



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

About the Center at UCLA – The Center is co-directed by Howard Adelman and Linda Taylor and is funded in part by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, U.S. Department of Health and Human Services (Project #U45 MC 00175). (Contact info: Center for Mental Health in Schools, Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563; phone (310) 825-3634 or Toll Free (866) 846-4843.

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 III

What is a System of Learning Supports?

An infrastructure perspective

- >Levels for Infrastructure Development**
- >Key Mechanisms for a Component**
- >What the infrastructure look like at most schools**
- >Example of an Integrated Infrastructure at the School Level**
- >Connecting the Feeder Pattern**
- >School District Infrastructure**
- >Developing a Learning Supports Resource Team**
- > About an Effective School-Community**



Developing a Comprehensive System of Learning Supports (an Enabling Component) involves reworking the organizational and operational infrastructure for

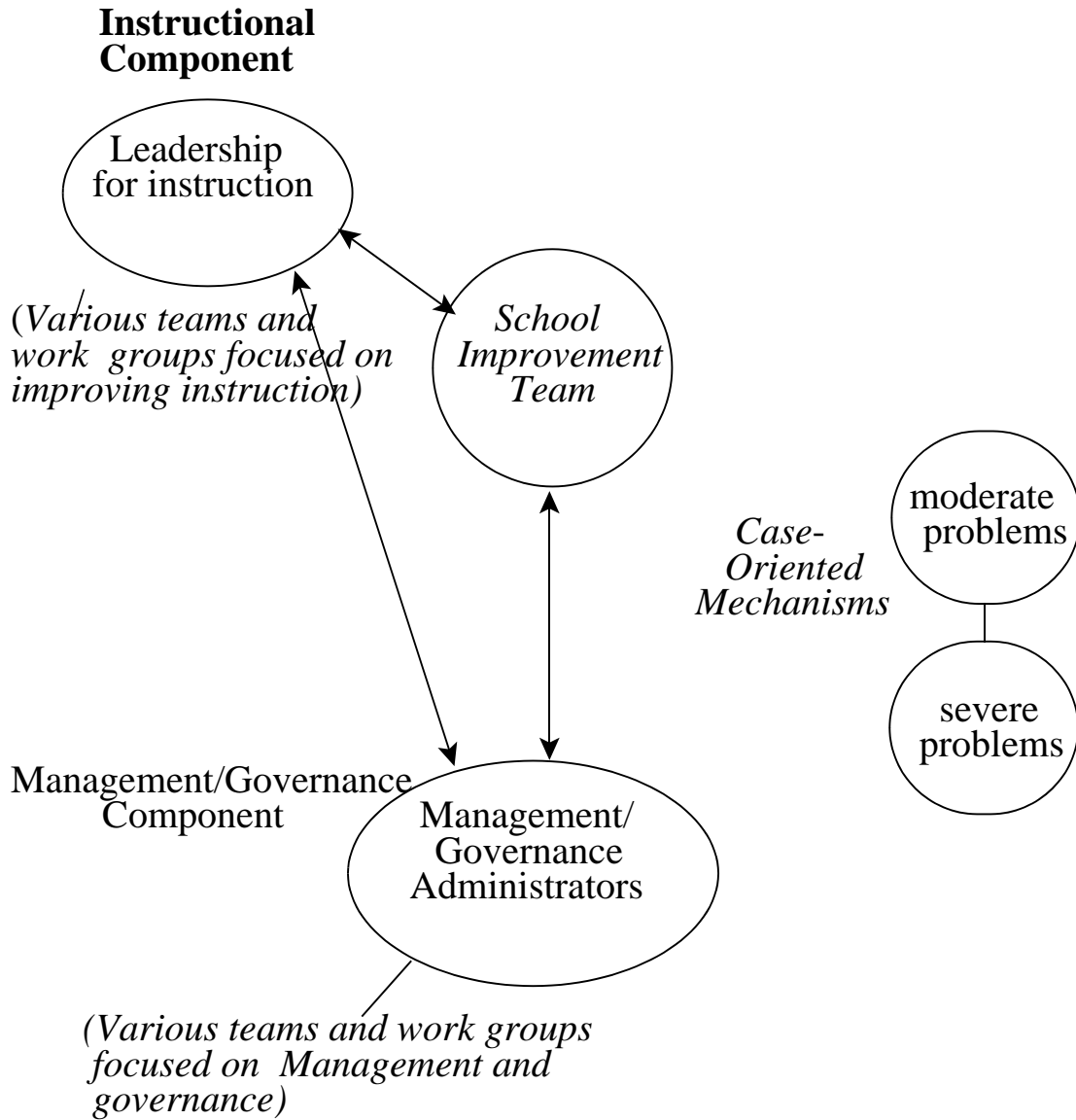
- < **schools**
- < **feeder patterns**
- < **districts (and departments of education)**
- < **school-community collaboratives**
- < **school-community collaboratives**
- < **departments of state and USDOE**

