School Practitioner Community of Practice
(A network for sharing & exchange)
(5/4/22)

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Note: Go to http://smhp.psych.ucla.edu/ for links to other Center resources.

This resource is from the
  Center for MH in Schools & Student/Learning Supports, UCLA

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

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For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

For previous postings of community of practice discussions, see
http://smhp.psych.ucla.edu/practitioner.htm

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For discussion and interchange:
  >*More Needs Assessment -- Is it really needed?*

Request from a colleague:

"We recently met with a congressional office interested in the impact of COVID-19 on learning loss disparities. We are reaching out to see if you can provide any insights from the research literature on the following questions

1. What impact did school closures during COVID-19 have on race- and income-based differences in achievement?

2. What are the long-term consequences of racial disparities in achievement and learning loss for youth (e.g., juvenile justice system involvement)?

3. How are schools, school districts, etc. trying to redress the effect of the pandemic on students (e.g., strategies or programs, such as school choice)?

We are interested in any input and/or resources you can offer related to the questions above."

Center Comments:

We view it as a mistake to focus so much on documenting the current state of affairs.

We don't need another needs assessment; we need an expanded school improvement policy framework that generates a system-wide transformation in how schools address barriers to learning and teaching and reengage disconnected students and their families.

The current picture is more than clear. Before the COVID-19 pandemic public schools had more students who manifested learning, behavior, and emotional problems than they could respond to effectively. The pandemic and the increased concerns about social injustice have exacerbated what always has been a terrible situation in too many schools.

Message to policy makers:

>The number of students manifesting learning, behavior, and emotional problems far outstrips the ways schools deal with these matters.

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>Existing school and community programs, services, and special initiatives aimed at these problems tend to be fragmented and often engender fights over turf and counterproductive competition for sparse resources.

>Research indicates the fragmentation is a result of the marginalization of student and learning supports in school improvement policy (and thus efforts to coordinate and integrate interventions are not a solution).

>The nature and scope of need and the deficiencies in prevailing approaches underscore how essential it is to adopt a transformative perspective. From such a perspective, our Center highlights new directions for schools and districts and ways policy makers can mobilize to help them move forward to end the marginalization of student/learning supports and unify available resources for addressing barriers to learning and teaching and develop them into a comprehensive and equitable system.

See our recent article entitled:

Transforming Student/Learning Supports: What We've Learned so Far
http://smhp.psych.ucla.edu/pdfdocs/spring2022.pdf

> **Be a community of practice participant**
>
> **Share your experiences, views, comments**
> Send to ltaylor@ucla.edu

For discussion and interchange:

>Aggressively recruiting new teachers and student support staff --
Part I of a four part series on recruiting, welcoming, developing, and supporting school personnel

Earlier this year, our Center and a wide range of colleagues shared perspectives on a request related to the growing teacher shortage. As a follow up, we now focus on efforts to end the shortage and strengthen recruitment, welcoming, development, and support for new teachers and student support staff.

In attracting and keeping new (and experienced teachers), considerable consensus has formed over the years around the need to address seven basic interrelated matters. They are: (1) salaries, (2) recruitment, (3)preservice professional preparation, (4) induction into the profession, (5) personalized on-the-job (inservice) learning, (6) student and learning supports, and (7) a career ladder.

In Part I of this series, we focus on sharing ideas about recruitment strategies.

(1) From an article on How California Districts Are Responding to Teacher Shortages
https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Shortages_During_Pandemic_REPORT.pdf

"...Investing in recruitment and hiring capacity. A majority of districts in this study had stepped up recruitment activities in response to known and anticipated shortages. Districts increased their presence at job fairs and hosted their own virtual recruitment fairs. Districts developed more competitive hiring strategies, such as streamlining hiring processes; hiring additional recruitment staff; and offering open teaching contracts, which enabled them to secure hires before vacancies became available....

Implement a statewide recruitment initiative to help potential candidates navigate the complex process of becoming a teacher. Implement multiple programs aimed at ending teacher shortages by training a well-prepared, stable teacher workforce. The state could support the success of these efforts by providing career counseling and navigation supports to prospective teacher candidates to help them negotiate the complex gauntlet of programs, credentialing requirements, and funding opportunities that are part of the teacher preparation process.

Invest in community college to 4-year university pathways that recruit and prepare

aspiring teachers earlier in the educational process. Policies to recruit and begin preparing future teachers earlier in their educational careers can help attract young people into teaching and reduce the overall costs of their preparation....

Support teacher recruitment by ensuring strong uptake of scholarships... State agencies could engage in a shared communication campaign that disseminates information about the scholarships to teacher preparation programs, financial aid offices, and potential teacher candidates. School districts operating teacher residency programs should also be informed that residents can receive grant awards in addition to residency stipends, which may help candidates afford living costs during teacher preparation....

With teacher shortages statewide, district leaders also understood they were in competition with other districts for hiring. One district began offering open contracts—that is, a teaching job without a specified school or grade assignment. This allowed the district to secure new hires ahead of anticipated openings becoming available. Another district reorganized its recruitment processes, with principals conducting hiring interviews during the summer months to increase the speed at which they could make job offers...

The availability of federal funds helped support some of these recruitment efforts. One administrator noted that the district had used funds to hire additional staff on a temporary basis to help with recruitment, including creating more effective and efficient hiring processes...."

(2) From: *Creative solutions and state and federal supports needed to solve teacher shortages*
http://blog.csba.org/teacher-shortage-lpi/

"...Implementing a statewide recruitment initiative to help potential candidates navigate the complex process of becoming a teacher. The report points to a previous state model to aid in recruiting teachers — the Teacher Recruitment Incentive Program, which... established six regional teacher recruitment centers that employed full-time recruiters, provided credential and career counseling to prospective teachers, disseminated information on available state-funded incentives, conducted college campus and community-based information sessions on job opportunities in teaching, and referred candidates to teacher preparation programs..."

(3) From: *Evaluating and improving teacher preparation programs*
https://3e0hjncy0c1gzjht1dopq44b-wpengine.netdna-ssl.com/wp-content/uploads/2022/03/NAEd-EITPP-Paper-Wilson-Kelley.pdf

• Recruit from staff and students already in the district and provide incentives for attending teacher preparation programs and returning to the community...
• Develop partnerships with other stakeholders in teacher preparation...and create infrastructure to support communication and collaboration
• Provide signing or performance bonuses, especially for hard-to-staff positions or locations, and salary structures that encourage retention
• Enhance the quality and professionalism of recruitment efforts (e.g., clear job postings and early, efficient hiring processes; hire dedicated, skilled staff with requisite knowledge and skill)
• Create pathways for teacher leadership within schools and school districts, including advanced certification

(4) Much of the above applies to recruiting support staff. With a specific focus on support staff, here's an article that stresses *Recruiting Undergraduate Students*
https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-psychology/shortages-in-school-psychology-resource-guide/recruitment/recruiting-practitioners/recruiting-undergraduate-students

The article suggests taking steps to:
>Increase exposure to the profession through undergraduate advising....
>Increase exposure to the profession through undergraduate coursework....
>Encourage early involvement in state and national professional organizations....
>Advocate for an increased presence of school psychology in undergraduate textbooks....
>Provide opportunities for undergraduates to complete internship experiences in school psychology....
>Encourage undergraduate involvement in school psychology research....
>Deliver school psychology presentations to undergraduates....

>Encourage collaboration among psychology, education, and other related departments/schools. Increased collaboration may allow school psychology programs to enhance their visibility among students with related professional interests (e.g., social work, teacher education, counseling, etc.).

>Share information regarding funding opportunities...."

Share your ideas about enhancing recruitment of school personnel so we can share with those struggling to deal with this matter. Send to Ltaylor@ucla.edu

Millions of Ukrainian children are still in school despite the war
https://www.npr.org/2022/04/05/1090821103/ukrainian-children-are-still-in-school-despite-the-war

"...Since Feb. 24, more than half the country's children have been pushed from their homes. At least two million are refugees outside the country, a number that grows daily. It's one of the biggest, and fastest, disruptions of children's lives since World War II.

Safety, housing, food, and medical care are the top priorities, but a surprising number of families are also keeping up with school. When the war started, Ukraine's Ministry of Education declared a two-week school holiday. But since then, teaching has resumed remotely. The Ministry says nearly three million, a majority of the country's school-aged children, have shown up for online learning, at least a bit. The country is even broadcasting video lessons on television.   It may seem surprising, but the world is newly familiar with remote learning thanks to the pandemic. And Ukraine's focus on maintaining education is in line with an emerging philosophy of disaster response — one summed up in the name of a special fund at the United Nations: Education Cannot Wait. The fund has just announced $5 million in donations to help children affected by the war with learning and mental health services....

In countries including Poland and Bulgaria, and in safer parts of Ukraine, there are informal settings that resemble the learning hubs set up in the U.S. during the pandemic. Here, students can sign on to their remote lessons with their teachers and classmates from back home, and also play sports and do other activities in person...."

