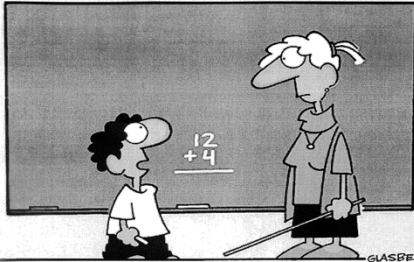### Strengthening School Improvement:

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

1

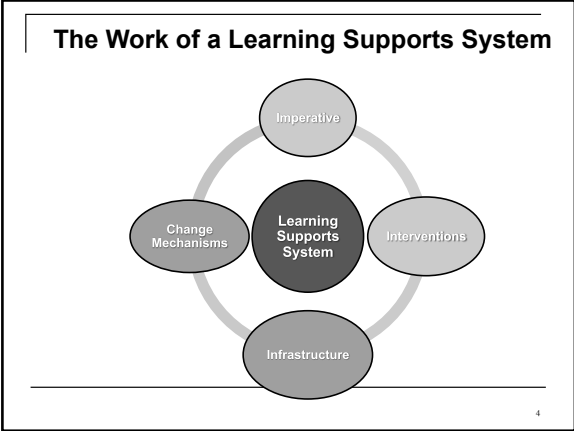pyright 2002 by Randy Glasbergen. www.glasbergen.com

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

2

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?

3

The Work of a Learning Supports System

- Imperative
- Change Mechanisms
- Learning Supports System
- Interventions
- Infrastructure

4

We just missed the school bus.
\ *Don't worry. I heard the principal say*
\ *no child will be left behind.*

5

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
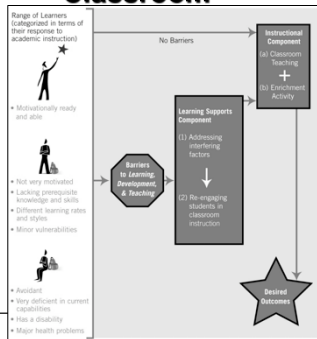
Lens #2   Range of Barriers to Learning

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?

14

Missing: A Comprehensive Focus

(1) **addressing barriers to learning and teaching**

AND

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

15

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.
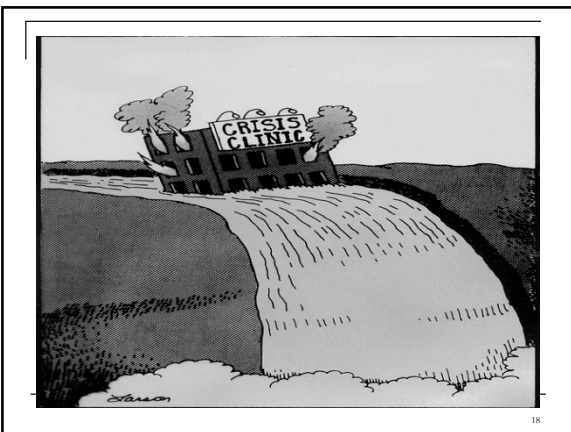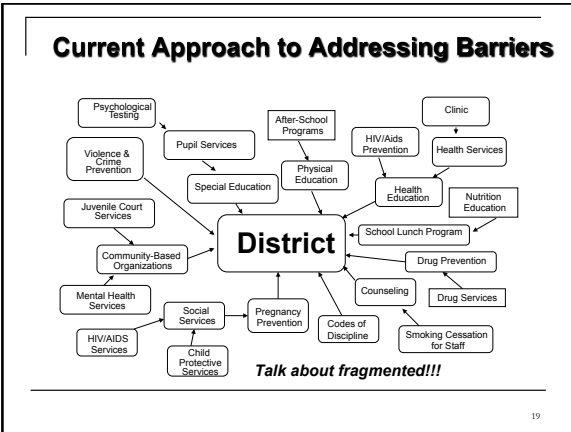
16

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)**

17

18

Current Approach to Addressing Barriers

Psychological Testing · Pupil Services · After-School Programs · Clinic · Violence & Crime Prevention · HIV/Aids Prevention · Health Services · Special Education · Physical Education · Health Education · Nutrition Education · Juvenile Court Services · School Lunch Program · **District** · Community-Based Organizations · Drug Prevention · Mental Health Services · Social Services · Pregnancy Prevention · Counseling · Drug Services · HIV/AIDS Services · Codes of Discipline · Smoking Cessation for Staff · Child Protective Services

Talk about fragmented!!!

19

Our Messy Closet

20

Current Approach to School Improvement Planning

Instructional Component — Direct Facilitation of Learning

Addressing Barriers to Learning — Not treated as a primary component

Management Component — Governance and Resource Management

21

Our Goal: An Integrated Approach

Instructional Component

Management Component

Comprehensive Learning Supports Component

22

BY JOHN McPHERSON

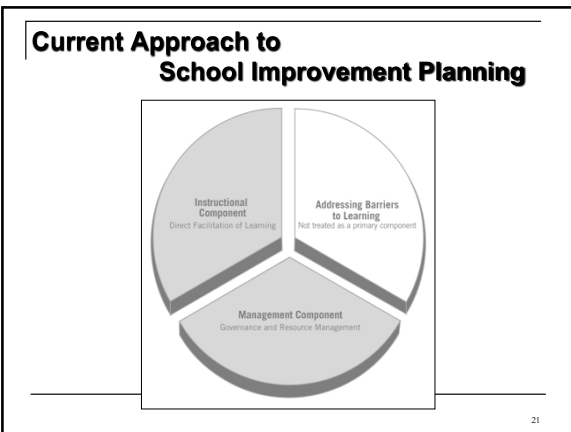TRY PUMPING THE BRAKES.

www.ucomics.com

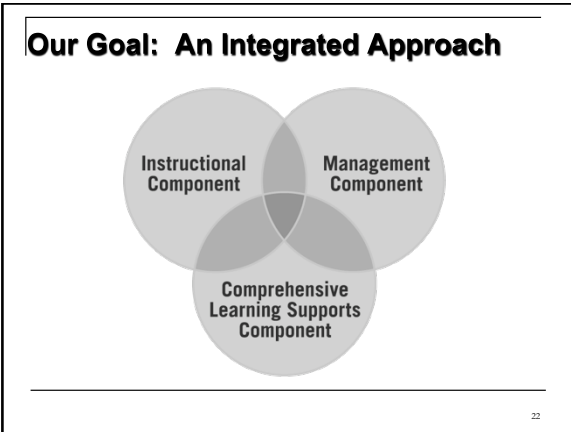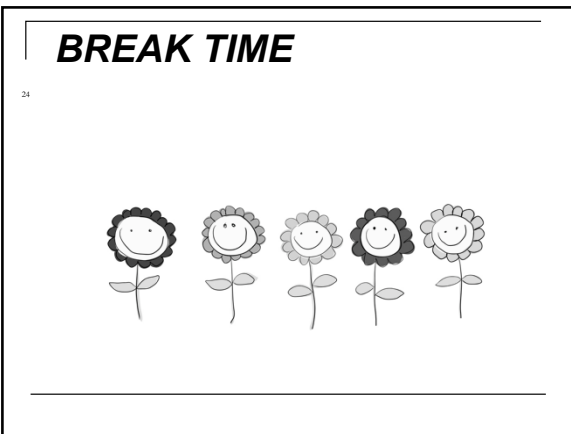closetohome@ucomics.com

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

25

Our Goal: An Integrated Approach

- Instructional Component
- Management Component
- Comprehensive Learning Supports Component
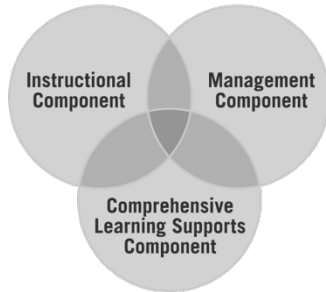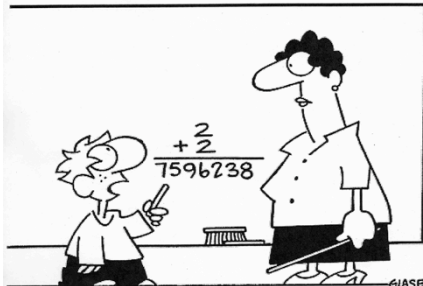
26

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

27

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.

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Defining Learning Supports System

A Learning Supports System

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

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A Sequential Approach

Promoting Learning & Healthy Development

plus

Prevention of Problems
(System of Prevention)

as necessary

Intervening as early after onset of problems as is feasible
(System of Early Intervention)

as necessary

as necessary

Specialized assistance for those with severe, pervasive, or chronic problems

(System of Care)

30

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)

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The Continuum with Examples

School Resources
(facilities, stakeholders, programs, services)

Community Resources
(facilities, stakeholders, programs, services)

Examples:
• General health education
• Social and emotional learning programs
• Recreation programs
• Enrichment programs
• Support for transitions
• Conflict resolution
• Home involvement
• Drug and alcohol education

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

Examples:
• Recreation and enrichment
• Public health and safety programs
• Prenatal care
• Home visiting programs
• Immunizations
• Child abuse education
• Internships and community service programs
• Economic development

Examples:
• Drug counseling
• Pregnancy prevention
• Violence prevention
• Gang intervention
• Dropout prevention
• Suicide prevention
• Learning/behavior accommodations and response to intervention
• Work programs

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

Examples:
• Early identification to treat health problems
• Monitoring health problems
• Short-term counseling
• Foster placement/group homes
• Family support
• Shelter, food, clothing
• Job programs

Examples:
• Special education for learning disabilities, emotional disturbance, and other health impairments

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

Examples:
• Emergency/crisis treatment
• Family preservation
• Long-term therapy
• Probation/incarceration
• Disabilities programs
• Hospitalization
• Drug treatment

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Sequence of Interventions

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

Tier I
All

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

Tier II
Some

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

Tier III
Few

33

**Connecting Learning Supports and
Response to Intervention (RtI)**

Tier I – Systems of Prevention and Access

Tier II – Systems of Early Intervention

Available for SOME Students

Available to ALL Students

34

Framing a Comprehensive System:
Basic Content Arenas

Classroom-Based
Approaches to
Enable Learning

Crisis
Assistance &
Prevention

Student &
Family
Assistance

Infrastructure:
Learning
Supports
Leadership

Support
for
Transitions

Community
Support

Home Involvement /
Engagement in Schooling

35

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

36

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

37

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

38

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

39

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

40

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

41

The RTI Connection to Learning Supports

42

Tiered Learning Supports By Arena

43

Organizing Our Closet

44

45
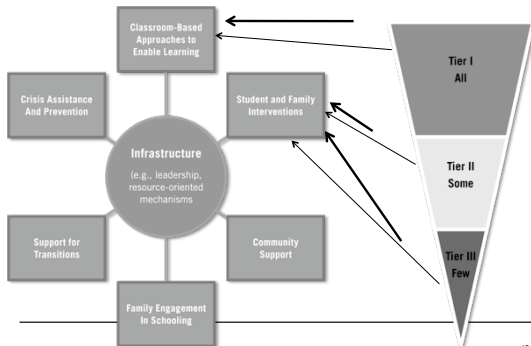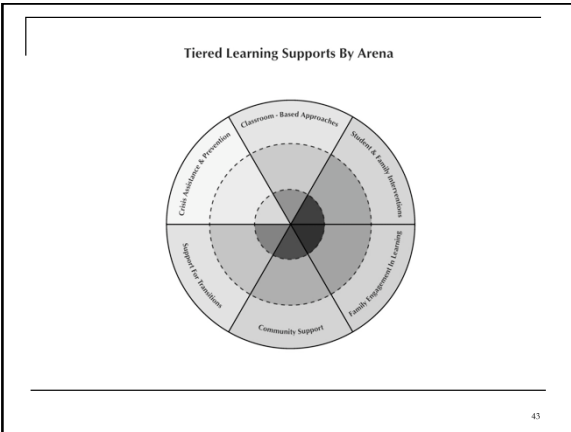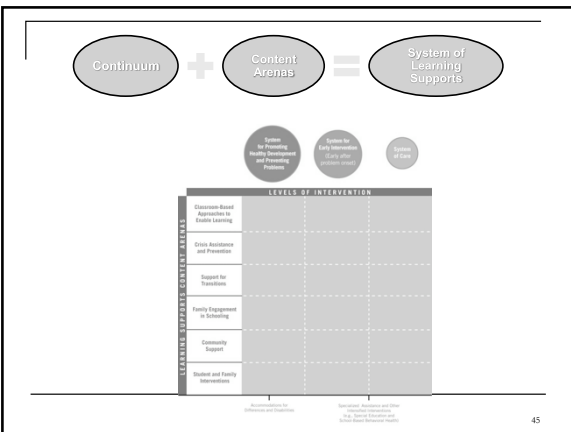
**There's never time to
plan things right.**
\   **True, but there's always time**
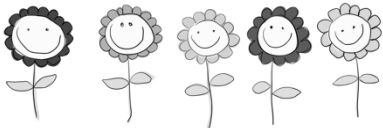\   **to do things wrong!**
\   /

46

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

49

50

51

At School: A Typical Infrastructure

52

At School: An Integrated Infrastructure

Instructional Component

Management Component

Comprehensive Learning Supports Component

53
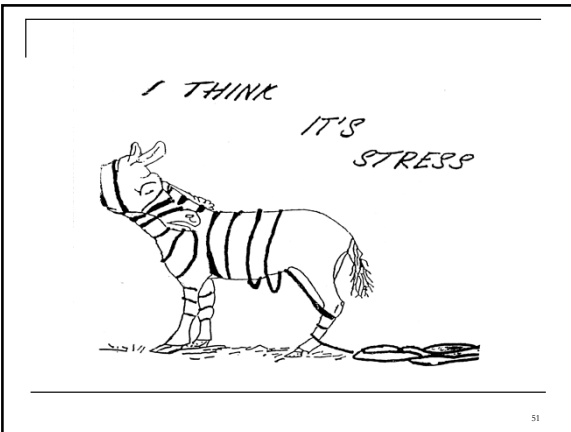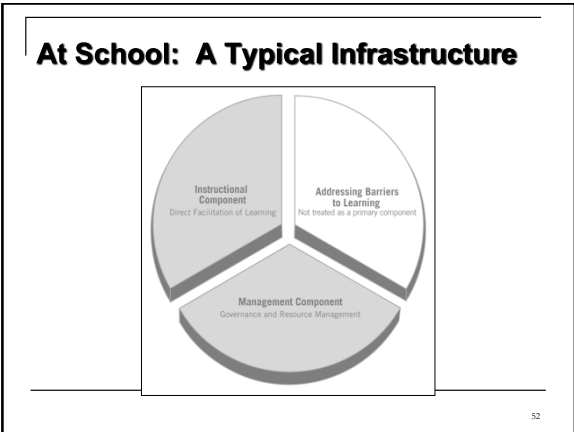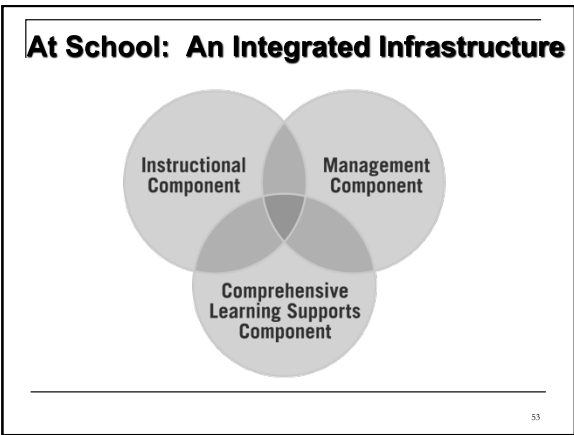
Remember …
In Reworking Infrastructure

