Mental Health in Schools
Program and Policy Analysis+
UCLA
Center

Leadership Institute

Enhancing School Improvement:
Addressing Barriers to Learning and Re-engaging Students

Session Topics:

I.   Why is a System of Learning Supports *Imperative* for School Improvement

II. What is a System of Learning Supports?
       An intervention perspective

III. What is a System of Learning Supports?
       An infrastructure perspective

IV. What is a System of Learning Supports?
       A policy perspective

V. What's Involved in Getting from Here to There?

VI. Engaging and Re-engaging Students with an Emphasis on Intrinsic Motivation

VII. Concluding Comments

For an overview of resources available at no cost from the Center, use the internet to scan the website: **http://smhp.psych.ucla.edu**

Note: Most of the handouts from this presentation are included on the Center website in both powerpoint & PDF formats.

Session V

What's Involved in Getting from Here to There?

>**Overview of Major Phases and Steps in Establishing
a Comprehensive System of Learning Supports**

>**Three Key Policy Concerns**

>**Understanding the Linkages between (a) desired
school improvements and (b) getting from here
to there**

>**Needed: A Designated Agent for Change
Other Major Systemic Matters to Consider**

Implementing innovation   =

Systemic change   =

Escaping old ideas

The real difficulty in changing

the course of any enterprise lies

not in developing new ideas

but in escaping old ones.

John Maynard Keynes

How do we get from here to there?

Is this your systemic change process?

Overview of Major Phases and Steps in Establishing a Comprehensive System of Learning Supports

First Phase –
   Orientation: Creating Readiness

Second Phase –
   Start-up and Phase-in:
   Building Infrastructure and Capacity

Third Phase –
   Sustaining, Evolving, and
   Enhancing Outcomes

Fourth Phase –
   Generating Creative Renewal
   and Replication to Scale

Three Key Policy Concerns

(1) Standards for a Learning Supports (or Enabling) Component

(2) Expanded School Accountability

See tool kit:
> < *Overview of Standards and Accountability to Encompass a Learning Supports Component*
> http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidc.pdf

(3) Stressing the Science-base

See tool kit:
> < *What's the Research-base for Moving Toward a Comprehensive System of Learning Supports?*
>   http://smhp.psych.ucla.edu/summit2002/WhatstheEvidenceBase.pdf

> < *Data Related to the Need for New Directions for School Improvement*
>   http://smhp.psych.ucla.edu/summit2002/data.pdf

> < *Data on the Plateau or Leveling Off Effect of Achievement Test Scores*
>   http://smhp.psych.ucla.edu/summit2002/plateau.pdf

