

 SCHOLASTIC

Rebuilding
for
LEARNING[™]

Online Leadership Institute



FACILITATOR'S GUIDE

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Welcome

We are appreciative of the opportunity to collaborate with Scholastic, and we are pleased to welcome you to the *Rebuilding for Learning*[™] Online Leadership Institute. What you will learn is based on research and hands-on work over the years that we have pursued with those who have pioneered new directions for student and learning supports.

At the outset, we want to stress this institute is about a core question confronting all school improvement policy makers and planners: *How do we ensure that all students have an equal opportunity to succeed at school and have a strong start toward being productive contributors to our society?*

Across the country, educator leaders are designing ways to ensure that students are prepared to be productive contributors in the world of the 21st century, schools are struggling to raise student achievement, reduce drop out rates, address disparities among children from different socioeconomic backgrounds, close racial and ethnic achievement gaps, and increase the level of expectations of—and support for—all children. There are deep concerns about how best to serve transient students, the growing numbers of children with limited English proficiency, immigrant populations, and students with disabilities. And then, there is the need to attend to the short and long-term effects on student learning caused by natural and man-made disasters, from hurricanes to school shootings and other forms of violence.

Whether the term used is reform, school improvement, or innovative transformation, the call is clear; it is time for major systemic changes. This institute is one element of our efforts to help schools move forward in reframing student and learning supports and developing a comprehensive and systemic approach for addressing barriers to learning and teaching and re-engaging disconnected students. It is designed as an introductory resource for learning more about the imperative for enhancing student learning supports, the full continuum of essential school-community interventions, the core principles and tenets of comprehensive learning support systems, and how to make it all happen. This institute and its accompanying resources will provide an emerging blueprint for advancing school improvement efforts.

Our intent is that you will go through the institute as part of a team from a district, a state department of education, or a school. It can be used, however, as an independent learning opportunity. This is especially important since others who join in after the work is underway will need to catch-up.

We look forward to working with you and encourage you to feel free to contact us at any time to share insights, ask questions, and provide feedback.

Howard and Linda

adelman@psych.ucla.edu

ltaylor@ucla.edu

A Note from Scholastic

Initially, *Rebuilding for Learning*[™] was conceived as a way to provide support for Gulf Coast schools following the catastrophic 2005 hurricane season. However, our initial research for the initiative showed that Gulf Coast districts were not the only ones facing serious “learning infrastructure” issues impeding teaching and learning. We felt that districts across the country could benefit from this work. The initiative was then reconceived to acknowledge that public education in the United States is at a crossroads—hence the numerous reform efforts targeting student achievement and overall academic attainment. While *Rebuilding for Learning* is still going to serve educators from the Gulf Coast region, Scholastic is excited to expand the scope of the work to a national scale, so we can make strategic investments that enable all children to receive high quality education.

Thank you for joining us in this important work.

Sincerely,

Scholastic

INSTITUTE OVERVIEW

The *Rebuilding for Learning* Online Leadership Institute was developed by Drs. Howard Adelman and Linda Taylor at UCLA. The aim is to enhance equity of opportunity for students by helping school leaders rebuild systems and practices to better *enable* learning for all children. The immediate emphasis is on ways to develop a comprehensive and cohesive system to address barriers to learning and teaching.

Most schools strain to address the various challenges faced by students, their families, and school staff—challenges that often seriously interfere with learning and teaching. The notion of “barriers to learning and teaching” encompasses both external and internal factors that negatively affect student motivation and ability to benefit from classroom instruction. These factors include the wide range of problems stemming from restricted opportunities associated with poverty and disability, neighborhood violence, difficult family conditions, inadequate physical and mental health care, acquiring English as a second language, experiencing crises and disasters, and more.

Currently, student and learning supports are so highly fragmented and marginalized in policy and practice that the resources allocated to address barriers to learning are not playing a cost-effective role in improving schools. Schools, districts, and state education agencies need to redeploy existing resources and programs that are allocated for addressing barriers to learning and must weave these together with the invaluable resources that can be accessed from students, family members, and community stakeholders.

Participants in this institute will be introduced to frameworks that will enable them to more deeply review existing policy and practices related to student and learning supports and how to transform them to develop a comprehensive system of learning supports.

Specific emphasis will be given to:

- Clarifying how school improvement planning can better address barriers to learning and teaching;
- Delineating how current resources and supports can be reframed into a comprehensive system of intervention to enable all students to have an equal opportunity to succeed;
- Redeploying existing resources and reworking infrastructure so a comprehensive system of learning supports can be implemented to scale in sustainable ways;
- Developing policy and practice blueprints to guide the work and engage the commitment of critical stakeholder groups at school, district, and state levels.

Infused throughout the content of the institute and guiding the ongoing work across the country are the following tenets:

- Every school has a wide range of learners and must ensure equity of opportunity for all students and not just a few.
- External and internal barriers to learning and factors that disrupt teaching widely interfere with schools achieving their mission.
- To meet the challenge for the many students in need, school districts must design and implement learning support systems that are comprehensive, multifaceted, and cohesive, and institutionalize them at every school.
- Learning support systems must address barriers to learning and teaching and ensure that students are engaged and re-engaged in classroom learning. Such systems must reflect the best available science, with a special emphasis on intrinsic motivation theory and practices.
- Schools need strong leadership for systemic change and an infrastructure that facilitates schools and communities working together in pursuit of a shared vision and common set of goals around learning supports and student achievement.

Institute Format and Process

The institute consists of six sessions. Participants can go through this online institute as part of a team from a district, a state department of education, or a school. It can be used, however, as an independent learning opportunity. This is especially important since others who join in after the work is underway will need to catch-up.

Each session provides for “facilitated discussion” of the institute’s content. Each involves pre-session preparation and opportunities for follow-up interchanges. The time for the presentation and facilitated discussion should take approximately one hour.

This includes:

1. Welcome/Introduction—the facilitator’s introduction to the institute..... **10 minutes**
2. Institute Presentation—the content PowerPoint presentation prepared by Howard and Linda..... **20–30 minutes**
3. Reflect and Discuss—facilitated discussion related to the session’s topic..... **10 minutes**
4. Institute Activity—group (or individual) activity related to the session’s topic **15 minutes**
5. Wrap-up—facilitator closing comments/logistics and readings for the next session **5 minutes**

Topics Covered

SESSION 1: WHAT IS THE REBUILDING FOR LEARNING INITIATIVE AND WHY IS IT NEEDED?

KEY TOPICS EXPLORED:

- What is the aim of the initiative and why is it needed?
- Objectives and overview
- Why is a system of learning supports imperative for school success?
- What is currently being done and why isn't it working?
- What lenses need to be used to see what's missing in school improvement planning?

SESSION 2: WHAT IS A COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS?

PART A: INTERVENTION FRAMEWORK

KEY TOPICS EXPLORED:

- What are learning supports?
- Blueprints for reframing intervention
 - Levels of intervention
 - Content arenas

SESSION 3: WHAT IS A COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS?

PART B: REWORKING THE OPERATIONAL AND ORGANIZATIONAL INFRASTRUCTURE

PART C: POLICY IMPLICATIONS

KEY TOPICS EXPLORED:

- **Part B:** Reworking the operational and organizational infrastructure
 - Blueprints for designing operational and organizational infrastructure
 - At school and school complex levels
 - At the district level
 - For school-community collaboration
- **Part C:** Policy implications
 - Ending the marginalization of an enabling or learning supports component
 - Expanding school improvement policy
 - Expanding school accountability

SESSION 4: INTRINSIC MOTIVATION

KEY TOPICS EXPLORED:

- About the third lens: Engaging and re-engaging students in classroom instruction
- Motivation: beyond reinforcement theory
- Understanding the motivational bases for disengagement
- Re-engaging students

SESSION 5: SCHOOL TRANSFORMATION IS ABOUT SYSTEMIC CHANGE

KEY TOPICS EXPLORED:

- The challenge of getting from here to there
- Phases, steps, and linked logic models
- System change infrastructure and strategies
- The importance of expanding the accountability framework

SESSION 6: DESIGNING A COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS AND STRATEGICALLY PLANNING ITS IMPLEMENTATION

KEY TOPICS EXPLORED:

- Developing a *prototype* design document for a comprehensive system of learning supports
- Initial strategic and action planning for transformation
- Institute concluding comments

PARTICIPANTS' ROLES

This is not just another workshop. It is designed for leaders who want to seriously examine the subject matter with an eye toward considering how their school, district, or state department can be transformed by designing and implementing a learning support system. With this in mind, participants will want to come to the course with a good understanding of how their schools address student and learning supports (e.g., the range of programs and services implemented by their schools, relevant policies currently in place). Participants will gain the most from the institute by pre-session preparation, engaging actively throughout the sessions, contributing experiences and knowledge, and sharing ways they apply what is learned.

Prior to the first session, it is recommended that participants view *Strengthening School Improvement by Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching*, a one hour webinar hosted by the American Association of School Administrators (AASA), Scholastic and the UCLA Center. This webinar provides a primer on the various topics that will be covered during the institute.

<https://scholastic.webex.com/scholastic/lsr.php?AT=pb&SP=TC&rID=48915112&rKey=09f14db0881f5159&act=pb>

FACILITATOR'S ROLE

The facilitator of the *Rebuilding for Learning* Online Leadership Institute is a catalyst for change. Good facilitation is the key to making this not only a valuable learning opportunity but also a major contribution to improving schools. One of the most important things a facilitator does is set a positive tone for the sessions. By establishing a welcoming and supportive process so that participants feel comfortable enough to share their thoughts, ideas, experiences, concerns and questions, the facilitator fosters participants' engagement in the discussion and activities related to the topics presented by Howard and Linda.

In advance of the institute, it is important for the facilitator to view the AASA/Scholastic/UCLA webinar. The webinar lasts about an hour and it provides an overview of key topics addressed throughout the six sessions of the course. The next step is to become familiar with the content and processes for each session. The facilitator should jot down notes and talking points in preparation for leading the discussion portions of the institute using the suggested reading material as well as the tools and case studies.

All the materials for conducting the sessions are available on the institute Web site. These materials include

- *Rebuilding for Learning™: Addressing Barriers to Learning and Teaching, and Re-engaging Students*, Adelman, H., Taylor, L., Scholastic 2008 — The handbook is the curriculum guide for the institute.
- Institute Syllabus
- Adelman and Taylor PowerPoint Presentations — The presentations provide the core content.
- Case study interviews
- Web content (links to readings, tools and resources)
- Activities for deeper level of study

In wrapping up the sessions, encourage the leaders to participate in the *Learning Supports Collaborative Network* (lscn@lists.ucla.edu). The Network is an online community of professionals who share experiences and strategies around learning supports systems. The Network will post one key matter of concern or interest each week. Responses will be summarized and shared the following week. Lead the group in considering questions that participants may want to pose to the Network. Also, take time to preview the next session by reminding participants of the reading and the topics to be covered.