- *Function* trumps Structure

- Structure follows *Function*

- *Decide What You Need ~*
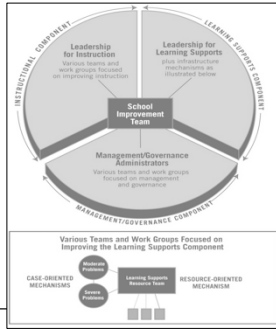   Then Build the Structure
        to Get There!

54

At School: A Typical Team for LS
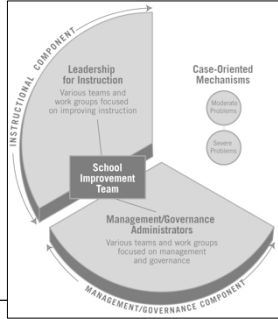
At School: An Integrated Team for LS

Think ~ Pair ~ Share

- 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

58

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

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Learning Support Resource Team

What you probably have is *a Case-Oriented Team*	What you also need is *a Resource-Oriented Team*
(Focused on specific individuals and discrete services)	**(Focused on all students and systems to address barriers to learning / promote healthy devel.)**
Sometimes called:	
- Child/Student Study Team	**Possibly called:**
- Student Success Team	- Resource Coordinating Team
- Student Assistance Team	- Resource Coordinating Council
- Teacher Assistance Team	- School Support Resource Team
- IEP Team	- Learning Support Resource Team

60

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"*

61

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
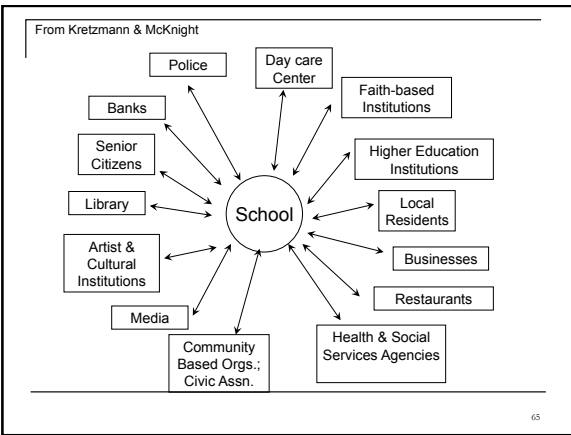- School Board Subcommittee Chair

63

School – Community Collaborative

Can you define collaboration for me?

Sure! Collaboration is an unnatural act between nonconsenting adults.

64

From Kretzmann & McKnight

- Police
- Day care Center
- Faith-based Institutions
- Banks
- Senior Citizens
- Higher Education Institutions
- Library
- School
- Local Residents
- Artist & Cultural Institutions
- Businesses
- Media
- Restaurants
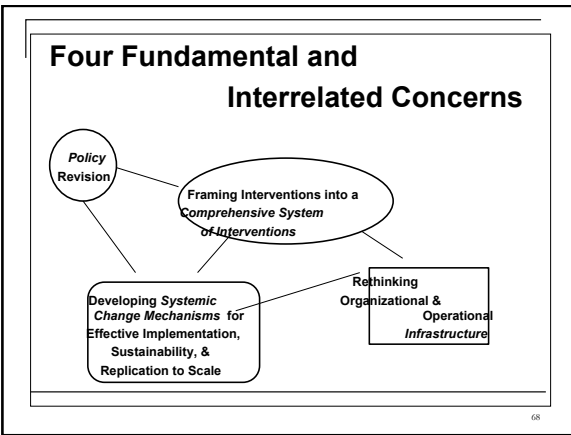- Community Based Orgs.; Civic Assn.
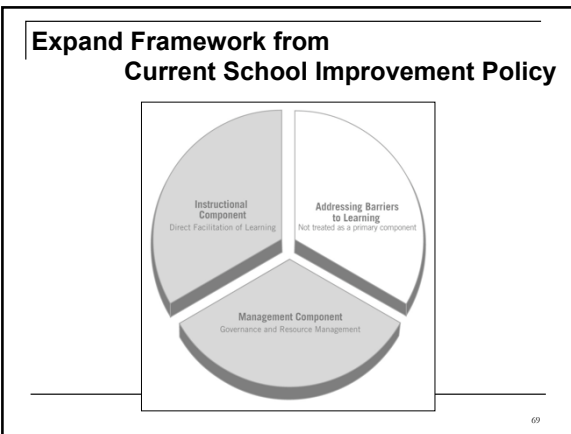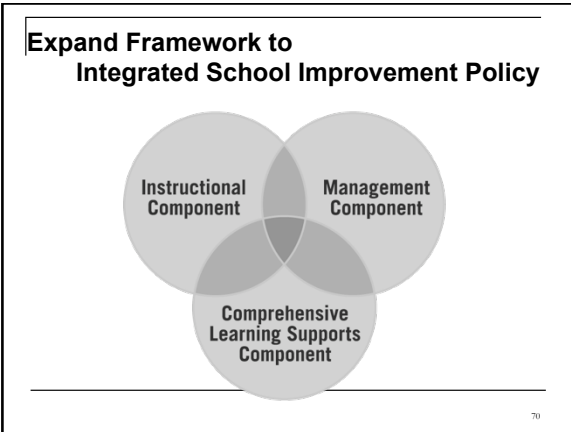- Health & Social Services Agencies
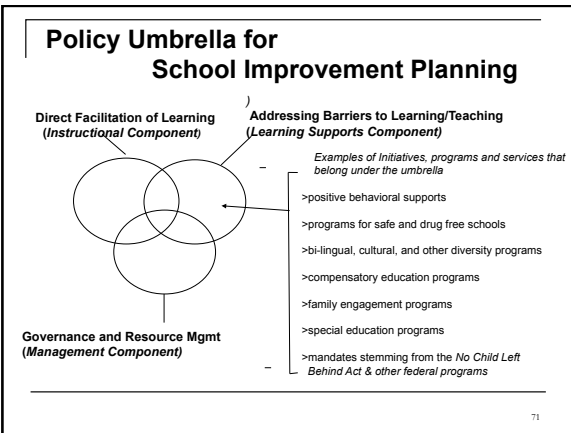
65

BREAK TIME

66

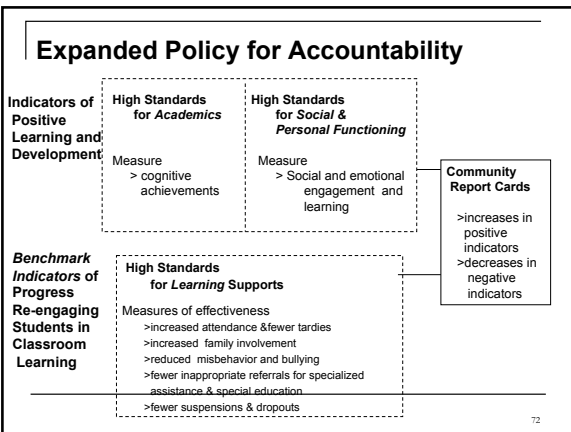## III. How Do We Get From Here to There?

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

67

Four Fundamental and Interrelated Concerns

68

Expand Framework from Current School Improvement Policy

69

**Expand Framework to
    Integrated School Improvement Policy**

Instructional Component

Management Component

Comprehensive Learning Supports Component

70

**Policy Umbrella for
        School Improvement Planning**

Direct Facilitation of Learning
(*Instructional Component*)

Addressing Barriers to Learning/Teaching
(*Learning Supports 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*

Governance and Resource Mgmt
(*Management Component*)

