

Introducing the Idea of Developing a Comprehensive System of Learning Supports to a New Superintendent or to One Who May Be Ready to Move Forward

Superintendents are key to establishing school improvement policy and practice. Various states and districts where learning supports have been making headway have experienced superintendent turnover. In addition, we are hearing from various places that superintendents are increasingly ready to think about new directions for student and learning supports.

We suggest the following as a strategic set of steps for introducing the idea of unifying and then developing a comprehensive and equitable system of learning supports to superintendents and other policy makers.

(1) Provide a Brief Introductory Memo (see attached prototype)

(2) Follow-up with a Brief Introductory Document – see for example,

Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching – <http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>)

(Note: if this document doesn't seem to fit your situation, there are others to choose from in Section A of the Center's Rebuilding Toolkit –

<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>)

(3) After another week, follow-up by providing information about other places that are moving forward. Specifically, refer to the following –

>***Transforming Student and Learning Supports: Trailblazing Initiatives!***

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer14.pdf>

>***2015 National Initiative for Transforming Student and Learning Supports***

<http://smhp.psych.ucla.edu/newinitiative.html>

>***Brochures from Districts and State Departments***

<http://smhp.psych.ucla.edu/toolkit1a.htm>

>***Examples of state and District Design Documents***

<http://smhp.psych.ucla.edu/toolkitb1a.htm>

(4) For answers to typical questions raised in the process, see and share as needed material from the

>***Q & A Talking Points*** (in Section A of the Center's System Change Toolkit)

<http://smhp.psych.ucla.edu/toolkit2.htm>

(5) At this juncture, if there is interest in a phone conference with the UCLA Center Co-directors (Howard Adelman and Linda Taylor) to discuss ways we can help move things forward, just email Ltaylor@ucla.edu or adelman@psych.ucla.edu.

Intro Memo Prototype

To:

From:

Re: *Developing a Unified and Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching and Re-engage Disconnected Students*

As resources tighten, it is imperative to rethink how best to provide student and learning supports to prevent and correct problems that students and staff experience in the classroom and school-wide.

For sometime, there has been growing concern that current efforts are not well-conceived and implemented. It is evident that there is considerable fragmentation and significant gaps in efforts to ensure that all students have an equal opportunity to succeed at school and beyond.

As a result, pioneering states and districts are focusing on better ways to provide “learning supports.” See

>***Transforming Student and Learning Supports: Trailblazing Initiatives!***

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer14.pdf>

>**Brochures from Districts and State Departments**

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Given the ever-tight budget, the challenge is to move quickly in taking next steps in unifying and then developing a comprehensive and equitable system for addressing barriers to learning and teaching and re-engaging disconnected students.

We would like to discuss all this with you in greater detail.

Respectfully submitted: