
ESSA and new directions for addressing barriers to learning and teaching

ESSA stresses a devolution of power to states and districts. *Is that power being used to enhance how schools address barriers to learning and teaching?*

*New analyses from our Center at UCLA**

*ESSA and Addressing Barriers to Learning and Teaching:
Is there Movement toward Transforming Student/Learning Supports?*
<http://smhp.psych.ucla.edu/pdfdocs/2018%20report.pdf>

This report is meant as an imperative wake-up call for expanding the prevailing focus of school improvement policy and practice. The report provides analyses of responses from state departments of education, school districts, and leadership organizations about how they are pursuing the opportunity the *Every Student Succeeds Act* provides to *transform* the way schools address barriers to learning and teaching. The analyses highlight the current state of affairs and the degree to which there are indications of innovative new directions. Major concerns are raised about the way efforts to address barriers to learning and teaching are conceived, implemented, and continue to be marginalized in school improvement policy and practice. The report concludes with a discussion of new directions.

Let us know what is being done in your locale to directly address barriers to learning and teaching as a major component in efforts to enhance equity of opportunity. Send to ltaylor@ucla.edu

*Center resources are free and sent to over 100,000 school and community stakeholders across the country who are concerned about (1) daily matters confronting schools, (2) promoting whole child development and positive school climate, and (3) the transformation of student and learning supports. The Center at UCLA is co-directed by Howard Adelman & Linda Taylor.