In advance of the institute series or any individual sessions facilitators can email any questions to Dr. Linda Taylor at ltaylor@ucla.edu. She will respond promptly.

INSTITUTE LOGISTICS

Following are basic reminders about organizing the institute for a team.

(1) Scheduling the Institute Sessions

Everyone has a busy schedule, so try to schedule the institute during regular district or school professional development meetings. Advance planning and ample time for scheduling will help to ensure consistent attendance. Institute sessions can be taken one at a time, or can be blocked out over longer periods of time over several days to work through two or three sessions at a time.

(2) Length of Sessions

As previously noted, the sessions are designed to run approximately one hour in length. That time will vary depending mainly on the length of the discussions and how breaks are factored in.

(3) Number of Participants

The ideal number of participants for an institute is around 15. A fewer number of participants is fine. When the group exceeds 15 people, it takes more time and effort to manage. Most essential is that the right mix of people participate, consistently, over time. The leadership team taking the institute should be senior level staff. The team should be cross-divisional with representatives from departments responsible for instruction, governance and learning supports.

Room Setup

The room arrangement for the institute will have an effect on the overall tone and atmosphere of the sessions. The facilitator should take time to make the setting as inviting as possible so that it will be conducive to discussion and group activity.

As noted, during each session there will be a 20–30 minute, pre-recorded PowerPoint presentation by Howard and Linda delivered via the institute's open source Web site. This presentation is the core content for each session, so it is essential that the room set up enables participants to hear the audio of the presentation and see the PowerPoint slides accompanying it.

It is highly recommended that the room set up include a large screen, and that you have additional speakers to amplify the sound of the presentation. And, of course, it is always necessary to test the equipment prior to the start of the session to make sure everything is running properly.

Materials

In preparing materials for each session, the basics are:

- Markers
- Masking Tape
- Pens for each participant
- Chart paper (easels with paper)
- Note pads or writing paper

For some sessions (as noted in the syllabus), additional materials will be needed. For example, in Session 2, there is a learning supports mapping activity that requires downloading the mapping tool from the UCLA Center Web site and preparing enough copies for all participants.

INSTITUTE SYLLABUS

Prior to Session 1 read *Rebuilding for Learning™: Addressing Barriers to Learning and Teaching, and Re-engaging Students*. (pps. 1-34)

SESSION 1: WHAT IS THE REBUILDING FOR LEARNING INITIATIVE AND WHY IS IT NEEDED?

KEY TOPICS EXPLORED:

- What is the aim of the initiative and why is it needed?
- Objectives and overview
- Why is a system of learning supports imperative for school success?
- What is currently being done and why isn't it working?
- What lenses need to be used to see what's missing in school improvement planning?

DISCUSSION, FOLLOW-UP, AND READING FOR NEXT SESSION

Reflect and discuss:

- What is your experience related to addressing barriers to learning?

Act:

- Make a list of what you view as essential learning supports for student and school success.

Read for next session:

- Module 3, Part A (pps. 35-55) in preparation for the presentation of the Intervention Framework.

Tools and case studies:

- Interview: District with a Challenge/Jefferson County, KY
- Lessons from the Gulf Coast (*Rebuilding for Learning™: Addressing Barriers to Learning and Teaching, and Re-engaging Students*, p. 25)

Use for capacity building and share with others:

- In the ***Rebuilding Kit: For a Comprehensive System of Learning Supports*** (online at <http://smhp.psych.ucla.edu/rebuild/rebuildingkit.htm>), there is an aid to share with staff and other stakeholders in order to create awareness about what has been covered in Session 1. *School Improvement?...fully addressing barriers to learning and teaching is the next step!*
<http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement.pdf>

SESSION 2: WHAT IS A COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS?

PART A: INTERVENTION FRAMEWORK

KEY TOPICS EXPLORED:

- What are learning supports?
- Blueprints for reframing intervention
 - Levels of intervention
 - Content arenas

DISCUSSION, FOLLOW-UP, AND READING FOR NEXT SESSION

Reflect and discuss:

- What is a comprehensive system of learning supports?
- How might schools reframe student and learning supports interventions to address the needs of the many rather than just a few students?

Act: Begin to map learning supports at your school/district level

- Use the mapping tool to begin to chart all activities and resources in current use.
 - Continue the process after the session and do a gap analysis as a basis for considering what would be priorities in moving forward and how to deploy and redeploy resources.
- Access the mapping tool online at:
<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

Read for next session:

- Parts B and C of Module 3 in the handbook (pps. 56-76) in preparation for the presentation of infrastructure and policy implications.

Use for capacity building and share with others:

- *Frameworks for Systemic Transformation of Student and Learning Supports:*
<http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf>
- *The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning:*
<http://www.corwinpress.com/booksProdDesc.nav?prodId=Book226872&>

Tools and case studies:

- What Might a Fully Functioning Learning Supports Component Look Like at the School Level? (*Rebuilding for Learning™: Addressing Barriers to Learning and Teaching, and Re-engaging Students*. (pps. 52-55))
- *Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching:* <http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>

SESSION 3: WHAT IS A COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS?

PART B: REWORKING THE OPERATIONAL AND ORGANIZATIONAL INFRASTRUCTURE
PART C: POLICY IMPLICATIONS

KEY TOPICS EXPLORED:

- **Part B:** Reworking the operational and organizational infrastructure
 - Blueprints for designing operational and organizational infrastructure
 - At school and school complex levels
 - At the district level
 - For school-community collaboration
- **Part C:** Policy implications
 - Ending the marginalization of an enabling or learning supports component
 - Expanding school improvement policy
 - Expanding school accountability

DISCUSSION, FOLLOW-UP, AND READING FOR NEXT SESSION

Reflect and discuss:

- What is the difference between a case-oriented and a resource-oriented team?
- What are some of the key functions of a resource-oriented team?
- Why is it essential to have a designated leader for developing a comprehensive system of learning supports at school and district levels?

Act:

- Begin to map the infrastructure for learning supports at a school/district level
- Use the mapping tool to outline your current infrastructure. Continue the process after the session and do an analysis of how the current infrastructure needs to be reworked in order to develop a comprehensive system of learning supports. Access the mapping tool online at: <http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>

Read for next session:

- Module 5 in the handbook (pps. 93-110) in preparation for the presentation of *Intrinsic Motivation*.

SESSION 3: WHAT IS A COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS? (CONTINUED)

PART B: REWORKING THE OPERATIONAL AND ORGANIZATIONAL INFRASTRUCTURE

PART C: POLICY IMPLICATIONS

Use for capacity building and share with others:

- *Notes on Infrastructure at a Small School:*
<http://smhp.psych.ucla.edu/pdfdocs/infra%20small%20school%20notes.pdf>
- *Notes on Infrastructure for Learning Supports at District, Regional and State Offices:*
<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidk.pdf>
- *What is a Learning Supports Resource Team?:*
<http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf>
- *Job descriptions for learning support component leadership:*
<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidd.pdf>
- *Guide to Enhancing School-Community Infrastructure and Weaving Resources Together:* <http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidg.pdf>

SESSION 4: INTRINSIC MOTIVATION

KEY TOPICS EXPLORED:

- About the third lens: Engaging and re-engaging students in classroom instruction
- Motivation: beyond reinforcement theory
- Understanding the motivational bases for disengagement
- Re-engaging students

DISCUSSION, FOLLOW-UP, AND READING FOR NEXT SESSION

Reflect and discuss:

- What is intrinsic motivation?
- Why is it important for schools not to over rely on extrinsic motivators?
- What do teachers need to learn in order to re-engage disconnected students?

Act:

- Observe a school and list the ways intrinsic motivation is maximized and the ways it is threatened. Then discuss your observations and the implications with your colleagues.

Read for next session:

- Module 4 in the handbook (pps. 77-92) in preparation for the presentation of School Transformation is about Systemic Change.

Tools and case studies:

- Interview: District with a Challenge/Gainesville, GA

Use for capacity building and share with others:

- *Engaging and Re-engaging Students in Learning at School:*
<http://www.smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf>
- *About Motivation:*
<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/motivation.pdf>
- *Re-engaging Students in Learning:*
<http://smhp.psych.ucla.edu/pdfdocs/quicktraining/reengagingstudents.pdf>
- *About School Engagement and Re-Engagemen:*
<http://www.smhp.psych.ucla.edu/pdfdocs/reengagstudents.pdf>

SESSION 5: SCHOOL TRANSFORMATION IS ABOUT SYSTEMIC CHANGE

KEY TOPICS EXPLORED:

- The challenge of getting from here to there
- Phases, steps, and linked logic models
- System change infrastructure and strategies
- The importance of expanding the accountability framework

DISCUSSION, FOLLOW-UP, AND READING FOR NEXT SESSION

Reflect and discuss:

- What systemic changes are necessary for fully integrating a comprehensive system of learning supports into school improvement policy and practice?
- What mechanisms are necessary in effectively pursuing transformative change in schools and districts?

Act:

- Begin to formulate a plan for creating the readiness and commitment of staff and other stakeholders for moving forward to develop a comprehensive system of learning supports. If you are ready to move forward, establish a planning team and continue the process after the session.

Read for next session:

Aids for Design Teams

- Generic outline for a design document for a comprehensive system of learning supports:
<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/Genericoutline.pdf>
- Templates for preparing sections of the design document:
<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/sectiontemplates.pdf>
- *Overview of the Louisiana Comprehensive Learning Supports System:*
<http://smhp.psych.ucla.edu/summit2002/lalarningsupport.pdf>

Tools and case studies:

- *Sustaining and Scale-up: It's About Systemic Change:*
<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/Fall04.pdf>
- Interview: District with a Challenge/Sabine Parish, LA

SESSION 5: SCHOOL TRANSFORMATION IS ABOUT SYSTEMIC CHANGE (CONTINUED)

Use for capacity building and share with others:

- *Systemic Change for School Improvement:*
<http://smhp.psych.ucla.edu/pdfdocs/systemic/systemicchange.pdf>
- *Change Agent Mechanisms for School Improvement: Infrastructure not Individuals:*
<http://smhp.psych.ucla.edu/pdfdocs/systemic/change%20agents.pdf>
- *Rebuilding Toolkit:*
<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>
- *What's the Research-base for Moving Toward a Comprehensive System of Learning Supports?:*
<http://smhp.psych.ucla.edu/summit2002/WhatstheEvidenceBase.pdf>
- *Data Related to the Need for New Directions for School Improvement:*
<http://smhp.psych.ucla.edu/summit2002/data.pdf>
- *Overview of Standards and Accountability to Encompass a Learning Supports Component:*
<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidc.pdf>

SESSION 6: DESIGNING A COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS AND STRATEGICALLY PLANNING ITS IMPLEMENTATION

KEY TOPICS EXPLORED:

- Developing a *prototype* design document for a comprehensive system of learning supports
- Initial strategic and action planning for transformation
- Institute concluding comments

DISCUSSION, FOLLOW-UP, AND READING

Reflect and discuss:

- What are your ideas for creating the readiness and commitment of your stakeholders for moving forward in developing a comprehensive system of learning supports?

Act:

- Use this time to begin formulating next steps for moving forward in developing a comprehensive system of learning supports. The first next step is to plan how to continue planning after the institute ends (what needs to be done, how, by whom, and when); the second step is to make certain key stakeholders understand the need and commit to making essential changes.

Tools and case studies:

- Review and Discuss: *Overview of the Louisiana Comprehensive Learning Support System:* <http://smhp.psych.ucla.edu/summit2002/lalearningsupport.pdf>

To drill deeper into all this, see:

- *The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* (2006).
By H. Adelman & L. Taylor. Published by Corwin Press.
- *The Implementation Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* (2006).
By H. Adelman & L. Taylor. Published by Corwin Press

Use for capacity building and share with others:

- Rebuilding Toolkit:
<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

SESSION AGENDAS/FACILITATOR NOTES AND TALKING POINTS

This section's notes and talking points are meant as additional guides for facilitators.



Session 1: What is Rebuilding for Learning and Why is it Needed?

FACILITATOR NOTES

- A few days prior to the session, send a reminder about pre-session preparation.
- No additional materials are needed for this session.

AGENDA

1. Welcome and Introduction..... 10 minutes

Notes

- Welcome the participants.
- Clarify the role of the facilitator of the *Rebuilding for Learning* Online Leadership Institute
- Participant introductions (if they do not know each other)

Talking Points

- This session is the first of six sessions designed to introduce frameworks that will enable participants to more deeply review existing policy and practices related to student and learning supports and how to transform them to develop a comprehensive system of learning supports.
 - Specific emphasis will be given to:
 - Clarifying how school improvement planning can better address barriers to learning and teaching;
 - Delineating how current resources and supports can be reframed into a comprehensive system of intervention to enable all students to have an equal opportunity to succeed;
 - Redeploying existing resources and reworking infrastructure so a comprehensive system of learning supports can be implemented to scale in sustainable ways;
 - Developing policy and practice blueprints to guide the work and engage the commitment of critical stakeholder groups at school, district, and state levels.

- The institute is part of an initiative being spearheaded by a national center at UCLA co-directed by Drs. Howard Adelman and Linda Taylor and the Community Affairs division of Scholastic, the educational publishing company. The bios for Howard and Linda are in the materials you have reviewed prior to today’s session.
- Today’s 60-minute session is going to focus on what the Rebuilding for Learning initiative is about and most importantly, why it is needed.
- Following the PowerPoint presentation by Howard and Linda which provides depth to the material you have read, we will:
 - Reflect on our experiences related to addressing barriers to learning;
 - And, we will consider what we view as essential learning supports for student and school success.

2. Institute Presentation— *What is Rebuilding for Learning and*

Why is it Needed? Drs. Howard Adelman and Linda Taylor 20 minutes

Notes

- Run PowerPoint
- Following PowerPoint, address any questions participants may have (points of clarification).

3. Reflect and Discuss— *What is your experience related to*

addressing barriers to learning? 10 minutes

Notes

- Lead discussion around the question. This can be done as a large group or small group activity. Be sure to draw in all participants. Encourage them to share candidly about their experiences.
- Incorporate any of the tools or case studies into this section of the institute.

Talking Points

- Let’s take time to reflect on what we just heard from Howard and Linda. Let’s talk about your experiences related to addressing barriers to learning.

4. Institute Activity—List essential learning supports for student and school success..... 15 minutes

Notes

- Engage participants in the activity of considering what they view as essential learning supports. This can be done as an individual or group activity. Take time to discuss the lists prepared.

Talking Points

- Let's now consider what we believe should be the essential learning supports available for all students. We're going to list them out and discuss them as a group.

5. Wrap-up..... 5 minutes

Notes

- Summarize major take aways and insights from this session.
- Ask participants to reflect on insights gained or reinforced by the session.
- Remind them that they can participate in the *Learning Supports Collaborative Network* (lscn@lists.ucla.edu).
- Review logistics and required reading assignment for the next session. *Rebuilding for Learning™: Addressing Barriers to Learning and Teaching, and Re-engaging Students*. (pps. 35-55)
- Make concluding remarks, thank everyone for their participation.



Session 2: What is a Comprehensive System of Learning Supports?

Part A: Intervention Framework

FACILITATOR NOTES

- A few days prior to the session, send a reminder about pre-session preparation.
- You will need to make copies of the learning supports mapping tool which can be downloaded from:
<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

AGENDA

1. Welcome and Introduction..... 10 minutes

Notes

- Welcome the participants to Session 2.
- Introduce any new members to the institute.
- Brief review of material covered in Session 1.

