



**School Practitioner  
Listserv**



A Weekly Community of Practice Network  
for Sharing and Interchange

*January 11, 2016*

***About the National Initiative for Transforming  
Student and Learning Supports in 2016***

**Related Request from a Colleague –**  
***Needed: A continuum of professional development  
to establish a system of learning supports***

- >Center Comments in Response
- >Featured Set of Center Resources in Response
- >Invitation to Listserv Participants to Respond

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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](mailto:Ltaylor@ucla.edu)

For previous recent postings of this community of practice, see  
<http://smhp.psych.ucla.edu/practitioner.htm>  
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*Note:* In keeping with the *National Initiative for Transforming Student & Learning Supports*,\* this community of practice network has expanded in number of participants and topics discussed.\* The thematic emphasis is on (1) daily concerns confronting those working in and with schools, (2) the transformation of student and learning supports, and (3) promoting whole child development and positive school climate.

## **About the National Initiative for Transforming Student and Learning Supports in 2016\***

**Passage of the “Every Student Succeeds Act” underscores why the National Initiative for Transforming Student and Learning Supports is imperative. And as John King assumes the role of Acting U.S. Secretary of Education, we are pleased that he has stressed his continuing commitment to equity.**

In 2016, the National Initiative will focus on the transition to more local control as an opportunity to help transform how schools address barriers to learning and teaching and re-engage disconnected students. To this end, we will continue to assist state departments of education and school districts in moving toward a system of learning supports that enhances equity of opportunity for students to succeed at school and beyond. We will continue to stress that equity of opportunity is fundamental to enabling civil rights, and transforming student and learning supports is fundamental to enabling equity of opportunity and promoting whole child development.

For more on this, see the Center’s winter quarterly e-journal/newsletter which asks and discusses – *How Will Every Student Succeed?* –

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter16.pdf>

Also see the *Education Post* blog – <http://educationpost.org/how-will-every-student-succeed/>

***Your role in all this is critical.*** As you know, this weekly email listerv is designed as “a community of practice network for sharing and interchange.” While the exchanges range from discussions of daily concerns confronting those working in and with schools to the best ways to promote whole child development and positive school climate, the underlying message stresses the imperative for transforming student and learning supports.

Throughout 2016 (and beyond), we invite you to share your wisdom and experiences, ask a question, raise a concern, make a suggestion. And we hope you will encourage others to join in as well. We all need to and can learn from each other in order to enhance equity of opportunity for every student to succeed.

Your active participation in this online community of practice network will make it a potent tool in improving schools for all students and help advance the national initiative.

**Send your comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)**

### **About Communities of Practice**

As the Carnegie Foundation’s President, Anthony Bryk states in December’s *Educational Researcher*: “...The emergence of professional learning communities, also called communities of practice ... have become increasingly common in an effort to promote collaborative problem solving within schools and more broadly to connect educators who share common concerns....”

Educators are now cast as active agents of improvement rather than as passive receivers of knowledge developed by others. These communities seek to break down walls of solo practice and create safe spaces where faculty share and learn from one another...”  
<http://edr.sagepub.com/content/44/9/467.full.pdf+html>

**R**elated Request from a Colleague: “At the Collaborative for Reaching & Teaching the Whole Child ([www.crtwc.org](http://www.crtwc.org)), we have spent the last 5 ½ years working on the integration of SEL skills into the preparation of teachers. This is, of course, in alignment with the UCLA Center’s work focused on trying to think systemically to make change toward meeting the needs of all children. I have found that in the discussions so far in this field, the unit of change tends to be the school or school district. While that is important, at CRTWC we have been working on another part of the change process - the continuum of professional development, starting with how teachers are prepared for the classroom ( this would apply to administrator preparation as well). Do you have resources focused on the continuum of professional development for learning supports?”

**C**enter Comments: As you will have noted, classroom-based learning supports are a major facet of our intervention prototype for a unified, comprehensive, and equitable system that addresses barriers to learning and teaching and re-engages disconnected students. (And, of course, the other 5 content arenas are highly relevant to teacher and other school staff concerns about whole child learning and development.) See <http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>

When it comes to professional development, we are concerned about how all school staff (including administrators) are prepared to help unify student and learning supports and then (over a period of time) how they develop the supports into a comprehensive system at school and district levels. This involves a continuum of professional preparation that spans preservice and inservice. It involves teachers learning how to open the classroom door to invite in collaborative efforts with other teachers and support staff colleagues and volunteers. It involves student and learning support staff learning how to work collaboratively in the classroom as colleagues with teachers and each other and not just as consultants to teachers.

Related to this, see

>*Reframing the Roles and Functions of Student Support Staff* –  
<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aide.pdf>

Clearly, all this requires major systemic changes that will take some time to achieve. Key changes must occur at institutions of higher education, associations, guilds, unions, etc. Nothing will change if there is not a critical mass of leaders committed to action.

An in-depth professional development focus for teachers, leaders, school support staff, and community partners is an essential foundation for changes at a school and district (and state department of education). When university preparation programs for education professionals include an emphasis on creating a unified and comprehensive system of learning supports, the transformation of learning supports will be able to build on a strong foundation.

**F**eatured set of center resources: In response to the above request, here are some professional development resources we have available online:

(1) As introductory resources, see

> *Preparing All Education Personnel to Address Barriers to Learning & Teaching* – <http://smhp.psych.ucla.edu/pdfdocs/preparingall.pdf>

> *Enhancing Classroom Approaches for Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf>

- Module I provides a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers.
- Module II focuses on classroom practices to engage and re-engage students in classroom learning.
- Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.

(2) For more in-depth professional development for learning supports, see

> *Personalizing Learning and Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf>

- Unit I: Personalizing Learning
- Unit II: More is Needed to Address Barriers to Learning

> *Engaging and Re-engaging Students and Families* –

- 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>

> *RTI and Classroom & Schoolwide Learning Supports* –

- 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>

(3) For professional development on implementation and facilitating systemic change, see

> *System Change Toolkit* – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

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**I**nvitation to Listserv Participants to Respond: What can you recommend for use in professional development related to learning supports? Preservice? Inservice? For teachers? administrators? Student and learning support staff? Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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**\*For information about the *National Initiative for Transforming Student and Learning Supports*, see <http://smhp.psych.ucla.edu/newinitiative.html>**

***Equity of opportunity is fundamental to enabling civil rights;  
transforming student and learning supports is fundamental to  
enabling equity of opportunity and promoting whole child development***

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***THE MORE FOLKS SHARE, THE MORE USEFUL AND  
INTERESTING THIS COMMUNITY OF PRACTICE BECOMES!***

**Send resources ideas, requests, comments, and experiences to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)**

**We 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 *Facebook* (access from the Center's home page <http://smhp.psych.ucla.edu/>)**