71

Expanded Policy for Accountability

Indicators of Positive Learning and Development

High Standards for *Academics*	High Standards for *Social & Personal Functioning*
Measure > cognitive achievements	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
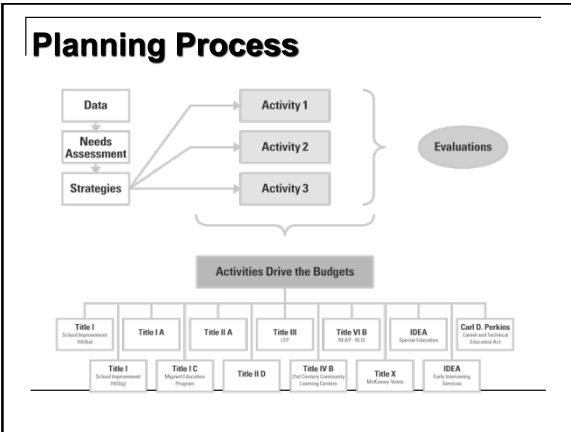>fewer suspensions & dropouts

72

Planning Process

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?

75

*Good ideas and missionary zeal
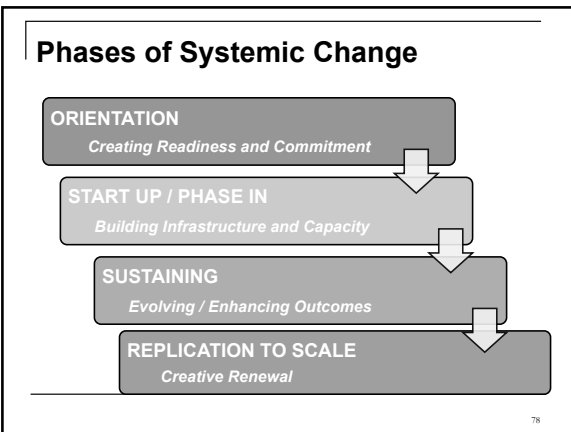   may change individuals.*

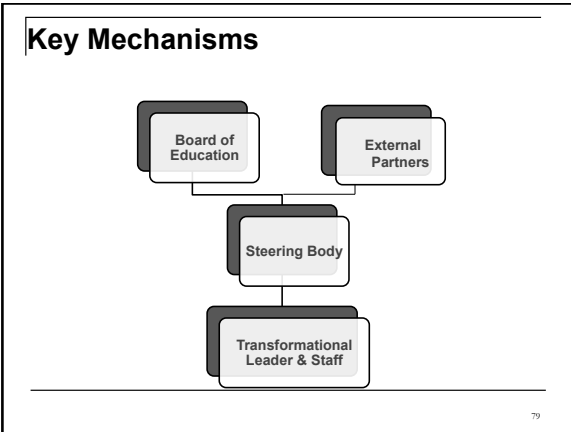*They are rarely, if ever, effective in
    changing complicated organizations.*

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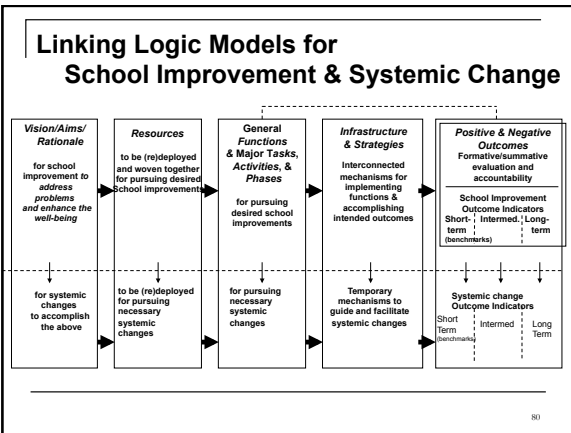   traditions, dynamics, and goals of
    their own.*

Seymour Sarason

76

The real difficulty in changing the course

of any enterprise lies NOT in developing

new ideas but in escaping old ones.

John Maynard Keynes

77

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

78

Key Mechanisms

79

Linking Logic Models for
School Improvement & Systemic Change

80

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