Talking Points

- This and the next session focus on what a comprehensive system of learning supports is (and is not). Today we will explore reframing intervention.
- Following the PowerPoint presentation by Howard and Linda which provides depth to the material you have read, we will:
 - Reflect on the intervention framework for a comprehensive system of learning supports; and
 - Discuss how schools might reframe student and learning supports interventions to address the needs of many students rather than meeting the needs of only a few students.
 - We will also begin a mapping exercise, looking at learning supports at the (school, district, or state department) level.

2. Institute Presentation— *What is a Comprehensive System of Learning Supports? Part A: Intervention Framework*

Drs. Howard Adelman and Linda Taylor 30 minutes

Notes

- Run PowerPoint
- Following PowerPoint, address any questions participants may have (points of clarification).

3. Reflect and Discuss—*What is a comprehensive system of learning supports?* 10 minutes

- *How might schools reframe student and learning supports interventions to address the needs of the many rather than just a few students?*

Notes

- Lead discussion around the questions. This can be done as a large group or small group activity. Be sure to draw in all participants. Encourage them to share candidly about their experiences.
- Incorporate any of the tools or case studies into this section of the institute.

Talking Points

- Let's take time to reflect on what we've just learned about comprehensive systems of learning supports to address the needs of the many rather than just a few students.

4. Institute Activity—Map learning supports at the school, district, or state department level..... 15 minutes

- Access the mapping tool online at:
<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

Notes

- Engage participants in the mapping activity. Distribute the mapping tool. Participants should begin to chart activities and resources in current use. This can be done as an individual or group activity.
- They should plan to continue the process after the session and do a gap analysis as a basis for considering what would be priorities in moving forward and how to deploy and redeploy resources.

Talking Points

- We are now going to take some time to begin a mapping process...our goal is to map the learning supports we have at our (school, district, state department).
- Begin to chart all activities and resources in current use.
- Continue the process after the session and do a gap analysis as a basis for considering what would be priorities in moving forward and how to deploy and redeploy resources.
- Remember, mapping is not an end in itself. It is the first step in analyzing resource use, setting priorities, and making decisions about resource use and redeployment.

5. Wrap-up..... 5 minutes

Notes

- Summarize major take aways and insights from this session.
- Ask participants to reflect on insights gained or reinforced by the session.
- Remind them that they can participate in the *Learning Supports Collaborative Network* (lscn@lists.ucla.edu).
- Review logistics and reading assignment for the next session.
Rebuilding for Learning™: Addressing Barriers to Learning and Teaching, and Re-engaging Students. (pps. 56-76)
- Make concluding remarks, thank everyone for their participation.



Session 3: What is a Comprehensive System of Learning Supports?

Part B: Reworking the Operational and Organizational Infrastructure
Part C: Policy Implications

FACILITATOR NOTES

- A few days prior to the session, send a reminder about pre-session preparation.
- You will need to make copies of the infrastructure mapping tool which can be downloaded.
<http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>

AGENDA

1. Welcome and Introduction..... 10 minutes

Notes

- Welcome the participants to Session 3.
- Introduce any new members to the institute.
- Brief review of material covered in Session 2.
- Optional icebreaker

Talking Points

- Today's, 60-minute session is going to continue to clarify what a comprehensive system of learning supports is (and isn't). This time, we will look at the need to rework the operational and organizational infrastructure and the policy implications around developing a comprehensive system of learning supports.
- Following the PowerPoint presentation by Howard and Linda which provides depth to the material you have read, we will:
 - Reflect on the different operational issues that have to be addressed and the importance of having designated leadership for the learning supports component.
 - Also, we will take some time to map the infrastructure for learning supports at a (school, district, state department) level.

2. Institute Presentation—*What is a Comprehensive System of Learning Supports?*

Part B: Reworking the Operational and Organizational Infrastructure

Part C: Policy Implications

Drs. Howard Adelman and Linda Taylor 30 minutes

Notes

- Run PowerPoint
- Following PowerPoint, address any questions participants may have (points of clarification).

3. Reflect and Discuss 10 minutes

- *What is the difference between a case-oriented and resource-oriented team?*
- *What are some of the key functions of a resource-oriented team?*
- *Why is it essential to have a designated leader for developing a comprehensive system of learning supports at school, district and state department levels?*

Notes

- Lead discussion around the above questions. This can be done as a large group or small group activity. Be sure to draw in all participants. Encourage them to share candidly about their experiences.
- Incorporate any of the tools or case studies into this section of the institute.

Talking Points

- Let's take time to reflect on what we just heard from Howard and Linda about the operational and organizational infrastructure around comprehensive systems of learning supports.
- Let's first discuss what the difference is between a case-oriented and resource-oriented team.
- Let's talk about some of the key functions of a resource-oriented team.
- Why is it essential to have a designated leader for developing a comprehensive system of learning supports at school, district and state department levels?
- Let's talk about how you might go about expanding the school improvement policy framework and planning.

4. Institute Activity—Map the infrastructure for learning supports at the school, district, or state department level. 15 minutes

Notes

- Download the mapping and analysis tool (*Infrastructure: Is What We Have What We Need?*) This tool outlines a four step process that can be used by planners and decision makers to map and analyze current infrastructure. Access: <http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>
- Engage participants in the mapping activity. Distribute the mapping tool. Participants should
 - Analyze whether the current infrastructure needs to be reworked in order to develop a comprehensive system of learning supports. This can be done as an individual or group activity.

Talking Points

- We are now going to take some time to begin to map the infrastructure for learning supports at the (school, district, state department).
- Begin to map the infrastructure for learning supports at a school/district level.
 - Use the mapping tool to outline your current infrastructure. Continue the process after the session and do an analysis of how the current infrastructure needs to be reworked in order to develop a comprehensive system of learning supports. Emphasize that mapping is not an end in itself. It is the first step in analyzing what needs to change.
 - Access the mapping tool online at: <http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>

5. Wrap-up..... 5 minutes

Notes

- Summarize major take aways and insights from this session.
- Ask participants to reflect on insights gained or reinforced by the session.
- Remind them that they can participate in the *Learning Supports Collaborative Network* (lscn@lists.ucla.edu).
- Review logistics and reading assignment for the next session. *Rebuilding for Learning™: Addressing Barriers to Learning and Teaching, and Re-engaging Students.* (pps. 93-110)
- Make concluding remarks, thank everyone for their participation.



Session 4: Intrinsic Motivation

FACILITATOR NOTES

- A few days prior to the session, send a reminder about pre-session preparation.
- No additional materials required.

AGENDA

1. Welcome and Introduction..... 10 minutes

Notes

- Welcome the participants to Session 4.
- Introduce any new members to the institute.
- Brief review of material covered in Session 3.
- Optional icebreaker

Talking Points

- Today's, 60-minute session is going to focus on intrinsic motivation. We'll review what intrinsic motivation is and why it is important to preventing disengagement and engaging and re-engaging students.
- Following the PowerPoint presentation by Howard and Linda which provides depth to the material you have read, we will:
 - Reflect on intrinsic motivation and what schools need to do address it.
 - We will also think about how our schools maximize intrinsic motivation and how intrinsic motivation is threatened.

2. Institute Presentation—*Intrinsic Motivation*

Drs. Howard Adelman and Linda Taylor 20 minutes

Notes

- Run PowerPoint
- Following PowerPoint, address any questions participants may have (points of clarification).

3. Reflect and Discuss 10 minutes

- *What is intrinsic motivation?*
- *Why is it important for schools not to over rely on extrinsic motivators?*
- *What do teachers need to learn in order to re-engage disconnected students?*

Notes

- Lead discussion around the above questions. This can be done as a large group or small group activity. Be sure to draw in all participants. Encourage them to share candidly about their experiences.
- Incorporate any of the tools or case studies into this section of the institute.

Talking Points

- Let's take time to reflect on what we just learned about intrinsic motivation.
- Let's first talk about what intrinsic motivation is.
- How do you see schools over relying on extrinsic motivators?
- What do teachers and other school staff need to learn in order to re-engage disconnected students?

4. Institute Activity—Observe a school and list the ways intrinsic motivation is maximized and the ways it is threatened. 15 minutes

Notes

- Give participants the assignment to observe a school and to list ways intrinsic motivation is maximized and ways it is threatened.
- Engage in a discussion about what leaders believe they will find at their school(s).

Talking Points

- Let's consider how schools foster or threaten intrinsic motivation. What have you noticed in your school(s)?
- Before the next institute, observe a school and list ways that intrinsic motivation is maximized and how it is threatened. Arrange to discuss your observations with colleagues.

5. Wrap-up..... 5 minutes

Notes

- Summarize major take aways and insights from this session.
- Ask participants to reflect on insights gained or reinforced by the session.
- Remind them that they can participate in the *Learning Supports Collaborative Network* (lscn@lists.ucla.edu).
- Review logistics and reading assignment for the next session. *Rebuilding for Learning™: Addressing Barriers to Learning and Teaching, and Re-engaging Students.* (pps. 77-92)
- Make concluding remarks, thank everyone for their participation.



Session 5: School Transformation is About Systemic Change

FACILITATOR NOTES

- A few days prior to the session, send a reminder about pre-session preparation.
- No additional materials required.

AGENDA

1. Welcome and Introduction..... 10 minutes

Notes

- Welcome the participants to Session 5.
- Introduce any new members to the institute.
- Brief review of material covered in Session 4.
- Lead participants in brief discussion about what they observed at their schools with regard to intrinsic motivation.

Talking Points

- Today's, 60-minute session is going to focus on school transformation and systemic change.
- Following the PowerPoint presentation by Howard and Linda which provides depth to the material you have read, we will:
 - Reflect on what systemic changes are needed for fully integrating a comprehensive learning support system into school improvement policy and practice.
 - Discuss what mechanisms are necessary in effectively pursuing transformative change in schools and districts.
 - Start drafting a plan for creating the readiness and commitment of staff and other stakeholders for moving forward to develop a comprehensive system of learning supports.

2. Institute Presentation—*School Transformation is About Systemic Change*

Drs. Howard Adelman and Linda Taylor..... 20 minutes

Notes

- Run PowerPoint
- Following PowerPoint, address any questions participants may have (points of clarification).

3. Reflect and Discuss 10 minutes

- *What systemic changes are necessary for fully integrating a comprehensive system of learning supports into school improvement policy and practice?*
- *What mechanisms are necessary in effectively pursuing transformative change in schools and districts?*

Notes

- Lead discussion around the above questions. This can be done as a large group or small group activity. Be sure to draw in all participants. Encourage them to share candidly about their experiences.
- Incorporate any of the tools or case studies into this section of the institute.