In reworking infrastructure, it is essential to remember

*Structure
Follows
Function!*



What the Student Support Infrastructure Look like at Most Schools



School Mechanisms for a Enabling or Learning Supports Component

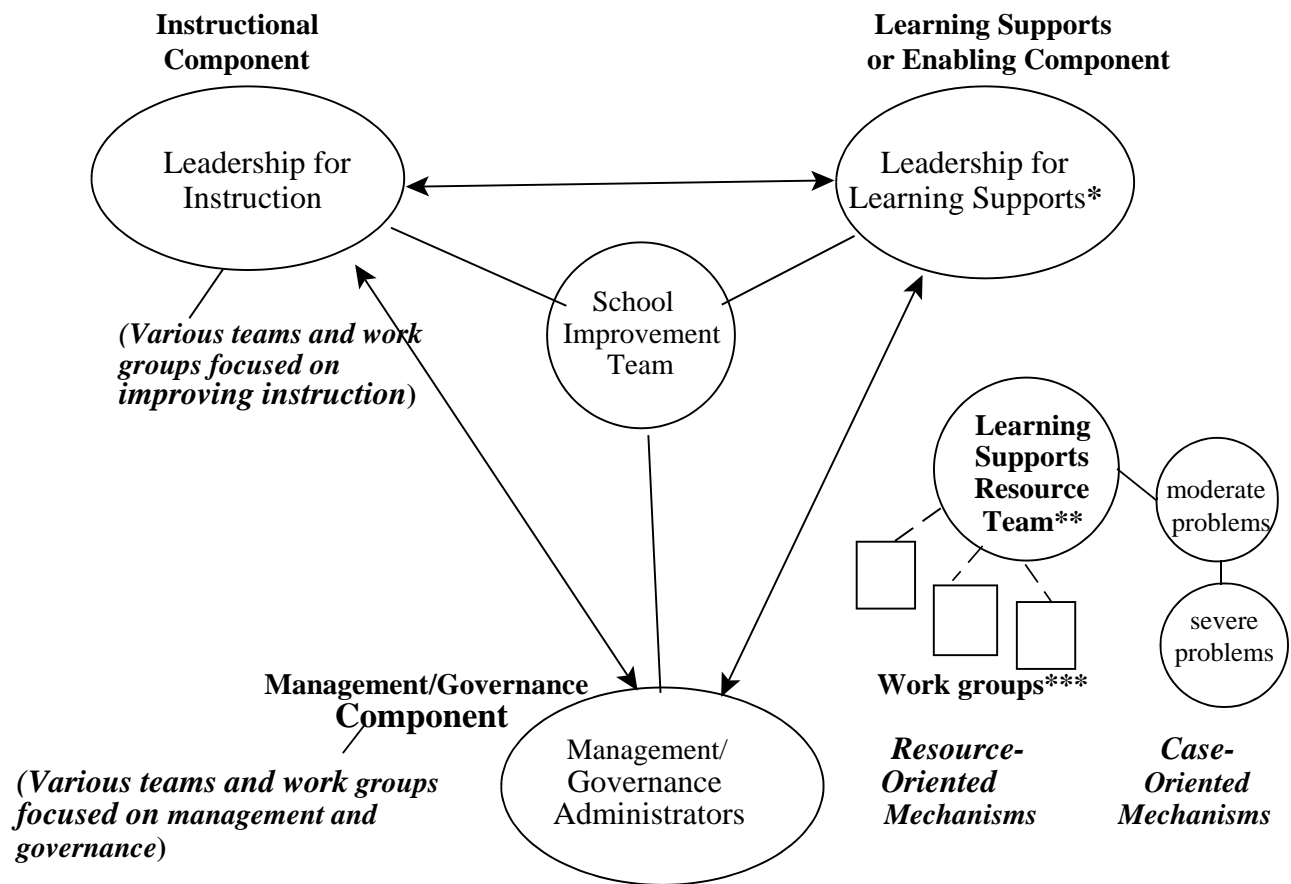
- C Administrative Leader
(e.g., 50% FTE devoted to component)

- C Staff Lead for Component

- C Staff Workgroups*

*A key infrastructure mechanism for ensuring continuous analysis, planning, development, evaluation and advocacy is a *Learning Supports Resource Team*

Example of an Integrated Infrastructure at the School Level



*Learning Supports or Enabling Component Leadership consists of an administrator and other advocates/champions with responsibility and accountability for ensuring the vision for the component is not lost. The administrator meets with and provides regular input to the Learning Supports Resource Team.

**A Learning Supports Resource Team ensures component cohesion, integrated implementation, and ongoing development. It meets weekly to guide and monitor daily implementation and development of all programs, services, initiatives, and systems at a school that are concerned with providing learning supports and specialized assistance.

***Ad hoc and standing work groups – Initially, these are the various “teams” that already exist related to various initiatives and programs (e.g., a crisis team) and for processing “cases” (e.g., a student assistance team, an IEP team). Where redundancy exists, work groups can be combined. Others are formed as needed by the Learning Supports Resource Team to address specific concerns. These groups are essential for accomplishing the many tasks associated with such a team’s functions.

For more on this, see

><http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf>

><http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidk.pdf>

Leadership Beyond the School for Enhancing a System of Learning Supports

For a family of schools (e.g., feeder pattern)

- 1-2 representatives from each School-Based Resource Team
- Facilitator for a Multi-site Resource Council