>Links to a few other relevant shared resources

Can four-day school weeks salve teacher burnout?
https://thehill.com/changing-america/enrichment/education/3464149-can-4-day-school-weeks-salve-teacher-burnout/

'More than a warm body': Schools try long-term solutions to substitute
https://hechingerreport.org/more-than-a-warm-body-schools-try-long-term-solutions-to-substitute-teacher-shortage/?utm_source=ECS+Subscribers&utm_campaign=ef606c98bc-ED_CLIPS_04_27_2022&utm_medium=email&utm_term=0_1a2b00b930-ef606c98bc-53599575

Strong and sustainable children's cabinets
https://forumfyi.org/knowledge-center/strong-and-sustainable-childrens-cabinets-a-discussion-guide-for-state-leaders/

U.S. Educ Secretary Miguel Cardona Calls on States, Districts, Higher Ed Institutions to Address Nationwide Teacher Shortage and Bolster Student Recovery with American Rescue Plan Funds
https://www.ed.gov/news/press-releases/us-education-secretary-miguel-cardona-calls-states-districts-higher-ed-institutions-address-nationwide-teacher-shortage-and-bolster-student-recovery-american-rescue-plan-funds

The Role of Schools in Supporting Students Experiencing Homelessness: Perceptions of School Staff   https://academic.oup.com/cs/article/44/2/70/6532359

Support, develop, empower: The co-development of a youth leadership framework
https://doi.org/10.1016/j.childyouth.2022.106477

Committee for children https://www.cfchildren.org/

Behavior Management Doesn't Have to Tank Relationships
    https://www.ascd.org/blogs/behavior-management-doesnt-have-to-tank-relationships

Violence Prevention: School-based Anti-bullying Interventions
    https://www.thecommunityguide.org/findings/violence-prevention-school-based-anti-bullying-interventions

As Teen Mental Health Worsens, Schools Learn How to Help
    https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2022/04/18/as-teen-mental-health-worsens-schools-learn-how-to-help

Discriminatory Transgender Health Bills Have Critical Consequences for Youth
    https://www.childtrends.org/publications/discriminatory-transgender-health-bills-have-critical-consequences-for-youth

How Children's Cabinets Can Meet the Needs of Families and Youth
    https://ednote.ecs.org/how-childrens-cabinets-can-meet-the-needs-of-families-and-youth/?utm_source=ECS+Subscribers&utm_campaign=703ab49cf8-Ed_Note_Daily&utm_medium=email&utm_term=0_1a2b00b930-703ab49cf8-53599575

4 ways schools can support students, staff suffering from trauma
    https://www.k12dive.com/news/4-ways-schools-can-support-students-staff-suffering-from-trauma/622464/

How My School Is Fighting the Surge in Chronic Absenteeism
    https://www.edweek.org/leadership/opinion-how-my-school-is-fighting-the-surge-in-chronic-absenteeism/2022/04

Balancing Adverse Childhood Experiences (ACEs) With HOPE
    https://hria.org/wp-content/uploads/2017/05/Balancing-ACEs-with-HOPE.pdf

Shut out: Why Black and Latino Students are Under Enrolled in AP STEM Courses
    https://edtrust.org/wp-content/uploads/2014/09/Shut-Out-Why-Black-and-Latino-Students-are-Under-Enrolled-in-AP-STEM-Courses-April-2022.pdf?utm_medium=email&_hsmi=210971767&_hsenc=p2ANqtz-9Q0eNC5Dypp-TUlO7aaxlX1_J8HasTSDmfTEueynbLBXFcBrMxRC0mKqAfdD9fE2qpW6qbSwmwiLG_he5MN1ckZuJ6xQ&utm_content=210971767&utm_source=hs_email

A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – http://smhp.psych.ucla.edu/webcast.htm

5/5 Peer support for youth and families
5/5 Cultivating leadership effectiveness and wellness
5/5 Collaborations to Build and Maintain Comprehensive School Mental Health Systems
5/10 Support challenging students
5/12 Understanding Doubled Up
5/18 Legal and Ethical Considerations of Working with Students with Disabilities
5/24 Strengthening Family Coping Resources During Challenging Times
5/25 What promotes engagement
5/25 What students need to thrive
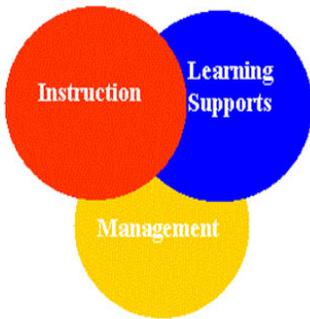5/31 Paving the Way to College for Students Experiencing Homelessness

Teachers deserve more credit than they get.

They wouldn't need it if we paid them what they deserve.

**Teacher Salaries Aren't Keeping Up With Inflation.
See How Your State Compares**

The average pay for teachers in the US has fallen to its lowest level in a decade, when adjusted for inflation, according to a report released Tuesday by the National Education Association. The national average teacher salary in the 2021-22 school year is estimated at $66,397 -- a 3.9% decline in 10 years when inflation is factored in -- and the average starting salary was $41,770, a 4% drop, when inflation is considered.

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**For information about the
National Initiative for Transforming Student and Learning Supports**
go to http://smhp.psych.ucla.edu/newinitiative.html

Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

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Invitation to Listserv Participants:

Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.
Send to Ltaylor@ucla.edu

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

**We post a broad range of issues and responses to the Net Exchange
on our website a**t http://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page http://smhp.psych.ucla.edu/)