Talking Points

- Let's take time to consider the changes that need to take place to fully integrate comprehensive systems of learning supports into school improvement policy and practices.
- Thinking about what was presented by Howard and Linda, what mechanisms are necessary for effectively pursuing transformative change in schools, districts (state departments)?
- Why is it important to expand the school accountability framework?

4. Institute Activity—Begin to formulate a plan for creating readiness and commitment of staff and other stakeholders for moving forward to develop a comprehensive system of learning supports. 15 minutes

Notes

- There will only be time to begin the outline of a plan during this session. As a small or large group activity have participants focus on what they feel are the most critical elements of a plan and have them identify the key stakeholders for carrying out those elements.
- They should identify specific action items around this. The team should work together after the institute to complete the plan, and should be prepared to present their plan for the sixth and final session.

Talking Points

- Our activity for this session is to begin to formulate a plan for creating readiness and commitment of staff and key stakeholders so that we can move forward toward developing a comprehensive system of learning supports.
- The objective today is to outline such a plan, identifying key elements, major action items around each element, and the important stakeholders who must be involved.
- After this session, take time to complete the plan adding the necessary detail. The plan will be shared and discussed during the sixth and final session as time allows. However, the benefit of working on this is to help think about next steps in moving forward.

5. Wrap-up..... 5 minutes

Notes

- Summarize major take aways and insights from this session.
- Ask participants to reflect on insights gained or reinforced by the session.
- Remind them that they can participate in the *Learning Supports Collaborative Network* (lscn@lists.ucla.edu).
- Review logistics and reading assignment for the next session.
Rebuilding for Learning™: Addressing Barriers to Learning and Teaching, and Re-engaging Students. (pps. 77-92)



Session 6: Designing a Comprehensive System of Learning Supports and Strategically Planning its Implementation

FACILITATOR NOTES

- A few days prior to the session, send a reminder about pre-session preparation.
- No additional materials required.

AGENDA

1. Welcome and Introduction..... 10 minutes

Notes

- Welcome the participants to Session 6.
- Introduce any new members to the institute.
- Brief review of material covered in Session 5.

Talking Points

- Today's, 60-minute session is going to focus on designing a comprehensive system of learning supports and strategically planning its implementation.
- Following the PowerPoint presentation by Howard and Linda which provides depth to the material you have read, we will:
 - Discuss your ideas for creating readiness for moving toward developing a comprehensive system of learning supports.
 - Look specifically at how to use tools from the institute and the Center Web site as you work with staff and other stakeholders.
 - We'll conclude with beginning to develop a "next steps plan."

2. Institute Presentation—

Drs. Howard Adelman and Linda Taylor..... 20 minutes

Notes

- Run PowerPoint
- Following PowerPoint, address any questions participants may have (points of clarification).

3. Reflect and Discuss 10 minutes

- *What are your ideas for creating the readiness and commitment of your stakeholders for moving forward in developing a comprehensive system of learning supports?*

Notes

- Lead discussion around the questions posed. Have participants share the plans they began during the last session. Encourage them to share candidly about their experiences.
- Take time for the group to begin to hone and tighten the plan.
- Incorporate any of the tools or case studies into this section of the institute.

Talking Points

- Let's share the plans begun at the last session and worked on between sessions.
- Let's be reflective during this process and try to hone and tighten the plans.

4. Institute Activity—Review institute tools 15 minutes

Notes

- Go over the online toolkit and the *Rebuilding for Learning* Online Leadership Institute Facilitator's Guide to identify what tools or information would be most useful as participants contemplate how to use the institute as a professional development and informational resource for their staff and stakeholders.
- Begin to create a "next steps plan."

Talking Points

- Let's take a look at the tools and resources from the online toolkit and from the Facilitator's Guide to identify the tools and resources that would be most helpful as you consider how to use the institute as a professional development and informational resource for staff and stakeholders.
- After that, we will finish up the session by beginning a "next steps plan" to help us move our work forward in developing a comprehensive system of learning supports. The first next step is to plan how to continue planning after the institute ends (what needs to be done, how, by whom, and when); the second step is to make certain key stakeholders understand the need and commit to making essential changes.

5. Wrap-up..... 5 minutes

Notes

- Summarize major take aways and insights from this session.
- Ask participants to reflect on insights gained or reinforced by all six sessions.
- Remind them that they can still participate in the *Learning Supports Collaborative Network* (lscn@lists.ucla.edu). Encourage them to do so as it will aid in deepening their understanding of the work, and will support their efforts to move toward implementation of a comprehensive system of learning supports.
- Make concluding remarks, thank everyone for their participation.

TECHNICAL DETAILS

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To register for the *Rebuilding for Learning* Online Leadership Institute, click on the “Online Leadership Institute” link located at the top of the page. Then, click on the “Login/Register” link on the right side of the page.

You will see a login form pop up. Click on “Register here,” and you will be brought to a form. Fill out the form with your username and password, as well as your contact information, and click on “Submit.” You can choose to opt-in to the Learning Supports Collaborative Network listserv to receive additional updates and information.

Please note that the session presentations are in .mov files and will play in Quick Time and Windows Media Player.

LET US HEAR FROM YOU

Our goal is to continually work to improve the *Rebuilding for Learning* Online Leadership Institute over time. That can only happen if you share your candid feedback about the course with us. This work is truly meant to be collaborative and the institute is meant to be a resource. Please keep us apprised about how your work is going. Let us know who completed the institute and we will send them a special certificate honoring their engagement in the work.