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## **Instructional and Support Staffs too Often are Overwhelmed**

In a recent commentary in *Just Action* entitled “The Soft Bigotry of High Expectations,” Richard Rothstein discusses the necessity of considering the context of schools related to their effectiveness (See <https://justaction.substack.com/p/the-soft-bigotry-of-high-expectations> .)

He stresses that teachers can’t do much about many of the impediments to learning and that “concentrating disadvantaged pupils in poorly resourced schools in poorly resourced and segregated neighborhoods overwhelms instructional and support staffs.”

This reality is widely recognized and underscores why our Center advocates for moving school improvement from a two- to a three-component policy and practice framework. That is, expanding from a primary focus on instruction and management/government concerns to fully integrate a third primary component directly concerned with improving how schools play a major role in addressing barriers to learning and teaching. Such a policy shift, of course, must be accompanied with the resources necessary for transforming student/learning supports into a unified, comprehensive, and equitable system.

See <https://smhp.psych.ucla.edu/newinitiative.html>