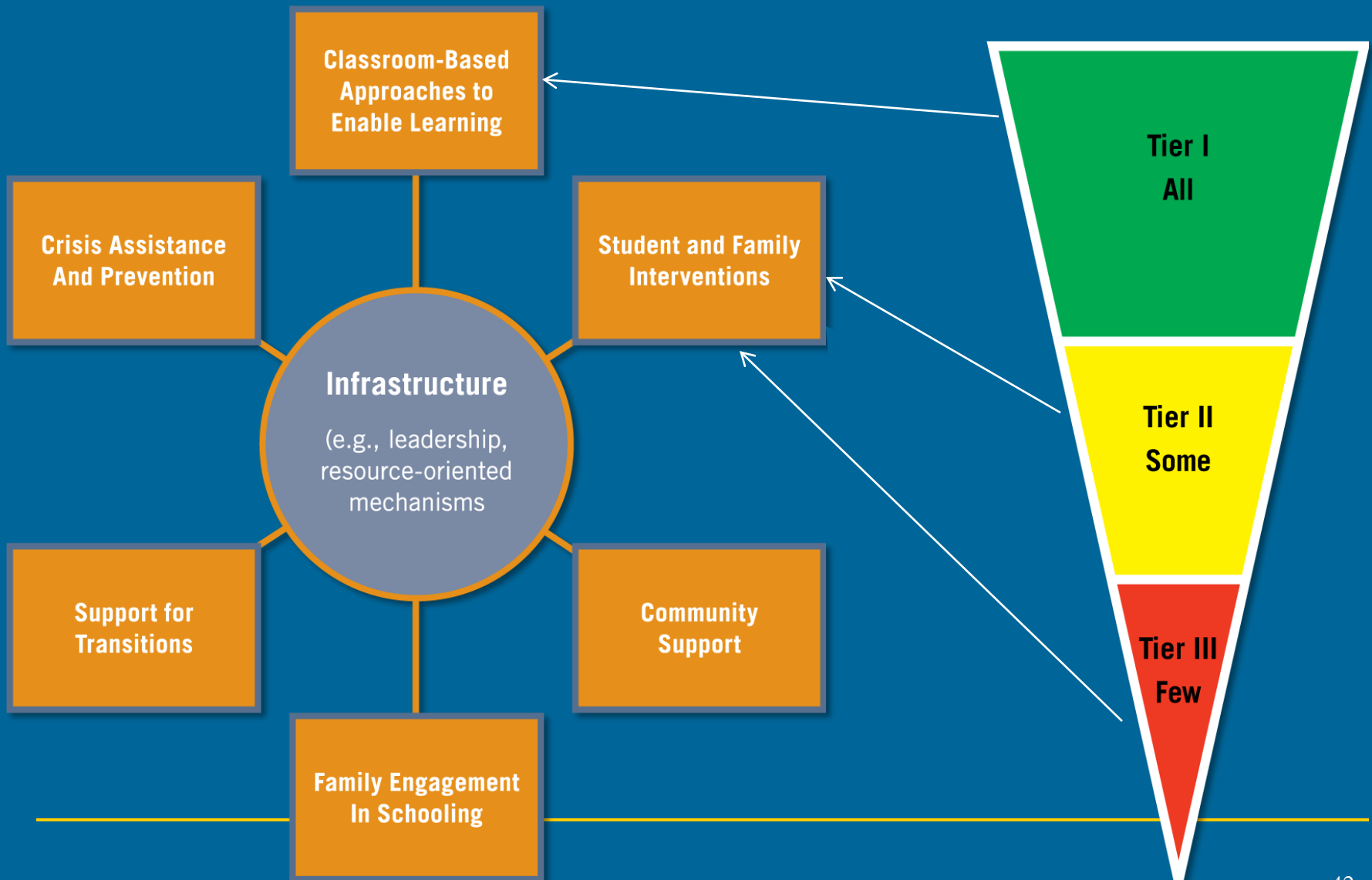
- Planning and implementing outreach to recruit a wide range of community resources
- Systems to recruit, screen, prepare, and maintain community resource involvement
- Reaching out to students and families who don't come to school regularly – including truants and dropouts
- Connecting school and community efforts to promote child and youth development and a sense of community

Student and Family Interventions

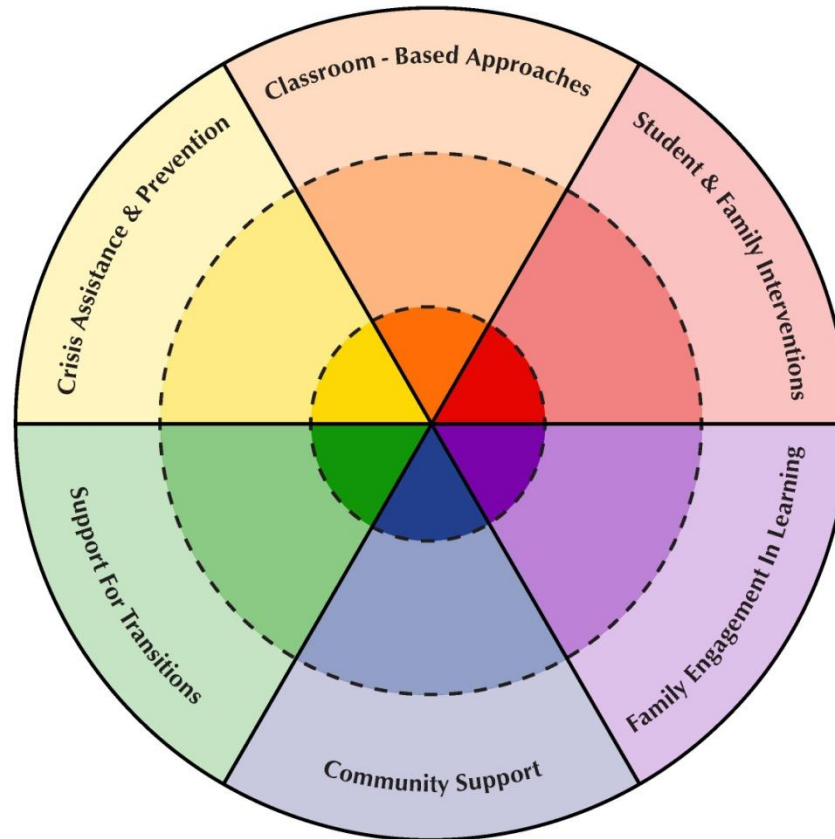
EXAMPLES OF ACTIVITIES

- Providing support as soon as a need is recognized and doing so in the least disruptive ways
- Referral interventions for students and families
- Enhancing access to direct interventions for health, mental health, and economic assistance
- Care monitoring, management, information sharing, and follow-up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective
- Mechanisms for resource coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness

The RTI Connection to Learning Supports



Tiered Learning Supports By Arena



Organizing Our Closet



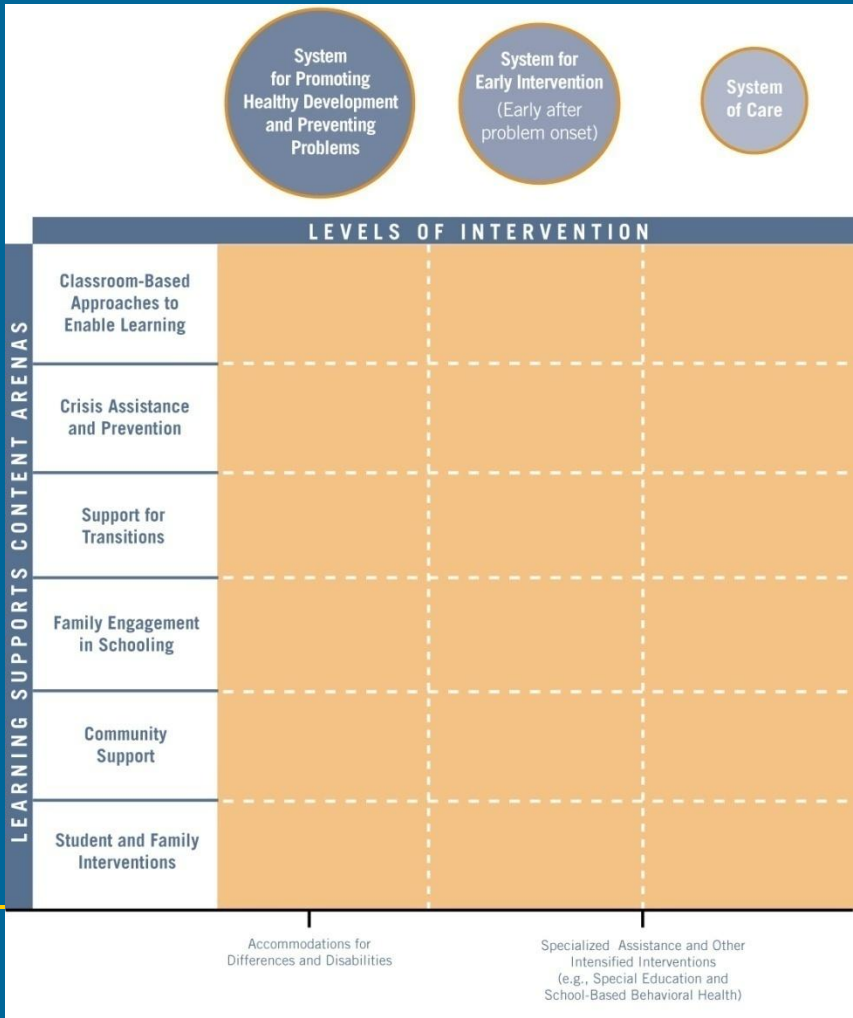
Continuum



Content
Arenas



System of
Learning
Supports



**There's never time to
plan things right.**

**\ True, but there's always time
 \ to do things wrong!
 \ /**



Think ~ Pair ~ Share



47

- Using the *Learning Supports Staff at the School* handout, discuss the human capital impact of staff in the various positions.
- Using the *Learning Supports at Our School* “pre-mapping” handout, brainstorm school resources and record a few on the form.

LUNCH TIME

48

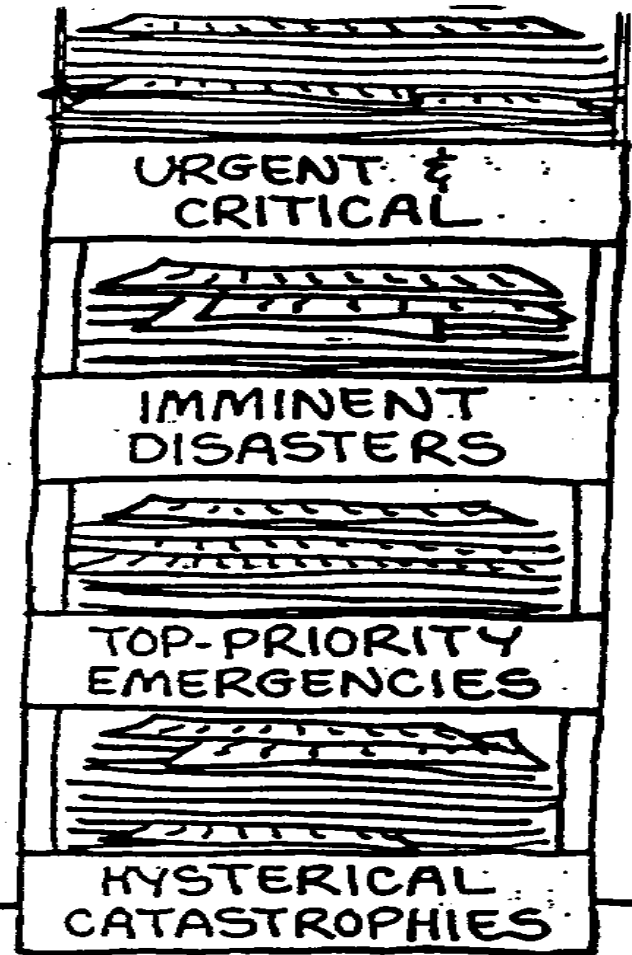
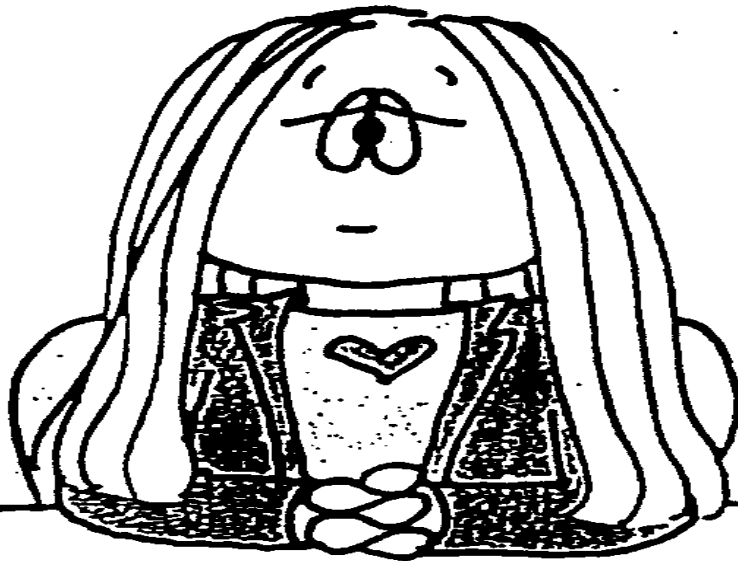


II. What is a System of Learning Supports?

B. Reworking Infrastructure

- At School
 - A Typical Infrastructure
 - An Integrated Infrastructure
 - The Learning Resource Team
- Across Schools
- At the District
- School-Community Collaborative

Some days I don't
know where to begin.



Gutwirth

I THINK

IT'S

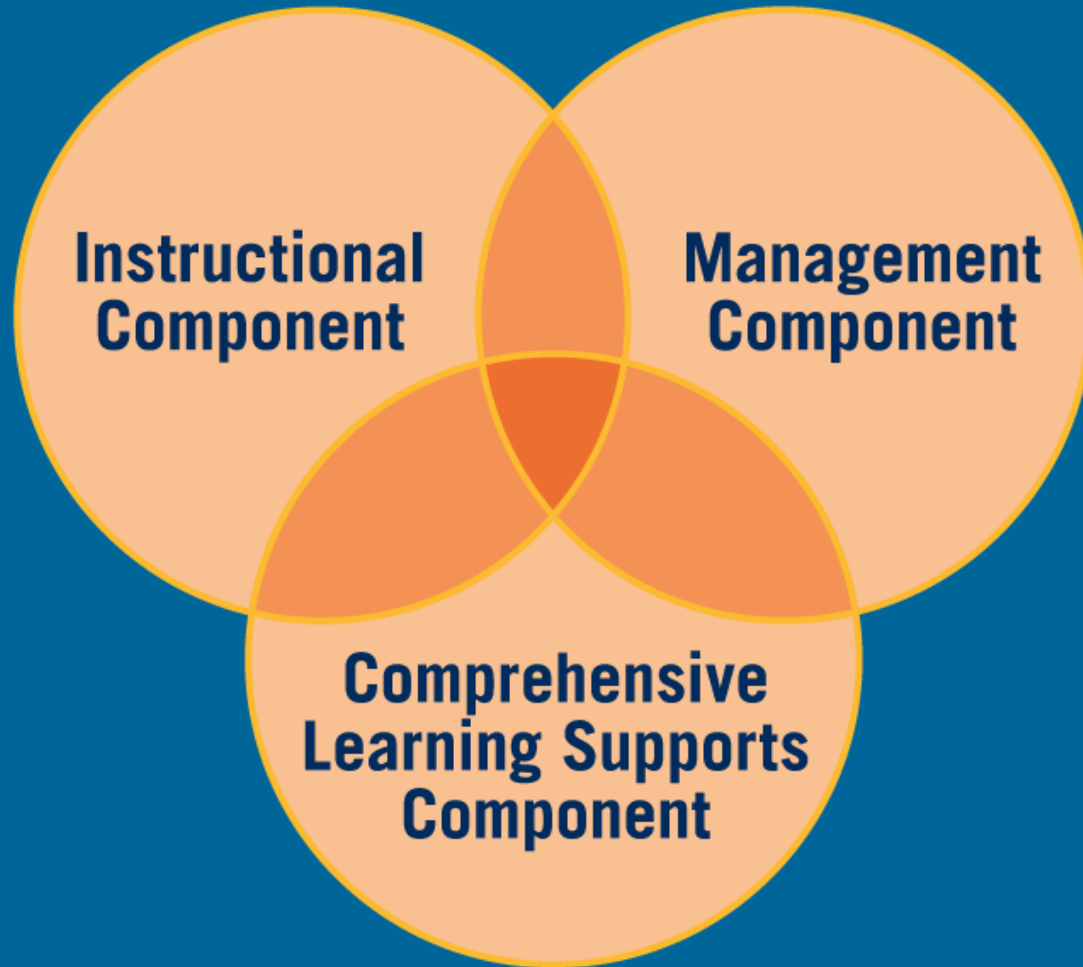
STRESS



At School: A Typical Infrastructure



At School: An Integrated Infrastructure



Remember ...

In Reworking Infrastructure

- *Function* trumps Structure

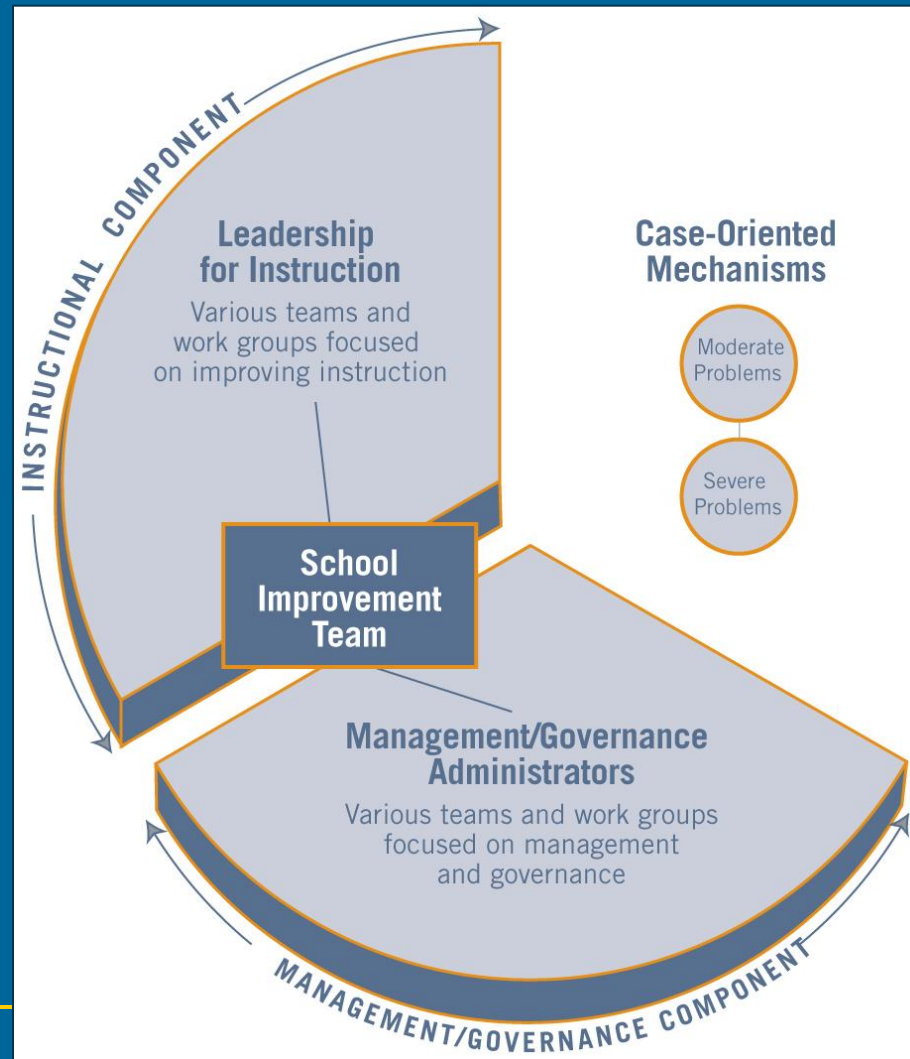
- Structure follows *Function*

- *Decide What You Need ~*

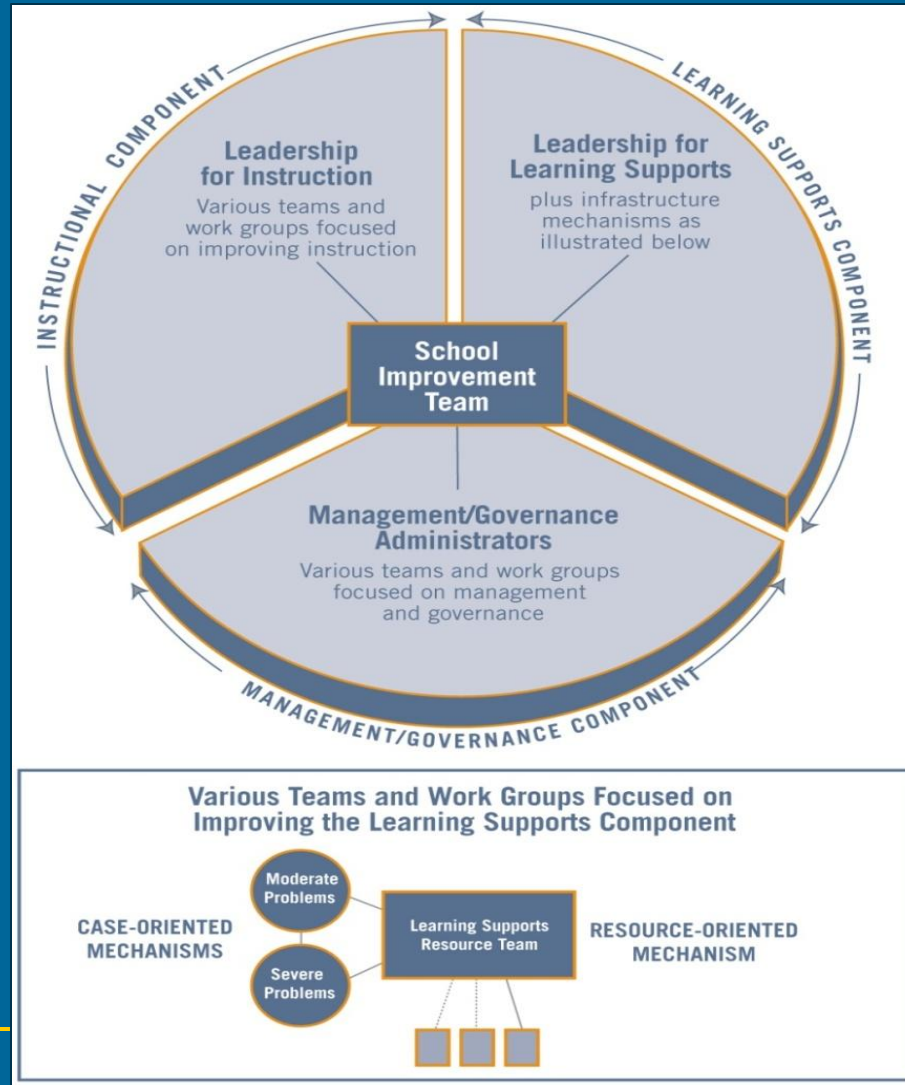
Then Build the Structure

to Get There!

At School: A Typical Team for LS



At School: An Integrated Team for LS



Think ~ Pair ~ Share



57

- Using the handout, *Practice Notes: Learning Supports ~ Enabling Learning in the Classroom* handout, read page 1 (overview) and page 2, “An Example of a Role that Others Can Play in the Classroom ...”
- Discuss positive examples of schools in your district that are focused on enabling learning in the classroom.

***About a
Learning Supports
Resource Team***

Identifying the Learning Supports Staff

- *Administrative Leader for Learning Supports*
 - *School Psychologist*
 - *School Nurse*
 - *Pupil Services & Attendance Counselor*
 - *Social Worker*
 - *Counselors*
 - *Dropout Prevention Program Coordinator*
 - *Title I and Bilingual Coordinators*
 - *Resource and Special Education Teachers*
- Other important resources:
- *School-based Crisis Team Members*
 - *School Improvement Program Planners*
 - *Community Resources*

*Such a list should include a brief description of programs and services and times available

Learning Support Resource Team

What you probably have is
a Case-Oriented Team

(Focused on specific individuals
and discrete services)

Sometimes called:

- Child/Student Study Team
- Student Success Team
- Student Assistance Team
- Teacher Assistance Team
- IEP Team

What you also need is a
a Resource-Oriented Team

(Focused on all students and
systems to address barriers to
learning /promote healthy devel.)

Possibly called:

- Resource Coordinating Team
- Resource Coordinating Council
- School Support Resource Team
- Learning Support Resource Team

A Case-Oriented Team

EXAMPLES OF *FUNCTIONS*

- *triage*
- *referral*
- *case monitoring/management*
- *case progress review*
- *case reassessment*



A Resource-Oriented Team

EXAMPLES OF *FUNCTIONS*

- *aggregating data across students and from teachers to analyze school needs*
- *mapping resources*
- *analyzing resources*
- *enhancing resources*
- *program and system planning/development*
- *redeploying resources*
- *coordinating-integrating resources*
- *social "marketing"*



Think ~ Pair ~ Share



62

- Using the handout, *Not Another Team!*, review the diagram on page 7 (Example of an Integrated Infrastructure...) and discuss current school level infrastructure and the impact that infrastructure has on expanding to a three component model as discussed.

Leadership Beyond the School for Enhancing a System of Learning Supports

Across Schools (Feeder Pattern)

- 1-2 representatives from each School-Based Resource Team
- Facilitator for a Multi-site Resource Council

At the District

- 3-4 representatives from each Feeder Pattern
- High Level District Administrator
- School Board Subcommittee Chair

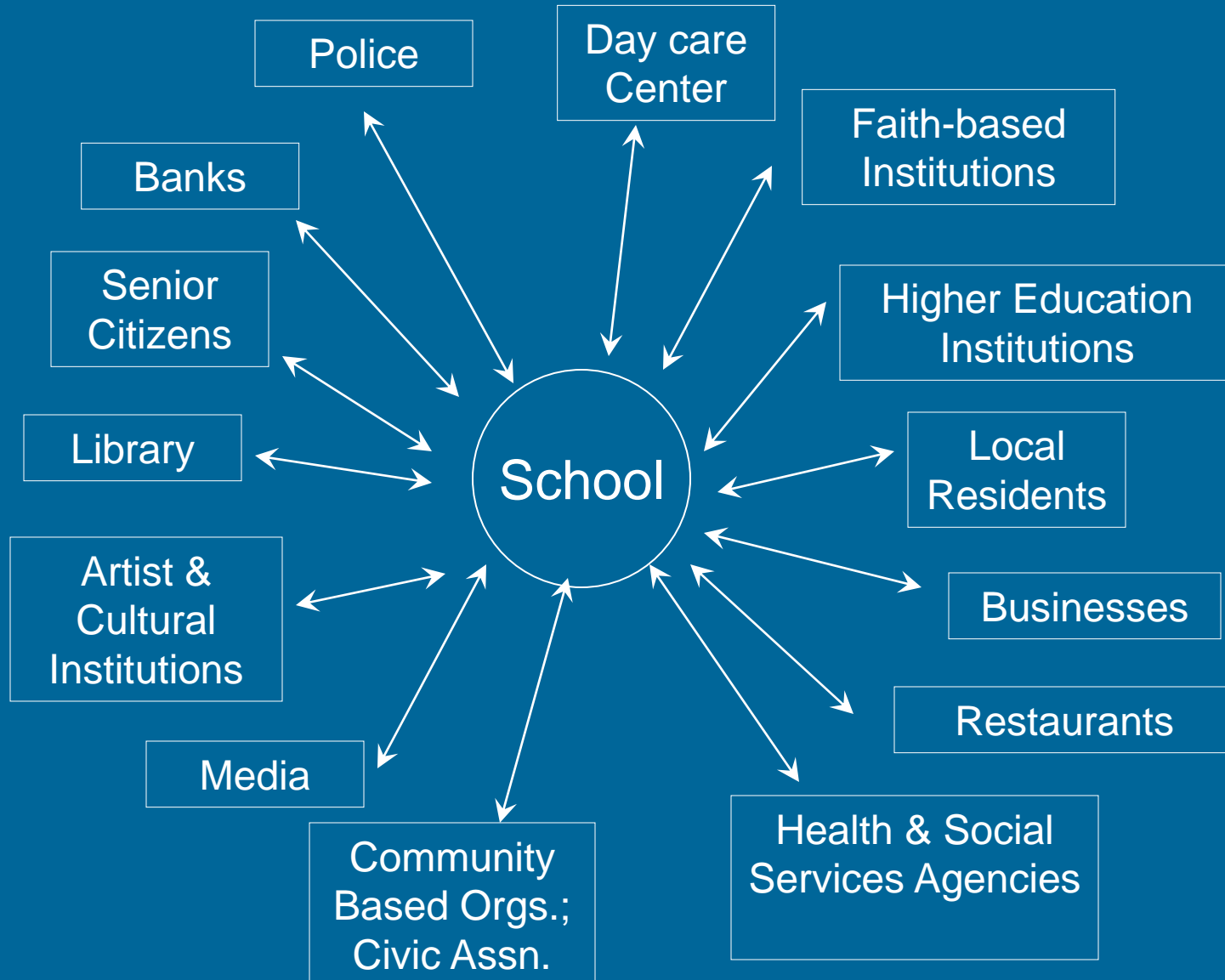
School – Community Collaborative

Can you define
collaboration for me?



Sure! Collaboration is an
unnatural act between
nonconsenting adults.





BREAK TIME

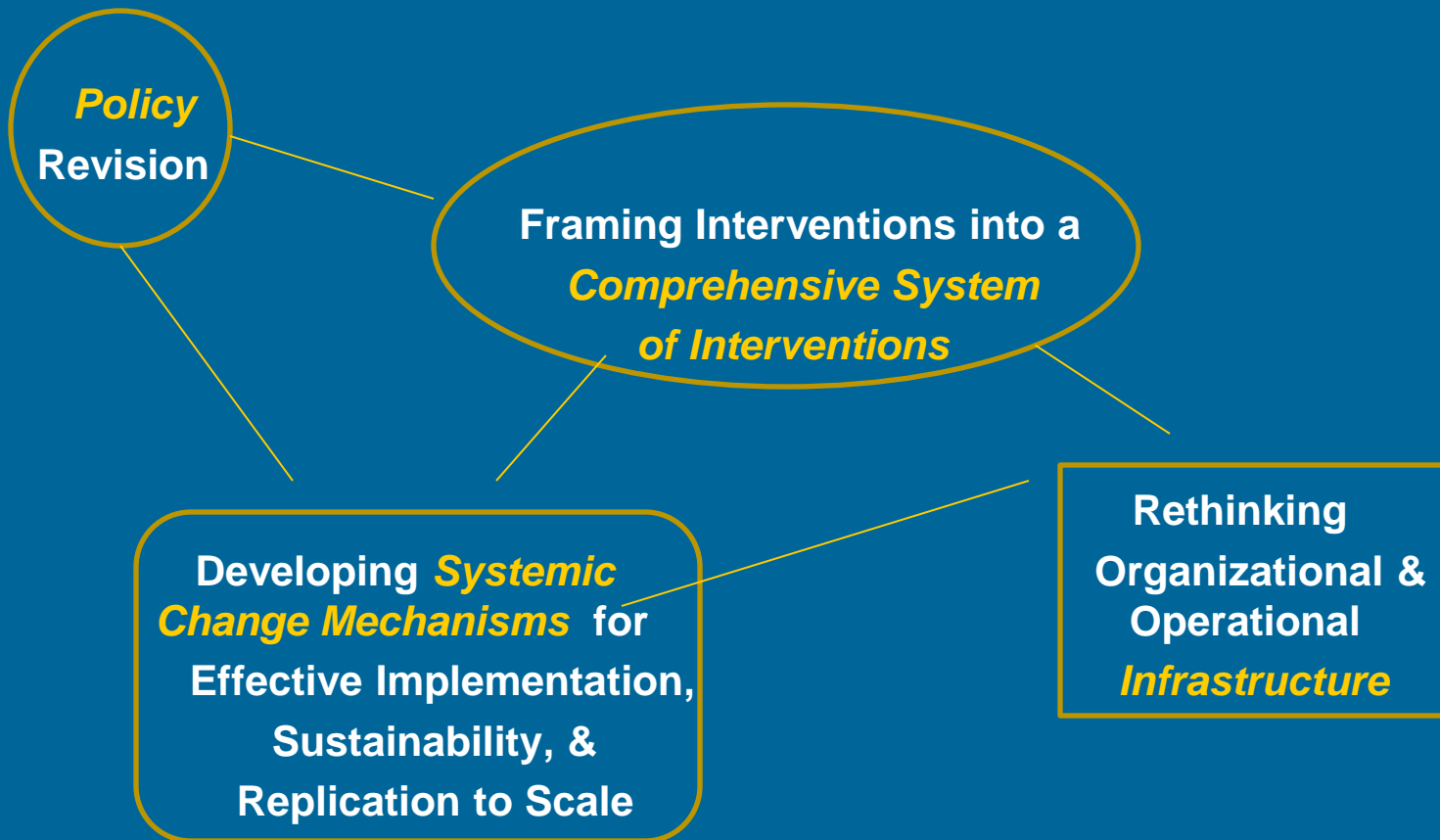
66



III. How Do We Get From Here to There?

- Four Fundamental & Interrelated Concerns
- Expanded Framework
 - Policy
 - Accountability
- Major Phases of Systemic Change
- Key Mechanisms / Logic Model

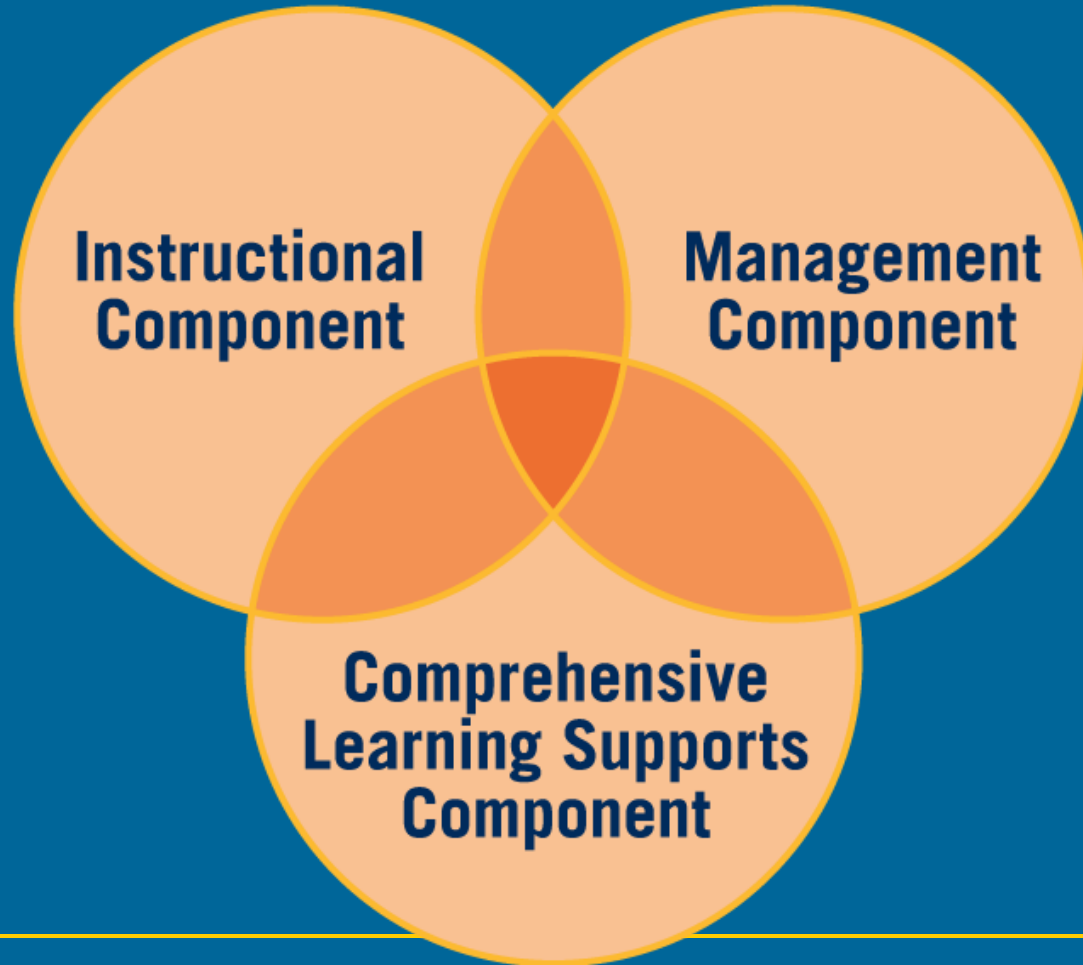
Four Fundamental and Interrelated Concerns



Expand Framework from **Current** School Improvement Policy



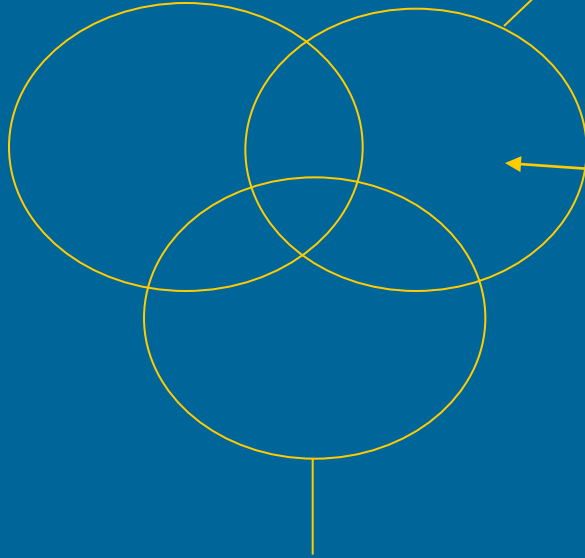
Expand Framework to **Integrated** School Improvement Policy



Policy Umbrella for School Improvement Planning

**Direct Facilitation of Learning
(Instructional Component)**

**Addressing Barriers to Learning/Teaching
(Learning Supports Component)**



**Governance and Resource Mgmt
(Management Component)**

Examples of Initiatives, programs and services that belong under the umbrella

- >positive behavioral supports
- >programs for safe and drug free schools
- >bi-lingual, cultural, and other diversity programs
- >compensatory education programs
- >family engagement programs
- >special education programs
- >mandates stemming from the *No Child Left Behind Act & other federal programs*

Expanded Policy for Accountability

Indicators of Positive Learning and Development

High Standards for *Academics*

Measure
> cognitive achievements

High Standards for *Social & Personal Functioning*

Measure
> Social and emotional engagement and learning

Community Report Cards

>increases in positive indicators
>decreases in negative indicators

Benchmark Indicators of Progress Re-engaging Students in Classroom Learning

High Standards for *Learning Supports*

Measures of effectiveness
>increased attendance & fewer tardies
>increased family involvement
>reduced misbehavior and bullying
>fewer inappropriate referrals for specialized assistance & special education
>fewer suspensions & dropouts

Planning Process



Activities Drive the Budgets



Think ~ Pair ~ Share

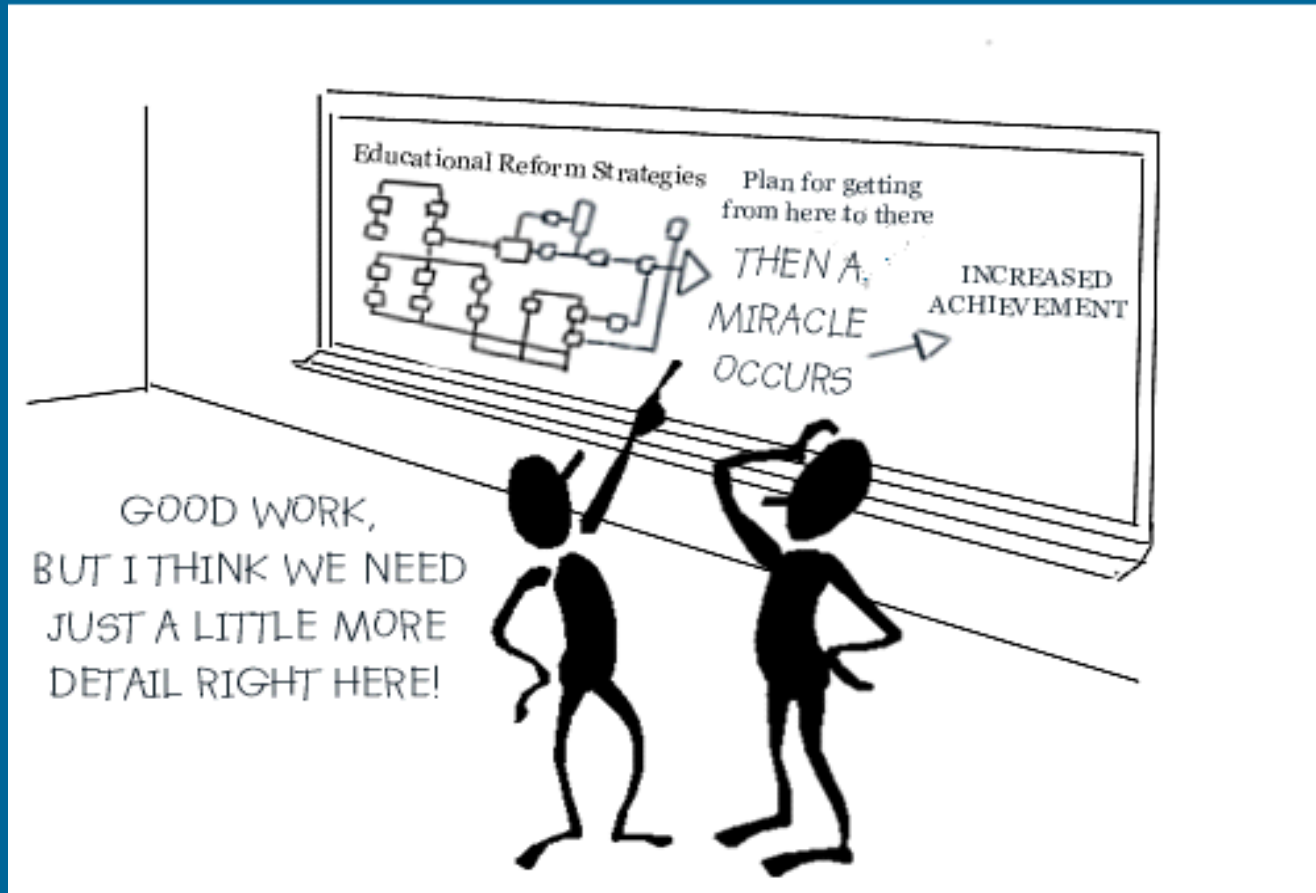


74

- To what degree does the current policy and practice framework for student/learning supports marginalize the work and contribute to ad hoc and fragmented planning and development?

Systemic Change

Is this your systemic change process?



***Good ideas and missionary zeal
may change individuals.***

***They are rarely, if ever, effective in
changing complicated organizations.***

***Organizations like schools have
traditions, dynamics, and goals of
their own.***

Seymour Sarason

***The real difficulty in changing the course
of any enterprise lies NOT in developing
new ideas but in escaping old ones.***

John Maynard Keynes

Phases of Systemic Change

ORIENTATION

Creating Readiness and Commitment

START UP / PHASE IN

Building Infrastructure and Capacity

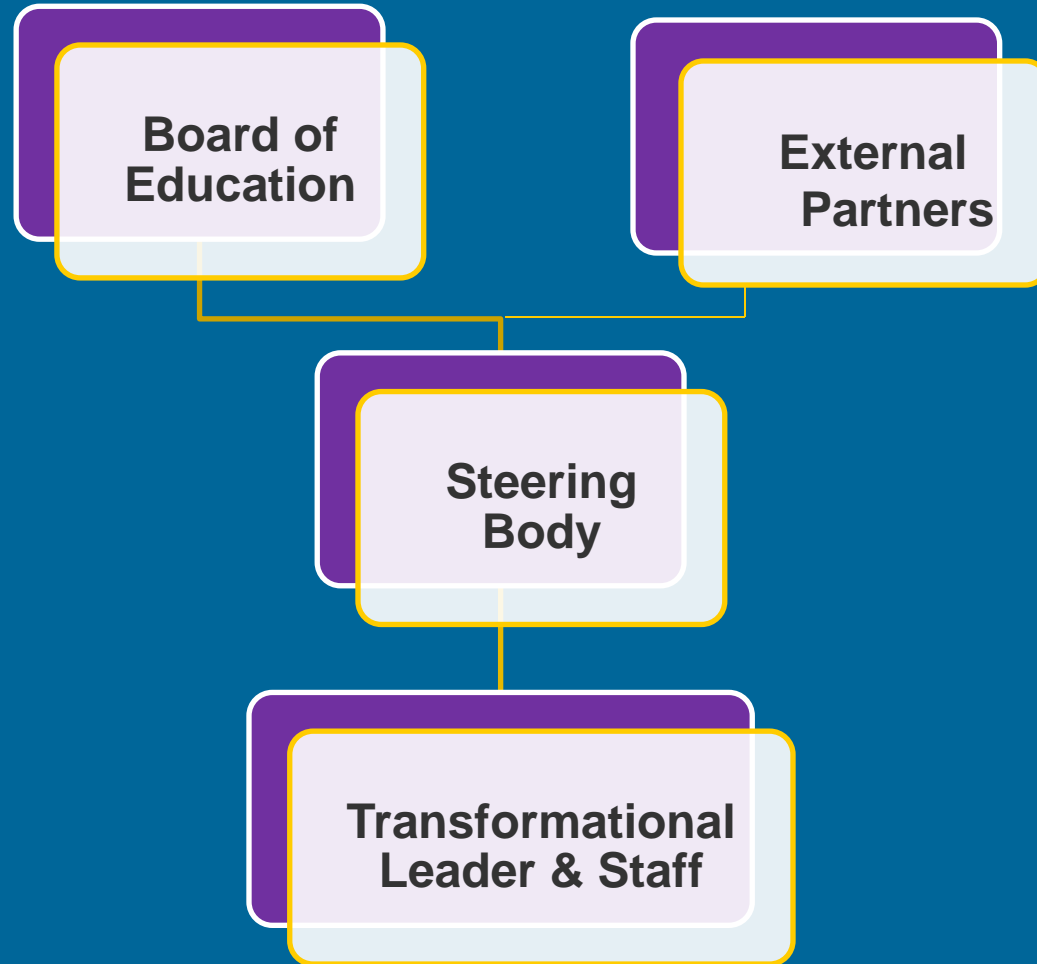
SUSTAINING

Evolving / Enhancing Outcomes

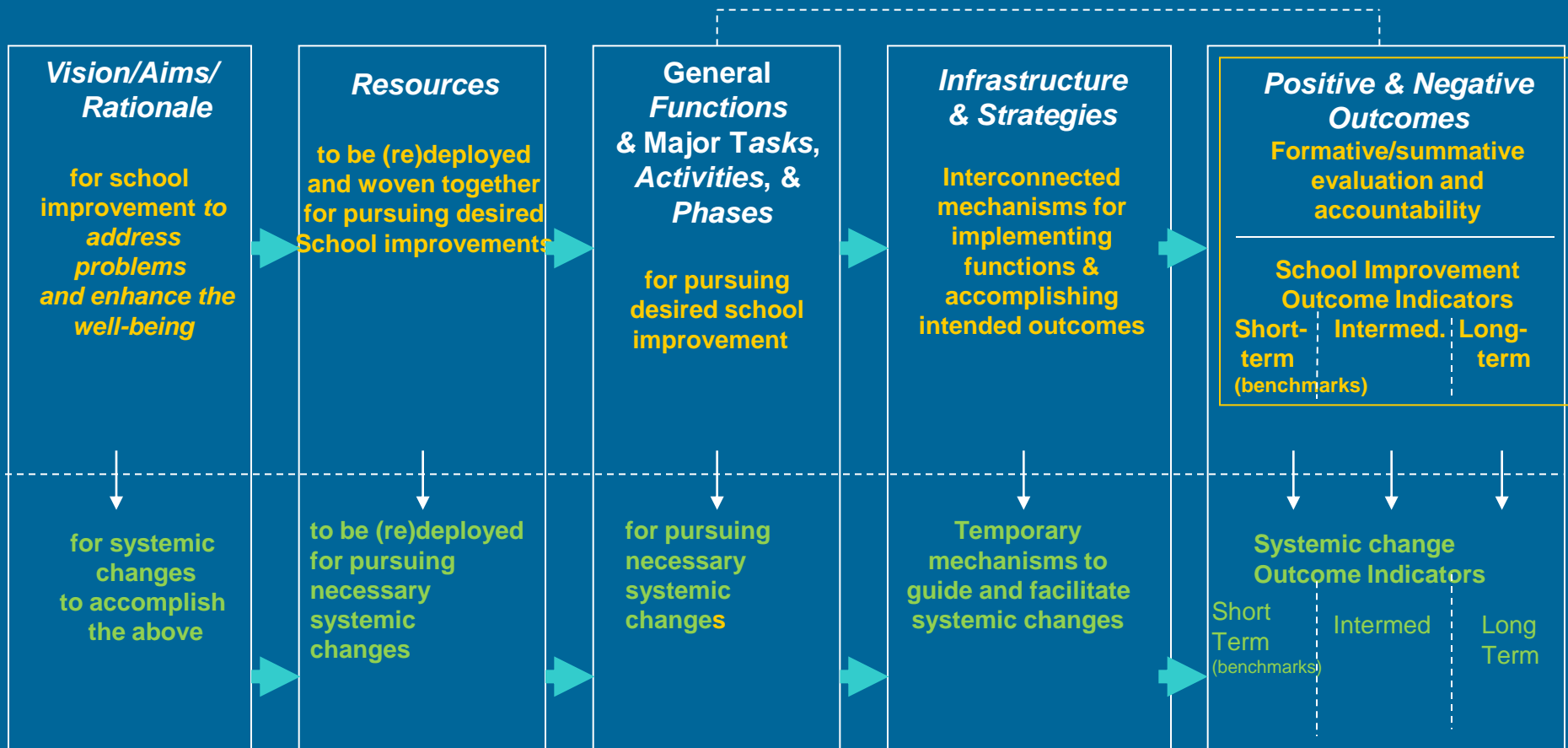
REPLICATION TO SCALE

Creative Renewal

Key Mechanisms



Linking Logic Models for School Improvement & Systemic Change



Think ~ Pair ~ Share



81

- Using the handout, *Benchmark Checklist for Monitoring ...*, discuss *DISTRICT* level next steps to developing a comprehensive learning supports system.

To Summarize

Addressing Barriers to Learning Requires

A Comprehensive, Multifaceted, and Cohesive Approach

Working to *Restructure, Transform, Enhance, Connect*

- > School Programs/Services and
- > Community Resources

Enhancing the Role Schools Play in Strengthening

- > Students
- > Families
- > Schools
- > Neighborhoods

School systems are not responsible for meeting every need of their students.

but . . .

When the need directly affects learning, the school must meet the challenge.

Carnegie Task Force on Education

Thank You!

- *Thank you to UCLA and LA Department of Education for sharing theory and practice!*
- More resources are available on the UCLA website: <http://smhp.psych.ucla.edu>
- Rhonda Neal Waltman, Ed.D.
waltmaninc@bellsouth.net
251.454.2709