

## Appendices

- A. Summary of Analysis of New York City's School Improvement Planning Guide (*Performance Assessment in Schools Systemwide – PASS*)
- B. Summary of Analysis of the Boston Public School's School improvement Planning Guide (*Essentials of Whole-School Improvement*)
- C. Guidelines and Quality Indicators for the Draft of Standards for an Enabling or Learning Supports Component
- D. Hawai'i's Quality Student Support Criteria and Rubrics
- E. Fulfilling a Promise, Investing in Iowa's Future: Enhancing Iowa's Systems of Supports for Learning and Development

## Appendix A

### Summary of Analysis of New York City's School Improvement Planning Guide (Performance Assessment in Schools Systemwide – PASS)

#### Arena

#### SCHOOL CLIMATE

##### 1. Physical

##### 1.1 Cleanliness

*Observation of classrooms, cafeteria, playground, bathrooms, stairwells, hallways, wardrobe/storage areas, etc. Note condition changes between A.M./P.M.*

*Standard:* The school's physical plant is clean.

##### 1.2 Good repair

*Observation of areas in 1.1 to determine conditions (e.g., falling plaster, broken glass panels, broken banisters, and non-working water fountains). Interviews of administrators and custodians regarding repair orders.*

*Standard:* The school's physical plant is in good repair.

##### 1.3 Appropriate space

*Observation of all areas to determine the appropriateness of settings for activities (e.g. physical education and small group instruction).*

*Standard:* Instructional and student activities occur in areas appropriate for their use.

##### 1.4 Appropriate scheduling of facilities

*Interviews of staff to ascertain use of space and overcrowding. Review of class schedules.*

*Standard:* The use of facilities and space are scheduled to accommodate all programs, services, and activities.

**Analysis:** The overriding emphasis is on classrooms, cafeteria, playground, bathrooms, stairwells, hallways, wardrobe/storage areas. No specific mention is made of space used by staff whose primary roles and functions encompass addressing barriers to learning and teaching and providing learning supports that enable students to learn and teachers to teach. An emphasis on such matters would include a focus on space for meeting and working with students and their families to address problems.

The only item where the guide may be alluding to the presence of such personnel and their work is in the standard for 1.4 where the term “services” is used. “The use of facilities and space are scheduled to accommodate all programs, services, and activities.” However, it is unclear what the term “services” actually is meant to encompass.

## 2. Social environment

### 2.1 Effective safety plan

Observation of physical plant and interviews of staff and students to determine familiarity with safety procedures. Review incident reports to determine their use in revising plans.

*Standard:* School safety plan procedures are implemented throughout the school; the school is safe; procedures are reviewed and revised as needed.

### 2.2 Comprehensive conflict resolution training

*Interviews of staff and students to determine extent of formal training.*

*Standard:* Staff and students are trained to prevent, respond to, and resolve conflicts.

### 2.3 Sense of community

*Observations of staff and student interactions to determine mutual respect and appropriate discourse. Interviews of staff and students to determine: the level of concern for children's well being.*

*Standard:* Staff and students are respectful and friendly; there is a sense of community.

### 2.4 Appropriate noise levels

*Observation of classrooms, hallways, and libraries, noting: student behavior, staff supervision, behavior management, use of passes, loudspeaker announcements, and transition to services.*

*Standard:* Noise levels and transitions do not interfere with teaching and learning.

**Analysis:** While the guide here does cover aspects of concern about the social environment, the primary focus is on a safe school plan. The other three items in this arena limits the focus on social environment to (a) handling conflicts, (b) creating a climate of mutual respect, discourse, and friendliness, and (c) dealing with noise levels and transitions so they do not interfere with teaching and learning.

The guide indicates that social environment is part of the larger concepts of school (and classroom) climate. So, too is the concept of “sense of community.” However, the guide does not reflect an appreciation that these are emergent qualities arising from the full range of transactions, especially the many interventions at school and how they are implemented. Thus, for example, while safety and conflict resolution are fundamental concerns, the ways in which a school pursues these matters are major determinants of the type of social environment that emerges. The same is true for how the school tries to develop mutual respect and discourse and how it handles noise levels and “transition to services.” And much more.

In effect, from the perspective of addressing barriers to learning and teaching, the way in which this arena approaches social environment is much too narrow. For example:

- While training for conflict resolution is stressed, staff development is not emphasized related to the full range of interventions necessary for effective *emergency and crisis response and prevention*.
- Staff development also is not indicated with respect to minimizing an overemphasis on punishment and social control interventions and maximizing use of strategies that enhance positive social interactions, support, and guidance. Moreover, no attention is paid to the importance of capitalizing on *natural opportunities* to promote social and emotional development and well being during the school day and over the school year.
- And, the focus on *transitions* needs to go beyond transitions to services and between classes – including transition interventions designed to improve what happens during recess and lunch and before and after school; welcoming and social support interventions for newcomer students, families and staff and to address adjustment problems; intersession and summer programs; etc.

Moreover, the term “staff” is too ambiguous when it comes to the above matters. Many of the necessary interventions involve more than classroom teachers (e.g., pupil personnel staff, clerical staff), and could benefit from the involvement of community resources (e.g., families, youth agencies, gang prevention units, etc.). The roles and functions of such personnel need to be integrated and aligned with standards for enhancing the type of school climate that maintains student engagement in learning and is instrumental in re-engaging and maintaining students who have disengaged from classroom learning.

### 3. DEVELOPMENT & IMPLEMENTATION OF COMPREHENSIVE EDUCATION PLAN

#### 3.1 School Leadership Team-designed CEP

*Interviews of administrators, teachers and parents to determine their involvement in the design process.*

*Standard:* The school leadership team designs the CEP.

#### 3.2 High expectations

*Review all components of CEP to determine if measurable objectives in all subject areas reflect high standards, belief in excellence, and challenging curriculum.*

*Standard:* The CEP reflects high expectations.

#### 3.3 Full implementation

*Observation of school activities and interviews of staff, students and parents to confirm that action plans are being carried out.*

*Standard:* The CEP is being implemented.

#### 3.4 Inclusive reviewing and Revising

*Interviews of staff, students and parents to determine their role in modifying plans, and to review reasons for revisions (e.g., personnel changes and other changes in circumstances).*

*Standard:* Administrative, teaching staff, parents, and secondary school students (if applicable) review and revise the CEP.

### 4. SCHOOL MISSION/PHILOSOPHY

#### 4.1 Complete statement

*Analyze content for inclusion of all three components.*

*Standard:* The school mission statement contains the following characteristics: 1) a belief that students can meet standards of excellence; 2) an emphasis on the role of the school and home in ensuring children's cognitive, creative, and social growth; and 3) the responsibility of the school to engage students in productive activities.

#### 4.2 Awareness and internalization

*Interviews of administrators, teachers, parents and students, to determine if all members of the school community know and understand the school's mission. Review documents (e.g., memos, newsletters, postings, and handbooks) to determine that school mission is reflected throughout.*

*Standard:* Members of the school community can express the belief and values of the mission statement.

**Analysis:** The content of a school's plan and statements of mission/philosophy provide an indication of what the planners view as a comprehensive approach to addressing barriers to learning and teaching. Analyses of who is involved in planning usually helps to understand what is and isn't emphasized and included in the plan.

As indicated here, the school leadership team is described as consisting of administrators, teachers, parents, (and secondary school students if applicable). Notably missing is a reference to pupil personnel staff and other staff who interact with teachers, parents, administrators, students, and each other and play significant roles in creating the climate at a school and in addressing problems. (And, in some instances, fostering problems.) The absence of references to such staff reflects their marginalized status at most schools.

Such personnel probably were not involved in a significant way in the development of this Performance Review Guide, which means the work they do is unlikely to be attended to appropriately.

A planning group devoid of staff whose primary concern is addressing barriers to learning and teaching generally will lead to insufficient plans for addressing such barriers. That is, the plan is unlikely to be truly *comprehensive*, and while what is planned may be fully implemented, interventions needed to give many students an equal opportunity to succeed at school will be absent or ignored. Moreover, the deficiencies are unlikely to be corrected by reviews and revisions that focus only on measuring outcomes associated with what is in the plan. Under these conditions, one should expect a continued marginalization of the status and efforts of personnel whose job it is to provide supports to enable all students to learn and teachers to teach effectively.

A few examples from the guide illustrate the deficiencies:

- C reference to measurable objectives that reflect high expectations only stress the *curriculum*
- C reference in the mission statement to the role of the home does not indicate the need for the school to assist those at home in overcoming barriers that interfere with students doing well at school
- C reference in the mission statement is made to engaging students but no reference to the need to re-engage those who have disengaged
- C no reference is made in the mission statement to addressing barriers to learning and promoting health and well-being to ensure all students have an equal opportunity to learn and develop in ways that meet the school's high expectations.

## CURRICULUM, INSTRUCTION, AND ASSESSMENT

**Analysis:** Areas 5 through 12 are grouped under the category *Curriculum, Instruction, and Assessment*. As such, the focus is on teachers and directly facilitating teaching. From the perspective of addressing barriers to learning and teaching, the questions that arise are: Does the focus account for (a) what should be done when a teacher indicates some students are doing poorly? and (b) what should be done to prevent students from starting to manifest learning and behavior problems?

In general, the items in areas 5 through 12 do not pull for planning a cohesive set of interventions designed to address barriers to learning and teaching or for ensuring that any interventions designed for these purposes are aligned and integrated with planning and implementation related to *Curriculum, Instruction, and Assessment*. Moreover, the absence of standards for addressing barriers to learning and teaching results in a guide that does refer to the need to align with standards for ensuring all students have an equal opportunity to succeed at school.

### 5. INSTRUCTIONAL PROGRAM IMPLEMENTATION

#### 5.1 Alignment of standards

*Observation of pacing schedules, lessons and bulletin boards to confirm that instruction reflects current standards.*

*Standard:* The school's instructional program is aligned with mandated standards.

#### 5.2 Appropriate staff Assignments

*Interviews of staff to determine assignments and certification.*

*Standard:* Instructional program assignments match school staff's subject-area certification or their work and educational experience.

#### 5.3 Continuity of Instruction

*Interviews of staff to determine: knowledge of last year's and next year's curriculum, and if portfolios and other student work are passed from grade to grade.*

*Standard:* The school has implemented an instructional program that ensures continuity of instruction.

#### 5.4 Lesson alignment

*Observation of lessons to determine if they are planned in relation to the school's specific programs.*

*Standard:* Lessons are aligned with the instructional program.

#### 5.5 Instructional review and revision

*Interviews of staff to determine if data are used for instructional revision.*

*Standard:* The administrative and teaching staff review and revise the *instructional program* to address current *student* needs.

**Analysis:** As noted above, the focus on instructional program planning does not address what is to be done when direct efforts to facilitate teaching are not effective other than to "revise the instructional program."

Consequently, alignment of standards is limited to standards for instruction, staff assignments refers to instructional staff, and so forth.

Thus, implementation of the instructional program is planned in isolation of efforts to address barriers to learning and teaching.

## 6. INSTRUCTIONAL PROGRAM CHARACTERISTICS

### 6.1 Subject-specific schoolwide grading policy

*Review of school handbooks, and interviews of staff, students, and parents to determine that there are specific grading criteria for each subject.*

*Standard:* The instructional program includes a schoolwide grading policy that has specific criteria for each subject area.

### 6.2 Supportive texts and Materials

*Interviews of staff and examination of classroom materials (e.g., texts, manipulatives, and software) to determine their match with instructional programs.*

*Standard:* Textbooks and instructional materials support the school's instructional program.

### 6.3 Successful skills, values, and attitudes

*Interviews of staff and students to determine that the school program includes student government, peer mediation, community service projects, and individual/group guidance.*

*Standard:* The instructional program contains a full range of objectives in skills, values, and attitudes that promote success in and beyond school.

### 6.4 Real-world applications

*Interviews of staff, students, and parents to determine that career day, community service projects, and trips are part of the school program.*

*Standard:* The instructional program provides opportunities to apply learning in real-world settings.

**Analysis:** As noted above, the guide does not specifically focus on how the instructional program characteristics should be designed to meet the needs of students who are doing poorly or on what should be done to prevent students from starting to manifest learning and behavior problems. Thus, planning related to each item is unlikely to address matters such as how the *grading policy* should be designed to minimize having a negative impact on a student's attitudes toward school and teachers (e.g., when students consistently receive poor grades, a downward spiral in such attitudes is likely). Relatedly, no attention is given to the dilemma of having to assign negative grades at the same time the teacher is trying to re-engage students who have become disengaged from classroom learning.

A similar concern arises around *supportive texts and materials*. It is unclear whether the focus in matching resources to the instructional program goes beyond ensuring a match to designated grade levels (e.g., 6<sup>th</sup> grade texts for 6<sup>th</sup> grade math). The need in addressing the needs of students who are doing poorly is to match both the current *motivation and capabilities* of individual students (e.g., personalized instruction).

The questions that arise with respect to the item on *skills, values, and attitudes* is what is meant by a *full range* and how these relate to success in school for students who are doing poorly and for those who already have disengaged from classroom learning. A related question is how this item addresses instructional program characteristics that have a negative impact on skills, values, and attitudes.

With respect to *real-world applications*, addressing the needs of students who are doing poorly and for those who already have disengaged from classroom learning requires a focus not just on *applying* learning in real-world settings. For such students, the program must be designed to use real-world settings to maximize the likelihood that students will find the type of meaning and hope for the future that helps enhance their desire to re-engage in classroom learning. Neither the standard nor the examples cited in the guide focus on the desired outcomes of real-world applications.

## 7. SCHOOL ASSESSMENT PROGRAM

### 7.1 Alignment with standards

*Review of CEP. Interviews of test coordinators and teachers to determine the nature of the testing program.*

*Standard:* The school assessment program is aligned with mandated standards.

### 7.2 Wide variety of assessments

*Review testing schedule, projects, presentations, portfolios, writing rubrics, midterms, finals and unit tests and interviews of staff to determine the variety of assessments used.*

*Standard:* The school assessment program includes authentic modes of assessment, school developed tests, and standardized tests.

### 7.3 Review and revision

*Interview of administrators, staff developers, and teachers to determine how changes in the assessment program are made.*

*Standard:* Administrative and teaching staff review and revise the school assessment program to address current student needs.

**Analysis:** What is measured, especially with respect to accountability demands, receives the most attention in schools. The guide's focus is on assessment related to direct efforts to facilitate teaching. And, as noted above, the guide does not specifically focus on how the assessment program should be designed to meet the needs of students who are doing poorly or on how to use assessment to provide data for preventing learning and behavior problems.

While it is feasible that the items calling for a *wide variety of assessments* and *review and revision* could address these matters (i.e., “revise the school assessment program to address current student needs”), the emphasis in the standards and the examples so strongly stresses direct efforts to facilitate teaching that plans to gather assessment data relevant to addressing barriers to learning and teaching will not be included.

## 8. INSTRUCTIONAL PRACTICE

### 8.1 Planning reflected in lessons

*Interviews of staff and students, observation of classes, and review of notebooks, folders, homework and bulletin boards to determine relationship of work to prior learning.*

*Standard:* Lessons reflect planning to achieve clear objectives and build on prior knowledge.

### 8.2 Promotion of critical thinking

*Observation of student and teacher interactions for distinguishing between how/why, fact/opinion, and for student-generated questions and problem solving activities.*

*Standard:* Lessons include questioning techniques and problem solving activities that promote achievement of instructional goals and require critical thinking.

### 8.3 Variety of strategies for evaluation

*Observation of teacher requests for explanations and other probes of students during lessons to determine how teachers evaluate student learning.*

*Standard:* Instruction includes a variety of strategies to evaluate students' learning throughout the lesson.

### 8.4 Engaging and challenging lessons

*Observation of lessons to determine the extent of student involvement. Interviews of teachers to determine how different abilities of students are identified and addressed.*

*Standard:* Lessons engage and challenge students at their appropriate developmental/cognitive levels.

**Analysis:** The focus here essentially is on practices that are well-designed for students who currently are motivated and able to profit from rather broad-band (non-personalized approaches) to instruction. The guide does not specifically focus on the necessity for instructional practice to address students who are doing poorly and what should be done to prevent students from starting to manifest learning and behavior problems.

With respect to engaging and re-engaging students, the standard is “lessons [that] engage and challenge students at their appropriate *developmental/ cognitive levels.*” This reflects an assumption that matching developmental/ cognitive levels is sufficient to engage students who are not motivated to learn in the classroom. Thus, it ignores the need for teachers also to match the motivational status of students who are not readily engaged, and it does not address the problem of students who are actively disengaged from classroom learning. Such motivational concerns, of course, are of particular relevance in classrooms and schools where a large number of students are doing poorly.



## **9. MULTIPLE INSTRUCTIONAL STRATEGIES/APPROACHES**

### **9.1 Strategies for diverse learning styles**

*Interviews of staff to determine how diverse learning styles are addressed. Observations of teaching strategies (e.g., use of multi-media and manipulatives, and cooperative learning)*

*Standard:* Teachers use a variety of instructional approaches that are appropriate to students' diverse learning styles and abilities.