Planning Systemic Change

C Understanding the Linkages between (a) desired school
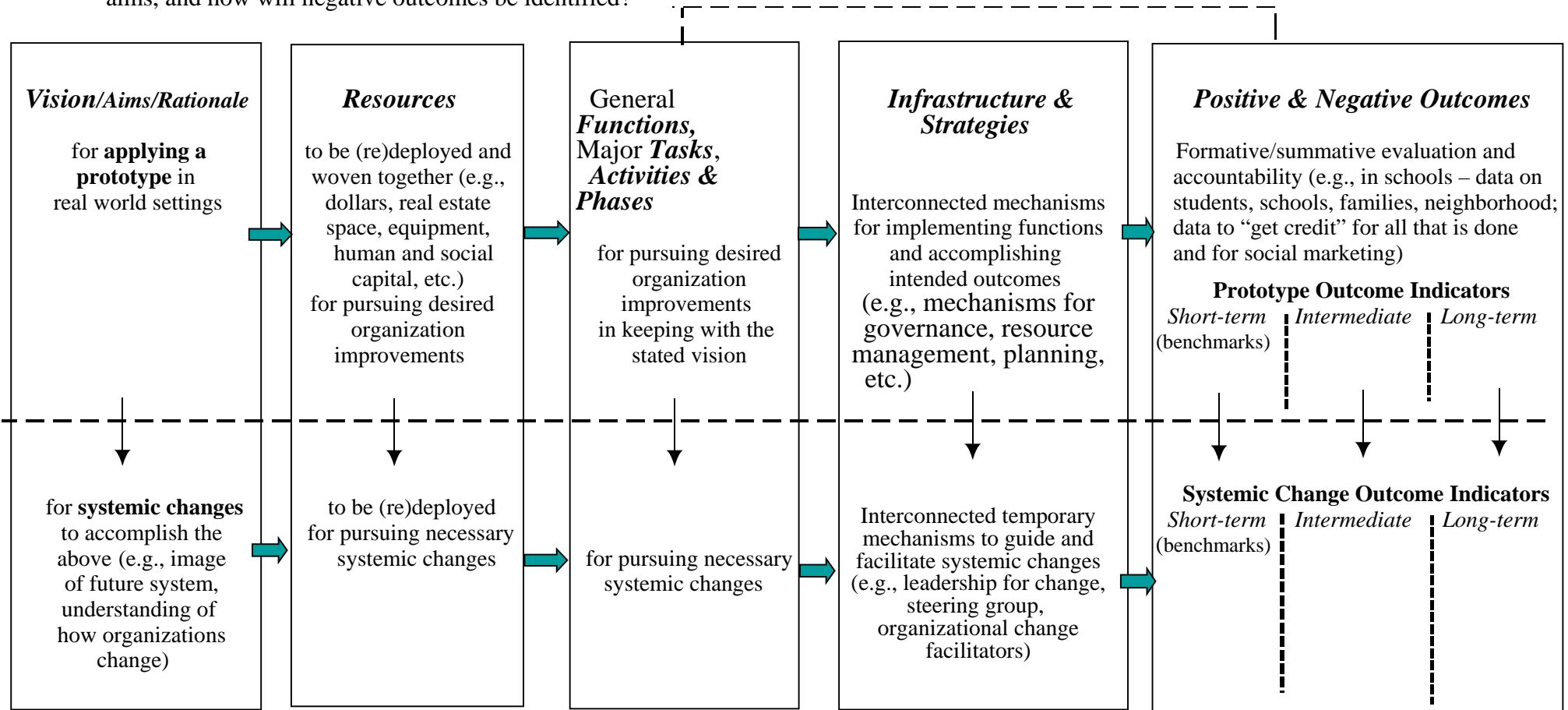   improvements and (b) getting from here to there

   See tool kit:
   < *Systemic Change for School Improvement*
     http://smhp.psych.ucla.edu/pdfdocs/systemic/systemicchange.pdf

Linking Logic Models for Designing Diffusion of an Innovation and Related Systemic Changes

Key considerations with respect to both the diffusion and systemic change processes:

>What is the vision, long-term aims, and underlying rationale?
>What are the existing resources that might be (re)deployed and woven together to make good progress toward the vision?
>What general functions, major tasks, activities, and phases need to be implemented?
>What infrastructure and strategies are needed to carry out the functions, tasks, and activities?
>What short-term indicators will be used as process benchmarks, what intermediate outcomes will indicate progress toward long-range aims, and how will negative outcomes be identified?

Vision/Aims/Rationale

for **applying a prototype** in real world settings

Resources

to be (re)deployed and woven together (e.g., dollars, real estate space, equipment, human and social capital, etc.)
for pursuing desired organization improvements

General **Functions,** Major **Tasks, Activities & Phases**

for pursuing desired organization improvements in keeping with the stated vision

Infrastructure & Strategies

Interconnected mechanisms for implementing functions and accomplishing intended outcomes (e.g., mechanisms for governance, resource management, planning, etc.)

Positive & Negative Outcomes

Formative/summative evaluation and accountability (e.g., in schools – data on students, schools, families, neighborhood; data to "get credit" for all that is done and for social marketing)

Prototype Outcome Indicators
Short-term | *Intermediate* | *Long-term*
(benchmarks)

for **systemic changes** to accomplish the above (e.g., image of future system, understanding of how organizations change)

to be (re)deployed for pursuing necessary systemic changes

for pursuing necessary systemic changes

Interconnected temporary mechanisms to guide and facilitate systemic changes (e.g., leadership for change, steering group, organizational change facilitators)

Systemic Change Outcome Indicators
Short-term | *Intermediate* | *Long-term*
(benchmarks)

Needed: A Designated Agent for Change

Someone needs to be designated specifically to facilitate the process of systemic change related to establishing a learning support or enabling component at a school and for a family of schools.

Because the process involves significant organizational change, the individual chosen has to have the full administrative support and the skills of a change agent.

We designate this essential change agent as

An *Organization Facilitator*

CHANGE AGENT & CATALYTIC FACETS OF LEADERSHIP ROLES

C *Promote commitment to* vision and outcomes – ("social marketing" of broad vision from day one)

C *Facilitate*

< *initial* agreements -- on program content, strategies, and system changes

< *ongoing* **refinement** *of agreements*

C *Facilitate initial implementation* of program and systemic change

C *Build Capacity* -- coach, mentor, teach (create a good fit by matching motivation and capability)

C *Ensure a focus on sustainability and scale-up*

<><><><><><><><><><><><><><><><><><>
Organization Facilitator
A Temporary Change Agent Mechanism

(See tool kit: *Change Agent Mechanisms for School Improvement: Infrastructure not Individuals* – http://smhp.psych.ucla.edu/pdfdocs/systemic/change agents.pdf)

At the School Level

C facilitates establishment of resource-oriented mechanism
(e.g., School-Based Resource Team)

C facilitates *initial* capacity building
(especially leadership training)

C provides support in implementing initial tasks
(e.g., mapping and analyzing resources)

At the Complex Level

C facilitates establishment of resource-oriented mechanism
(e.g., Complex Resource Council)

C facilitates *initial* capacity building

C provides support in implementing initial tasks
< mapping
< analyses
< interface with neighborhood resources

Sequence

C focus first on establishing school infrastructure, then
complex infrastructure

C focus first on complex, then each school

C focus simultaneously on establishing infrastructure at
schools and complex

<><><><><><><><><><><><><><><><><><>

Examples of Task Activity for an Organizational Facilitator

< **Infrastructure tasks**

< **Stakeholder capacity building**

< **Communication (visibility), coordination, integration**

< **Formative evaluation & rapid problem solving**

< **Ongoing support**

See tool kit:

Change Agent Mechanisms for School Improvement: Infrastructure not Individuals –

http://smhp.psych.ucla.edu/pdfdocs/systemic/change agents.pdf

Other Major Systemic Matters to Consider

C **Social Marketing 101** – Simple messages - the rhetoric of the new - necessary, but insufficient – need to emphasize that major system change is not easy, but the alternative is promoting a very unsatisfactory status quo.

C **Vision & Policy Commitment** – a comprehensive, multifaceted, and integrated system of learning supports

C **Partnership Negotiation and Leadership Designation**

C **Infrastructure**
   < Administrative leads (e.g., district assistant superintendent; assistant principal as school site administrative lead)
   < Board of Education (e.g., subcommittee)
   < Resource Teams/Councils (school, cluster/complex, district mechanisms)
   < Organization Facilitators/Change Agents

C **Resources**
   < Redeployment of current expenditures (e.g., 5% of ESEA dollars for coordinated services; comparable use of % of special education dollars for coordinated services; other "compensatory" education dollars; safe and drug free school dollars; general funds for student support services)
   < Better integration of community resources (including post secondary institutions) and grants

C **Capacity Building** (especially time, space, and inservice education) – including all stake holders,

   < first phases of change require intensive efforts and extra support
   <   ongoing need to address turnover and newcomers

To Recap:

Efforts to establish and *sustain* a Learning Supports Component must be designed and implemented in ways that

- integrate the Component fully with the instructional mission and avoid project mentality

- ensure someone is taking responsibility for facilitating the enhancement of motivational readiness for change

- use all available, relevant data and other information related to needs, resource use, cost-effectiveness, etc. in clarifying why proposed changes are essential and feasible

- emphasize redeployment of current resources so that as many recommendations as feasible   are based on existing resources

- establish a high level cadre of "champions" to advocate for, steer, and expedite systemic changes and replication to scale

Study Questions

What are the major phases of systemic change?

What are the major functions of an Organization Facilitator?

Taking Action

The Center has developed and continues to develop and evolve resources to support action.

See for example:

- *Steps and Tools to Guide Planning and Implementation of a Comprehensive System to Address Barriers to Learning and Teaching*
  http://smhp.psych.ucla.edu/pdfdocs/stepsandtoolstoguideplanning.pdf

- *Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching* (Toolkit)
  http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

- *Sustaining and Scale-up: It's About Systemic Change*
  http://smhp.psych.ucla.edu/pdfdocs/Newsletter/Fall04.pdf

- *Also see complete List of Resources & Publications*
  http://smhp.psych.ucla.edu/selection.html

Next:

Engaging and Re-engaging Students with an Emphasis on Intrinsic Motivation