May 5, 2014

Request

>*Playing a role in professional development at schools to address barriers to learning*

Follow-Up Interchange

>*Mapping/analyzing existing school and district resources; adding community resources to fill gaps*

For Your Information:

>*New dropout data and making the case for improving student and learning supports*

##
Please forward this to a few colleagues you think might be interested.
The more who join, the more we are likely to receive to share.

For those who have been forwarded this and want to be part of
the weekly exchange, send an email to Ltaylor@ucla.edu
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Request: A colleague wrote seeking resources for professional development: "I am meeting with our County Director of Special Education tomorrow to offer ideas and professional development activities for the year ahead." As more and more efforts are made to address barriers to learning and teaching, we get frequent requests asking: *What resources for professional development are available from the Center?*

Center Response: Free Center online resources in several formats are easily accessed from our website. See, for example:

(1) Continuing education self-study modules at
http://smhp.psych.ucla.edu/materials/trainingpresentation.htm#ce

In this section, many folks have appreciated the following resources:

>*Engaging and Re-engaging Students and Families* – Provides a perspective on motivation that goes beyond mainly reinforcing and enforcing behavior. The emphasis is on expanding understanding of engagement, re-engagement, and intrinsic motivation in the context of school improvement and school climate. Highlights strategic approaches to engaging and re-engaging students, with special attention to avoiding over-reliance on extrinsic reinforcers and minimizing practices that can produce reactance.
   Unit I: *Motivation: Time to Move Beyond Behavior Modification*
      http://smhp.psych.ucla.edu/pdfdocs/engagei.pdf
   Unit II: *Strategic Approaches to Enhancing Student Engagement and Re-engagement*
      http://smhp.psych.ucla.edu/pdfdocs/engageii.pdf
   Unit III: *Enhancing Family Engagement and Re-engagement*
      http://smhp.psych.ucla.edu/pdfdocs/engageiii.pdf
   Unit IV: *Embedding Engagement and Re-engagement into a Unified and
             Comprehensive System of Student and Learning Supports*
      http://smhp.psych.ucla.edu/pdfdocs/engageiv.pdf

>*Personalizing Learning and Addressing Barriers to Learning* – Policy makers have embraced the concept of personalized learning. It is emphasized in the common core state standards initiative, the proposed model core teaching standards, the administration's 2010 National Education Technology Plan, and the Race to the Top guidelines. Discussions of personalized learning often leave the impression that the process is mainly about incorporating technological innovations. This set of continuing education modules is designed to help schools move forward in personalizing learning as an approach that reflects the reality that learning is a nonlinear, dynamic, transactional, and spiraling process, and so is teaching. Personalized learning is placed within the context of other conditions that must be improved in classrooms and school wide to address factors interfering with student learning and performance.
   Unit I: *Personalizing Learning*
   Unit II: *More is Needed to Address Barriers to Learning*
       http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf

>*RTI and Classroom & Schoolwide Learning Supports* – As formulated and practiced Response to Intervention (RTI) often is too limited in how it frames what needs to go on to

enable learning, engage students, and keep them engaged. In particular, it pays too little attention to the need to strengthen the classroom and schoolwide context in ways that enhance the effectiveness of the strategy.

> Unit I: *Response to Intervention: Improving Conditions for Learning in the Classroom*
>> http://smhp.psych.ucla.edu/pdfdocs/rtii.pdf
> Unit II: *Implementing Response to Intervention Sequentially & Effectively*
>> http://smhp.psych.ucla.edu/pdfdocs/rtiii.pdf
> Unit III. *Response to Intervention: Beyond Personalization*
>> http://smhp.psych.ucla.edu/pdfdocs/rtiiii.pdf
> Unit IV: *Pursuing Response to Intervention as One Strategy in a Comprehensive System of Student and Learning Supports*
>> http://smhp.psych.ucla.edu/pdfdocs/rtiiv.pdf

(2) Webinar, power point presentations, and related handouts (listed on the bottom section of the webpage on Continuing Ed and Presentations)

- 15 minute Introduction to New Directions for Student and Learning Supports
- Moving School Improvement Policy and Practice Forward: Common Core Standards for a Unified & Comprehensive System of Learning Supports
- RTI and Learning Supports: Addressing Barriers to Learning and Teaching & Re-engaging Disconnected Students
- Moving School Improvement Policy and Practice Forward: Context for Common Core Standards for a Unified, Comprehensive, & Systemic Learning Supports Component
- Rebuilding for Learning Online Leadership Institute
- Addressing Barriers to Learning & Teaching and Re-engaging Disconnected Students
- Addressing Barriers to Learning and Teaching to Enhance School Improvement
- Enhancing School Improvement: Addressing Barriers to Learning and Reducing the Achievement Gap
- Mental Health in Schools: Becoming an Integrated Part of the School Improvement Agenda
- Strengthening School Improvement: Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching (A webinar hosted by the American Association of School Administrators, Scholastic and the UCLA Center)
- Youth Suicide Prevention: Mental Health and Public Health Perspectives

(3) Other Center resources that can be used in professional development

See the list of the Center's online resources at
> http://smhp.psych.ucla.edu/materials/resources.htm

Listserv Participants: Let us know what local schools/districts are planning with respect to professional development to improve how they address barriers to learning and teaching. If you are in a position to provide input as schools plan for professional development, perhaps some of the above resources could be shared. ltaylor@ucla.edu

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Follow Up Interchange:

>Mapping/analyzing existing school and district resources first, then adding community resources to fill gaps

Colleague's input to the discussion: In response to the Center's policy notes exploring *Integrated Student Supports and Equity: What's Not Being Discussed?* http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf , a colleague noted: "The graphic showing the fragmentation of support services is one way to represent the problem from a theoretical perspective. In this link to my library, I point to map based program locators that collect information about youth services and map locations geographically – http://tinyurl.com/TMI-Library-ProgramLocators

In your work with school systems around the country do you know of any/many who are mapping the information shown on your graphic? I suspect that around every school there is a different mix of support services, and that there's a different mix of what's available at the school during the school day and in the neighborhood around the school in non school hours. Also I'd suspect that in communities with higher poverty there would be fewer resources than in areas of more affluence.

Mapping this information and making it available on the Internet could make it available to more people and help build a better understanding of what's available, what's needed, and how these might work together in a k-12 system of supports reaching more youth."

Center: Thanks for sharing. As you indicate, mapping what a school, district, neighborhood has in the way of learning supports is an important part of the process of strengthening a unified and comprehensive system of learning supports. See our resources and those from others at http://smhp.psych.ucla.edu/qf/p2312_06.htm

In addition, for examples of mapping from districts, states, and communities, take a look at
>*Where's it Happening? – Trailblazing and Pioneering Initiatives*
http://smhp.psych.ucla.edu/summit2002/trailblazing.htm
Note the brief video from LaCrosse that conveys the process of mapping and the role it plays in raising awareness among student support providers http://youtu.be/-QmhekE7__k .

Colleague: "The video does a great job of showing the importance of communications and relationship building. Would you have any case histories to show what 'metrics' these groups show to measure their year to year impact to donors and funders? I think doing this research and bringing people together is a lot of process that can ultimately lead to a growth of programs and youth supports that show up as changes in student outcomes. However, it's a lot of work and a long time before the trust and relationships grow, or until most of the different community assets are connected. Thus, other than tracking 'what you did and who came' what other metrics show progress toward goals? In your own work as an intermediary, what metrics do you use to show your impact?"

Center: **(1) With respect to what needs measuring, see:**

>*Expanding the Accountability Framework for Schools* – outlines an expanded policy and practice outcome and benchmark framework for school improvementevaluation and accountability.
http://smhp.psych.ucla.edu/pdfdocs/account.pdf

>*Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component* – Based on analyses and recommendations reported in School Improvement Planning: What's Missing?, this report proposes ways to (a) reorganize school improvement guidance and (b) expand standards and accountability to encompass a component to address barriers to learning and teaching. In doing so, the work highlights the need and a focus for new directions for student support.

http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf

>*About Short-term Outcome Indicators for School Use and the Need for an Expanded Policy Framework* – (1) defines indicators, (2) places the concept into the context of the various ways indicators can be used in education, (3) explores some specific considerations and concerns that arise in evaluating results, (4) offers a categorization and examples of short-term outcome indicators for school use, and (5) stresses the need for policy makers to expand the accountability framework for schools.

http://smhp.psych.ucla.edu/pdfdocs/outind.pdf

(2) With respect to a case study, see:

>Gainesville City GA case study
http://www1.gcssk12.net/images/shared/other/rebuildingforlearning.pdf

>Data Related to Iowa's Work on Developing a Comprehensive System of Learning Supports – http://smhp.psych.ucla.edu/summit2002/iaaireval.pdf

(3) With respect to how we measure our impact in facilitating the work:

>We regularly seek and receive information to add to the
Where's It Happening? section on the Center website.

>Also we summarize our "lessons learned" – see
Bringing New Prototypes into Practice: Dissemination, Implementation, and Facilitating Transformation – http://smhp.psych.ucla.edu/pdfdocs/implrep3.pdf

>We also did a formal evaluation of our Center a few years ago – see
Center Evaluation of Impact –
http://smhp.psych.ucla.edu/pdfdocs/evaluation/impactevalrept.pdf

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Did you hear the teacher say that we we're all being too competitive in class.

Yea, so she plans to give a prize this week to the student who is the most cooperative!
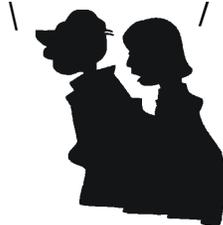
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For Your Information:
>New dropout data and making the case for improving student and learning supports

The feds have just released data on how many students graduate after four years of high school. While they stress a cohort graduation rate of 80% for school year 2011-12, it is important to pay attention to low rates at state levels and for subgroups. Such data indicate there is long-way to go yet, particularly related to racial minorities, students living in poverty, English language learners, and students with disabilities. Note: Only about 40% of students with limited English proficiency and students with disabilities are graduating in four years. For some states, the dropout problem continues to be extreme. Such data need to be front and center in making the case for a more unified, comprehensive, and equitable system for addressing barriers to learning and teaching and re-engaging disconnected students. The call should not be for another program, but for a *system of supports* that enables all students to succeed at school and beyond.

Excerpt from new federal report: "Public High School Graduates and Dropouts ..."
   http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014391

Based primarily upon the 4-Year Adjusted Cohort Graduation Rate collected by the Department of Education's Office of Elementary and Secondary Education from most states, this brief report by the National Center for Education Statistics (NCES) indicates:

> "... 4 out of 5 high school students in the country receive a regular high school diploma within 4 years of starting 9th grade. ... For School year 2011-12 American Indian/Alaska Native, Black, and Hispanic students had a 4-year Adjusted Cohort Graduation Rate below the national average at 67, 69, and 73 percent, respectively. ... Economically disadvantaged students, students with limited English proficiency, and students with disabilities all had 4-year Adjusted Cohort Graduation Rates below the national average for all students at 72, 59, and 61 percent, respectively..."

Listserv Participants: If you need more data to make the case for improving student and learning supports, let us know. ltaylor@ucla.edu .

Please share relevant resources ideas, requests, comments, and experiences!

Send to ltaylor@ucla.edu

Note: Responses come only to the Center for Mental Health in Schools at UCLA for possible inclusion in the next week's message.

We also post a broad range of issues and responses to the *Net Exchange* on our website at http://smhp.psych.ucla.edu/newnetexchange.htm and to the *Facebook* site (which can be accessed from the Center's website homepage http://smhp.psych.ucla.edu/