### **9.2 Varied instructional grouping**

*Interviews with staff and students and observation of classes regarding student projects, grouping strategies, and flexible room arrangements that encourage a variety of instructional approaches.*

*Standards:* Teachers use whole class instruction, independent learning, and working together in small, mutually supportive groups.

### **9.3 Inclusive instruction**

*Observation of classes and interviews of staff and students to determine if instructional approaches help special needs students to meet high standards.*

*Standard:* Instructional approaches help all students, including those with special needs, to achieve mandated standards.

### **9.4 Inclusive environment**

*Interviews of students and observation of classes to determine if special needs students are mainstreamed and have equal access to labs, computers, library, etc.*

*Standard:* Students are educated in an inclusive environment.

**Analysis:** This arena does address the need to focus on the full range of learners. It especially focuses on policies for the inclusion of students with “diverse learning styles and abilities” and “special needs.”

In doing so, however, the emphasis is only on teachers use of multiple “instructional” strategies. There is no reference to connecting instructional approaches with other strategies to address barriers to learning and teaching. There also is no reference to connecting teachers and support staff to ensure that students truly have an equal opportunity to succeed in the classroom.

## 10. LIBRARY/MULTIMEDIA CENTER

### 10.1 Comprehensive materials and services

*Observation of library/ multi media center and interviews of librarians, teachers, students, and parents to determine the presence of the characteristics.*

*Standard:* The school library/multimedia center is characterized by the following: 1) sufficiently stocked with print, computer, and multimedia materials to support the school's instructional program; 2) materials address individual student interests and needs; 3) materials are up-to-date, in good condition, and attractively displayed; 4) instructional, electronic and reference services are provided to the entire school community.

### 10.2 Access

*Review of library and class schedules and interviews of staff, parents, and students to determine active use of library/multi-media center.*

*Standard:* Students, their parents, and school staff have access to the library throughout the school day, as well as before and after school.

### 10.3 Expanding skills

*Examination of student work and interviews of staff and students to determine the use of library/multi-media center to enhance instruction.*

*Standard:* Students use the library/multimedia center to practice and expand their research, critical thinking, writing, and subject area skills.

**Analysis:** The focus on library/multimedia center highlights the importance of such resources to enhancing instruction. Again, however, the guide does not include an emphasis on using library/multimedia center resources to address the needs of students who are doing poorly and ignores the potential value of such resources in preventing student problems. Note also that the interviews to determine whether such resources are being used well do not include student support staff.

## 11. COMPUTERS

### 11.1 Internet connection

*Observation of technology center, library, and classrooms.*

*Standard:* The building is wired for computer networking and Internet access via dedicated communications lines; hardware and software have been installed in technology centers, the library, and most classrooms.

### 11.2 Frequent student access

*Interviews of staff and students, and review of schedules, to determine how and when students use computers.*

*Standard:* Students have frequent access to computers in classrooms, the library, and technology centers

### 11.3 Well-trained teachers

*Interviews of staff developers and teachers to determine who received training, and the level of proficiency.*

*Standard:* Teachers are trained to be *proficient* in using computers as instructional tools.

### 11.4 Daily tech support

*Interviews of teachers to determine the availability of technical support.*

*Standard:* The school has daily access to a technology support system.

### 11.5 Expanding skills

*Interviews of staff and students, and observations of classes and student work to determine how computers are used to develop skills.*

*Standard:* Students use computers to practice and expand their research, critical thinking, writing, and subject area skills.

**Analysis:** The guide's focus on computers highlights the importance of such resources to enhancing instruction and "expanding skills." Computer technology can play a significant role in addressing barriers to learning and teaching and in preventing student problems. However, these concerns are not highlighted in the guide, and thus are unlikely to be articulated in a school improvement plan based on the guide. Note also the reference to well-trained teachers, but no reference to student support staff.

## 12. STUDENT ASSESSMENT AND EVALUATION

### 12.1 Standards-driven assessment

*Interviews to determine if teachers and students are aware of student performance in comparison to standards. Observe types of corrections in student notebooks and folders.*

*Standard:* Teachers and students review student performance to determine if high standards are being met.

### 12.2 Instructional use of diagnostic information

*Interviews of teachers to determine if item skills analyses and classroom assessments are being used to modify instruction.*

*Standard:* Instruction is modified based on diagnostic information.

### 12.3 Display of student work

*Observations of hallways and classrooms. Interviews of teachers and students to determine if they can provide criteria for 'exemplary work'.*

*Standard:* Current and exemplary student work is displayed in hallways and classrooms.

### 12.4 Review of homework

*Examination of notebooks/Homework folders for quality of comments, and nature of assignments. Interviews of students, teachers, and parents to describe homework policy.*

*Standard:* Teachers assign and review homework that builds on lessons, which support high standards.

### 12.5 Disseminating diagnostic information

*Interviews of teachers, parents, students to determine what opportunities exist to share and explain student progress.*

*Standard:* The school provides diagnostic information from assessments of individual student progress to teachers, parents and students.

**Analysis:** Clearly, the focus here is only on instruction. Yet, the reality is that every school has some interventions to address students who are doing poorly. The guide does not focus on the need for student assessment and evaluation related to such interventions. Thus, it is unlikely that a school following this guide will plan improvements related to assessing and evaluating students in ways that can upgrade the full range of interventions in use with students who are doing poorly. And, the plan probably also will not focus on improving assessment and evaluation related to practices used to identify problems early in order to ameliorate them before they become worse.

## STAFF DEVELOPMENT

**Analysis:** Arenas 13 and 14 divide staff development into (a) professional development and (b) development of staff. In both arenas, the emphasis is on the teaching staff. Note the references to “teacher-identified needs,” “knowledge and techniques that promote excellence in instructions,” “certification of teachers,” “teaching staff applies professional development to instruction.” Given the range of personnel at a school, one would expect a school improvement planning guide to cover all staff, especially with reference to staff development.

### 13. PROFESSIONAL DEVELOPMENT

#### 13.1 Setting priorities

*Interviews of staff developers and teachers to determine if professional development activities have been implemented on the basis of the school’s needs analysis.*

*Standard:* In addition to city/district mandates and instructional content, the school’s professional development priorities are based on teacher-identified needs, and analysis of student outcomes.

#### 13.2 Excellent content

*Review of plans, meeting agendas and content of professional library, as well as interviews of staff developers and teachers to determine if activities (e.g., courses, conferences, and workshops) reflect current instructional research findings.*

*Standard:* Professional development introduces knowledge and techniques that promote excellence in instruction, and which are based on current school improvement research findings.

#### 13.3 Wide variety of techniques

*Interviews and observations of staff developers, programmers and teachers to determine extent of buddy system, common preps, mentoring, demonstration lessons and in-class support.*

*Standard:* School-initiated professional development includes mentoring, modeling, coaching, and demonstration activities to support implementation of effective teaching and learning.

#### 13.4 Ongoing mutual problem solving and experimentation

*Interviews and observations of teachers, staff developers and programmers to determine extent of common preps, intervisitations, teaming, and grade, and subject area conferences.*

*Standard:* Staff has ongoing opportunities for mutual problem solving and experimentation to improve their instruction.

**Analysis:** Because professional development is identified in this guide as *teacher* development, it is unlikely that a school improvement plan based on this guide will focus on staff development for student support staff and other professionals who have a daily role to play with students who are doing poorly or whose future problems could be prevented.

## 14. DEVELOPMENT OF STAFF

### 14.1 Feedback and Support

*Interviews of staff to determine extent of support provided at pre and post observation conferences, workshops, and demonstration lessons.*

*Standard:* Based on formal and informal observations of teaching/learning, administrators provide support and feedback to staff.

### 14.2 Timely certification

*Interviews of staff to determine how teachers are encouraged to become certified.*

*Standard:* Administrators ensure that all teachers in the school become certified in a timely fashion.

### 14.3 Ongoing self- development

*Interviews of staff to determine extent of involvement in nonmandated professional development (e.g., courses, conferences, workshops, and professional journals).*

*Standard:* Staff engage in ongoing professional self-development.

### 14.4 Direct impact on instruction

*Observation of classes and interviews of staff and students to determine extent of application of professional development content.*

*Standard:* As a result of participation, teaching staff applies professional development to instruction.

**Analysis:** Because this guide’s reference to “development of staff” focuses on *teachers*, it is unlikely that a school improvement plan based on this guide will generate an emphasis on development of student support staff and others who have a daily role to play with students who are doing poorly or whose future problems could be prevented.

## 15. PUPIL PERSONNEL SERVICES

### 15.1 Comprehensive services

*Review of referral process and interviews of teachers, students, parents and service providers to determine range of students served and availability of intervention services.*

*Standard:* Pupil personnel services are comprehensive to serve the needs of students.

### 15.2 Implementation and coordination

*Interviews of administrators, teachers, providers, students and parents to determine how the referral process is implemented.*

*Standard:* Review pupil personnel committee minutes, school organization chart and ladder of referral. The following processes for referring and supporting students are implemented: 1) A pupil personnel committee meets regularly to review referrals; 2) The roles of providers of pupil personnel services are delineated; 3) Providers follow up on referrals; 4) Providers regularly communicate with classroom teachers and each other.

### 15.3 Ongoing review

*Interviews of administrators, service providers and teachers to determine changing student needs, the process for review of services, and changes made.*

*Standards:* Pupil personnel services are reviewed to ensure that student needs are met.

### 15.4 Attendance oversight and outreach

*Interviews of staff, parents & students to determine how families are notified and who provides services. Review of attendance plan and attendance- and cutting referrals.*

*Standard:* Procedures are implemented for monitoring school and class attendance and providing outreach to students and their families.

### 15.5 Ongoing external collaboration

*Interviews with staff, parents and students to determine the extent of linkages with outside agencies..*

*Standard:* Providers of pupil personnel services collaborate with external groups to expand services that support the school's instructional program.

**Analysis:** The guide recognizes that school improvement planning should focus on *Support Services*. However, it reduces this complex arena to the topic of *Pupil Personnel Services*. It states that pupil personnel services should be “comprehensive to serve the needs of students.” However, the guide does not indicate what is meant by the term *comprehensive*. The emphasis on pupil referral and support *services*, attendance oversight and outreach, and external collaboration is not a comprehensive approach; rather the guide reflects a traditionally limited perspective of the work of student support staff.

The intent of the guide seems to be to focus on enhancing the quality of what has been the traditional role and functions of pupil services professionals. Such an approach to school improvement planning will not result in fundamental rethinking of student or learning supports interventions.

Maintaining a view of student support as pupil personnel services results in a referral mentality among teachers and other school staff (and others). Thus, the primary answer to the question: *What should be done when a teacher indicates some students are doing poorly?* tends to remain: *Refer the student immediately for special services*. This bypasses the strategy of classroom-based approaches and other programmatic strategies (including personalized teacher inservice training) that might abrogate the need for so many individual student referrals. The limited perspective of student or learning supports also works against strengthening ways to prevent and systematically intervene as soon as a problem is noted. By retaining a narrow, case-oriented, services approach, the guide perpetuates the prevailing “waiting for failure” climate that permeates schooling for too many students. And, it ends up flooding referral, triage, and support services because more students are referred than can be served.

Calls to rethink student or learning supports interventions stress systemic changes that can evolve a comprehensive, multifaceted, and integrated approach encompassing ways to enhance classroom and school-wide programs to better address barriers to learning and teaching and promote healthy development. Such an approach encompasses, but is not limited to a focus on those students who need special services.

## 16. PARENT INVOLVEMENT

### 16.1 Planning considering parent needs

*Interviews with staff and parents to determine how parent needs are assessed and programs are scheduled.*

*Standard:* Planning of schoolwide, grade, and classroom activities takes into account the resources, needs, and availability of parents.

### 16.2 Frequent outreach

*Interviews of parents and review of letters, calendars, and meeting minutes to determine the nature and frequency of communication with caretakers, noting use of home languages.*

*Standard:* The school provides outreach to parents or other caretakers.

### 16.3 High level of parent participation

*Interviews of school leadership team members and other parents to assess level of parent participation.*

*Standard:* Many parents and other caretakers participate in classroom, schoolwide, and planning activities.

### 16.4 Ample opportunities to discuss student progress

*Interviews of parents to determine opportunities for conferences with teachers.*

*Standard:* In addition to mandated parent-teacher conferences, parents or other caretakers have ample opportunities to discuss student progress.

**Analysis:** Schools vary dramatically with respect to their perspectives about and commitment to enhancing parent involvement. The common approach is to encourage parents to come to scheduled events, be involved in ensuring homework is done, and to work with the school when their youngster is having behavior and/or learning problems. In addition, parent representation is expected on certain “leadership” teams/councils. This is an extremely limited approach to enhancing parent involvement, and it is the approach reflected in the guide.

From the perspective of those students who are not doing well, research indicates the need for a more comprehensive approach. First, the emphasis needs to be on *home* involvement. This ensures a focus on situations where students are being raised by grandparents, aunts, older siblings, or in foster care. Second, it must be recognized that in many schools the percentage of homes that are significantly involved is relatively small, especially in the upper grades. The need is not just for outreach to connect parents with the usual array of involvements in schooling. Rather, the need is to develop a comprehensive range of interventions designed to strengthen the home situation, enhance family problem solving capabilities, and increase support for student well-being.

A comprehensive approach requires school improvement planning that stresses school-wide and classroom-based systems and programs to (a) address the specific learning and support needs of adults in the home, such as offering them ESL, literacy, vocational and citizenship classes, enrichment and recreational opportunities, and mutual support groups, (b) help those in the home improve how basic student obligations are met, such as providing guidance related to parenting and how to help with schoolwork, (c) improve forms of basic communication that promote the well-being of student, family, and school, (d) enhance the home-school connection and sense of community, (e) foster participation in making decisions essential to a student's well-being, (f) facilitate home support of student learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a *parent or family center* if one has been established at the site. (As can be seen, the guides focus on *Parent Education* reflects only one aspect of such a comprehensive range of interventions.)



## 17. PARENT EDUCATION

### 17.1 Extensive school support

*Interviews of staff and parents to determine how family education needs are assessed, and current educational opportunities available to parents (e.g., GED, ESL, and parenting skills workshops).*

*Standard:* Parent education includes the following:  
1) assessing the needs of students and their families; 2) providing adult education opportunities; 3) providing activities to help develop skills that facilitate students' education.

### 17.2 Appropriate external referrals

*Interviews of staff and parents to determine linkages to educational resources. Examination of informational leaflets, etc. in the school.*

*Standard:* The school recommends and refers family members to other institutions and professionals to help them develop education, career, parenting and life skills.

**Analysis:** As noted, from the perspective of addressing barriers to school learning the education of those in the home who are involved with a student's development and performance is one key facet of a comprehensive range of home involvement interventions. (See the range of interventions indicated above.) The guide highlights the one facet at the expense of others that are essential if a school is to develop a comprehensive approach to enhancing home involvement. Thus, it is likely that a school following the guide will not address other essential facets of an improved approach for enhancing the school involvement of those in the home.

## **18. INSTRUCTIONAL EQUIPMENT AND SUPPLIES**

### **18.1 Adequate subject-specific consumables**

*Observation of classrooms and interviews of subject area supervisors, teachers, and students to determine the availability of consumables.*

*Standard:* Throughout the school year, consumable supplies are adequate and available in all subject areas.

### **18.2 Adequate subject-specific equipment**

*Observation of classroom and staff interviews to determine adequacy of supplies in each subject area. Review of school inventory control.*

*Standard:* Throughout the school year, the stock of equipment, manipulatives, and books is adequate and available in all subject areas.

### **18.3 Equality of opportunity**

*Review room-use schedule in special areas such as computer labs and library/multi-media center. Review class schedules*

*Standard:* Students have equal opportunities to use up-to-date equipment and supplies.

**Analysis:** This arena does address the matter of equity of opportunity with regard to available instructional equipment and supplies. However, because the emphasis is on “instructional” resources, there is no reference to the equipment and supplies needed by teachers and student support staff to address barriers to learning and teaching, including resources for re-engaging students who have become disengaged from classroom learning. There also is no reference to resources for enhancing home and community involvement, providing support for transitions, responding to and preventing crises, and providing special student and family assistance when needed.

## **19. EXTERNAL RESOURCES**

### **19.1 Grant seeking**

*Interviews of staff to determine the extent of grant development. Review current grants and applications.*

*Standard:* The administrative and teaching staff seeks grants and in-kind services to develop and expand needed support services and resources.

### **19.2 Shared resources**

*Interviews with staff to determine the extent of collaboration.*

*Standard:* The school cooperates with other schools and external organizations to share resources.

### **19.3 Frequent use of community resources**

*Interviews with staff and parents to determine how resources are utilized. Observations of bulletin board displays highlighting community resources within the school.*

*Standard:* Community resources are identified, utilized, and integrated into school programs.

### **19.4 Equitable allocation**

*Interviews with staff, parents, and students to determine who participates in various programs.*

*Standard:* The allocation of external resources for programs and students is equitable.

**Analysis:** In this section, the guide does recognize the need for developing and expanding student supports. The emphasis, however, is on seeking grants, sharing resources, publicizing what is available in the community, and monitoring external resources to ensure there is equitable allocation.

In terms of school improvement planning, the emphasis on external resources directs attention away from rethinking ways to improve use of internal resources. