
Saturday, June 17, 2017 12:28 PM

UCLA Center asks: *How are you enhancing equity or opportunity for all students?*

No one doubts the necessity of continuously improving instruction and management.

However, the number of students who continue to fall behind underscores that this limited emphasis is insufficient.

It is time to make addressing barriers to learning and teaching a high priority in policy and practice and, in the process, transform student/learning supports.

As the *National Initiative for Transforming Student and Learning Supports* stresses, student and learning supports have long been marginalized in school improvement policy and practice. As a result, such supports are developed in an ad hoc and piecemeal manner. Implementation is fragmented and at times redundant. Those involved often are counterproductively competitive, especially when funding is sparse (and when isn't it?). All this needs to change. Yet, most of the widely circulated reports about improving schools pay little or no attention to the role of school student and learning support staff.

And while the passage of the *Every Student Succeeds Act* (ESSA) offers opportunities, it also continues the piecemeal approach to addressing barriers to learning and teaching and re-engaging disconnected students and families.

See more at <http://smhp.psych.ucla.edu/> .