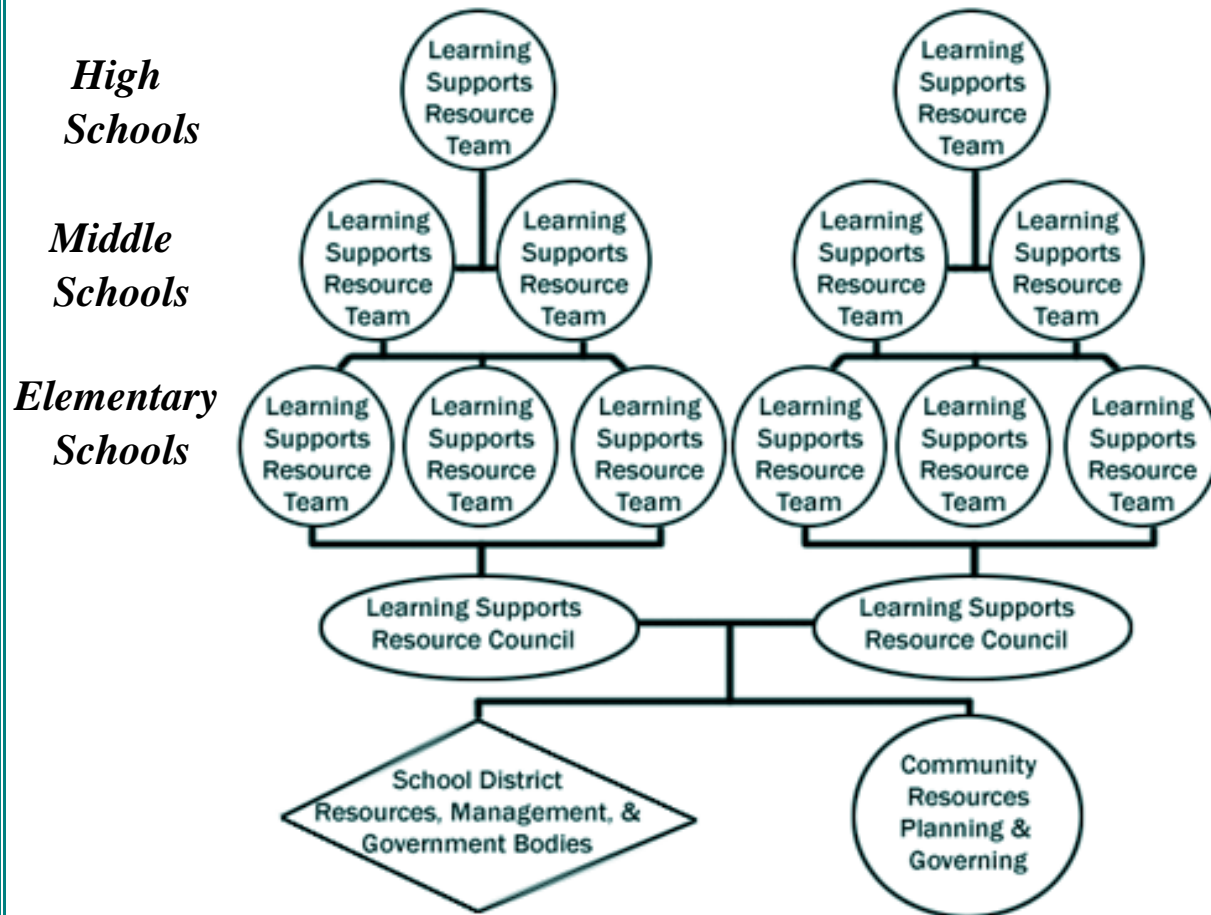
At the district Level

- 1-2 representatives from each Complex Resource Council
- High Level District Administrator
- School Board Subcommittee Chair

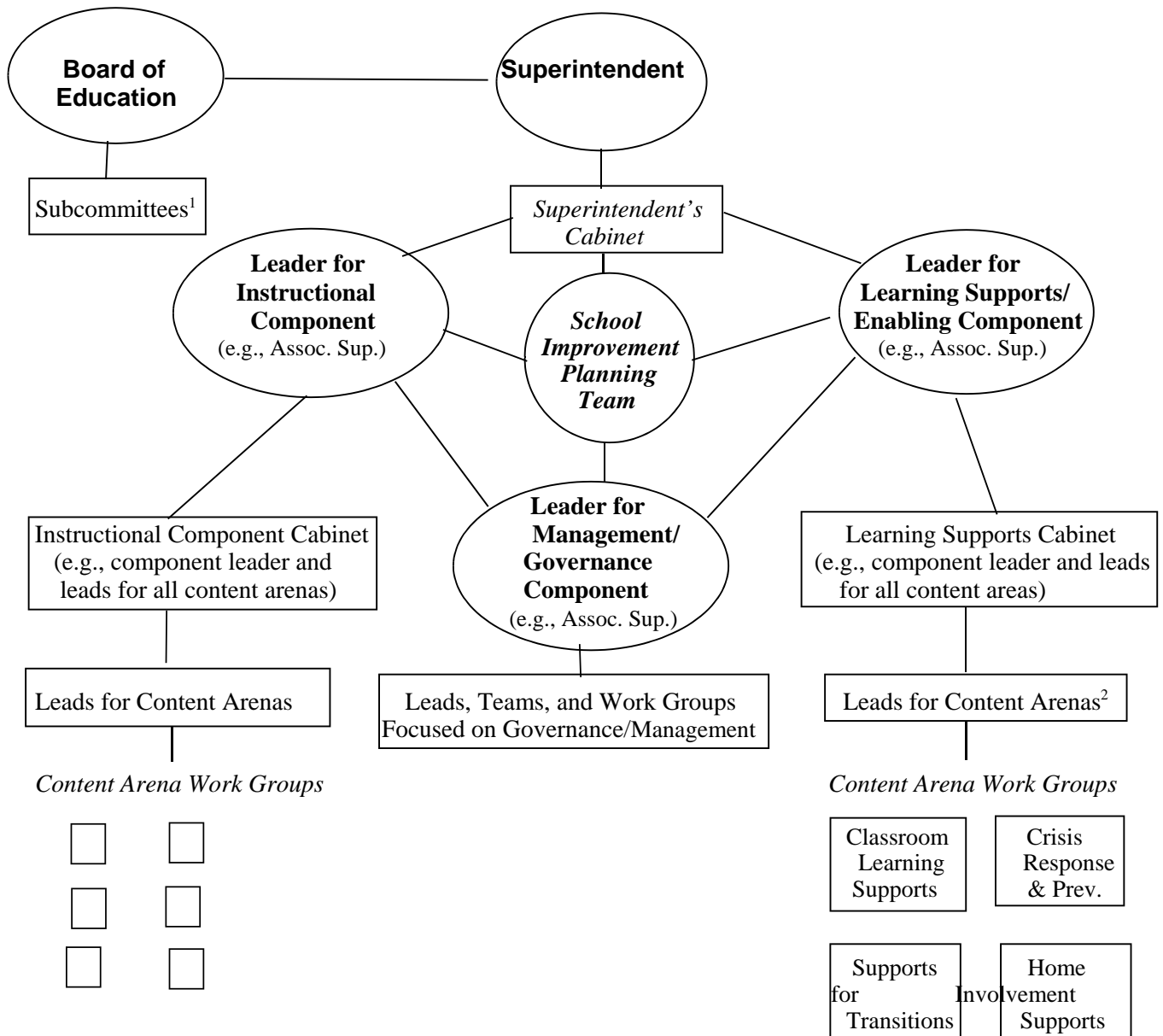
(Comparable leadership at county, state, and federal levels)

Enhancing a system of learning supports by connecting resources across

- *a family of schools*
- *a district*
- *community-wide*



Prototype for an Integrated Infrastructure at the District Level with Mechanisms for Learning Supports That Are Comparable to Those for Instruction



Notes:

1. If there isn't one, a board subcommittee for learning supports should be created to ensure policy and supports for developing a comprehensive system of learning supports at every school(see Center documents *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning* <http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf> and *Example of a Formal Proposal for Moving in New Directions for Student Support* <http://smhp.psych.ucla.edu/pdfdocs/newdirections/exampleproposal.pdf>)

2. All resources related to addressing barriers to learning and teaching (e.g., student support personnel, compensatory and special education staff and interventions, special initiatives, grants, and programs) are integrated into a refined set of major content arenas such as those indicated here. Leads are assigned for each arena and work groups are established.

Classroom Learning Supports	Crisis Response & Prev.
Supports for Transitions	Home Involvement Supports
Community Outreach to Fill Gaps	Student & Family Assistance

**Assign Leadership
and Developing a
*Learning Supports Resource Team***

Who's at a School?

Often, schools have not generated a “map” of the staff who are trying to address barriers to student learning.

(1) Adapt the following form to fit a specific school and then fill it out.

(2) Share the final version with teachers, parents, and other concerned stakeholders.

The staff listed all are potentially
invaluable members of a school's

Learning Support Resource Team

Learning Supports Staff at a School*

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

Administrative Leader for Learning Supports

School Psychologist _____
times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse

_____ times at the school _____
○ Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor

_____ times at the school _____
○ Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker

_____ times at the school _____
○ Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors _____ times at the school _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordinator

_____ times at the school _____
○ Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

_____ times at the school _____
○ Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)

_____/_____
_____/_____
_____/_____
_____/_____

School Improvement Program Planners

_____/_____
_____/_____

Community Resources

- Providing school-linked or school-based interventions and resources

Who	What they do	When
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____

*Examples of job descriptions for a learning support component's leadership at a school site are online at <http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidd.pdf>

A Learning Support Resource Team?????

“We already have a team” – But is it **Resource-oriented**

What you probably have is
a Case-Oriented Team

(Focused on specific
individuals and discrete
services)

Sometimes called:

- Child/Student Study Team
- Student Success Team
- Student Assistance Team
- Teacher Assistance Team
- IEP Team

EXAMPLES OF
FUNCTIONS:

- > *triage*
- > *referral*
- > *case monitoring/
management*
- > *case progress review*
- > *case reassessment*



What you also need is a
a Resource-Oriented Team

(Focused on ***all*** students and the
resources, programs, and systems to
address barriers to learning & promote
healthy development)

Possibly called:

- Resource Coordinating Team
- Resource Coordinating Council
- School Support Resource Team
- Learning Support Resource Team

EXAMPLES OF ***FUNCTIONS:***

- > *aggregating data across students &
from teachers to analyze school needs*
- > *mapping resources*
- > *analyzing resources*
- > *enhancing resources*
- > *program and system planning/
development – including emphasis on
establishing a full continuum of
intervention*
- > *redeploying resources*
- > *coordinating-integrating resources*
- > *social "marketing"*



About Developing an Effective School-Community Collaborative

- Ⓒ Too often, what is described as a collaborative amounts to little more than a monthly or quarterly meeting of a small and not very empowered group of stakeholders.
- Ⓒ The meeting involves sharing, discussion of ideas, and expression of frustrations. Then, everyone leaves and little is done between meetings.
- Ⓒ Collaboration is not about meeting. It is about pursuing specific functions and accomplishing essential tasks.
- Ⓒ For a school-community collaborative to be meaningful, it must be organized with full understanding of where schools fit in strengthening the community and where the community fits in strengthening the school.
- Ⓒ And, the collaborative must establish an effective infrastructure (remembering that *structure follows function*).

Some Key Tasks for a School and Community Collaborative When the Vision (Primary Function) is to Develop a Comprehensive, Multifaceted, and Cohesive Intervention System

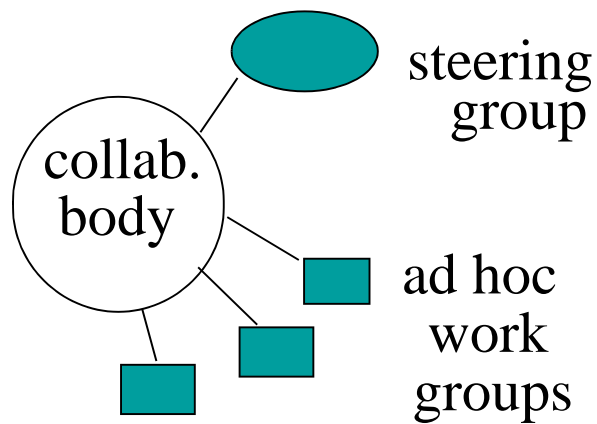
- *aggregating data from schools and neighborhood to analyze system needs*
- *mapping resources (not just services)*
- *analyzing resources*
- *program & system planning/development -- including emphasis on setting priorities and developing capacity for establishing a comprehensive, multifaceted, and cohesive set of interventions to meet needs of school and community*
- *redeploying resources*
- *enhancing resource use and seeking additional resources*
- *coordinating-integrating resources*
- *social “marketing”*

About Collaborative Infrastructure

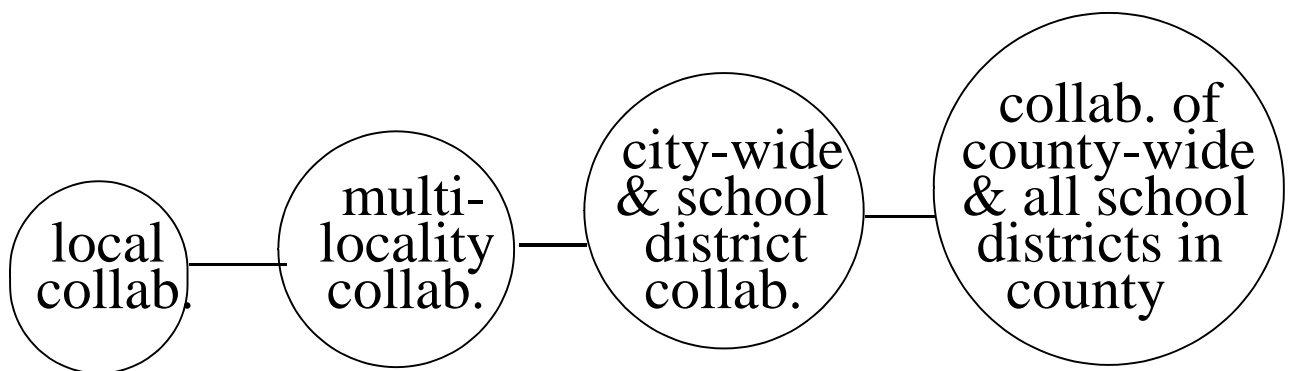
Basic Collaborative Infrastructure

Who should be at the table?

- >families
- >schools
- >communities



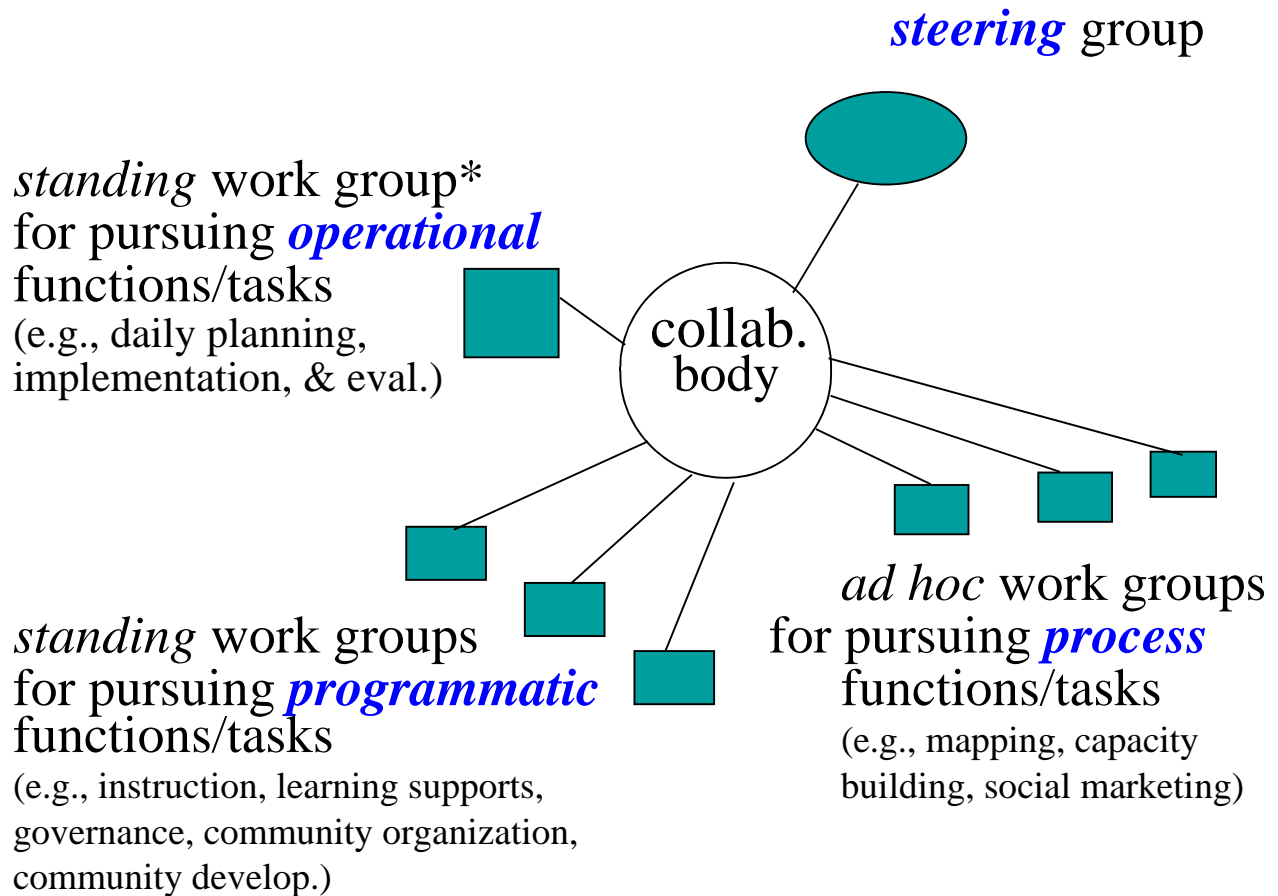
Connecting Collaboratives at All Levels*



Collaborative Infrastructure

Who should be at the table? *families*,¹ *schools*,² *communities*³

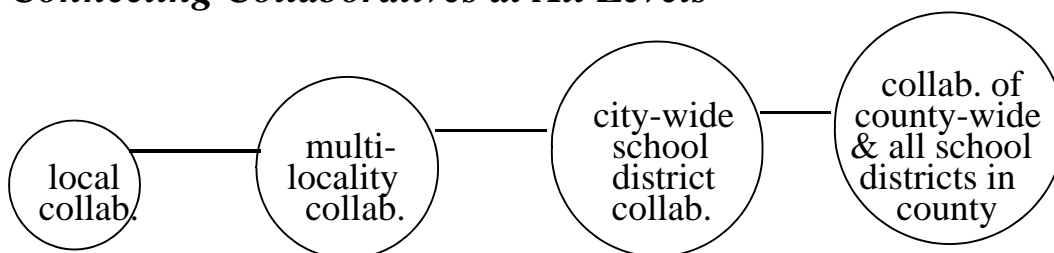
*Basic Collaborative Infrastructure*⁴



*If feasible, there should be formal staffing to ensure operational functions and tasks are carried out effectively and efficiently (e.g., an Executive Director, also, invaluable would be an Organization Facilitator/change agent).

(See other notes on next page)

*Connecting Collaboratives at All Levels**



Notes for Collaborative Infrastructure:

¹*Families.* It is important to ensure that all who live in an area are represented – including, but not limited to, representatives of organized family advocacy groups. The aim is to mobilize all the human and social capital represented by family members and other home caretakers of the young.

²*Schools.* This encompasses all institutionalized entities that are responsible for formal education (e.g., pre-K, elementary, secondary, higher education). The aim is to draw on the resources of these institutions.

³*Communities.* This encompasses all the other resources (public and private money, facilities, human and social capital) that can be brought to the table at each level (e.g., health and social service agencies, businesses and unions, recreation, cultural, and youth development groups, libraries, juvenile justice and law enforcement, faith-based community institutions, service clubs, media). As the collaborative develops, additional steps must be taken to outreach to disenfranchised groups.

⁴Collaborations can be organized by any group of stakeholders. Connecting the resources of families and the community through collaboration with schools is essential for developing comprehensive, multifaceted programs and services. At the multi-locality level, efficiencies and economies of scale are achieved by connecting a complex (or “family”) of schools (e.g., a high school and its feeder schools). In a small community, such a complex often is the school district. Conceptually, it is best to think in terms of building from the local outward, but in practice, the process of establishing the initial collaboration may begin at any level.

To Recap:

- Operational infrastructure at all levels needs to be reworked to effectively plan, develop, and implement a comprehensive system of learning supports
- Current school improvement guidelines provide opportunities to expand planning to focus on development of a comprehensive system of learning supports
- Planning means little if there is no dedicated leadership and workgroup mechanisms to carry out the work on a regular basis

Study Question

What changes in current operational infrastructure would enhance efforts to develop a comprehensive system of learning supports?

Activity

Looking at the schools you know –

*What Does the Operational Infrastructure
Look Like?*

In thinking about this, see the tool entitled:

“Infrastructure: Is What We Have What We Need?”

Online at

<http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>

Some Relevant References & Resources

> Frameworks for Systemic Transformation of Student and Learning Supports

<http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf>

> Infrastructure for Learning Supports at District, Regional, and State Offices

<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidk.pdf>

> Developing Resource-Oriented Mechanisms to Enhance Learning Supports

http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf

> The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning

<http://www.corwinpress.com/book.aspx?pid=11343>

Next:

A policy perspective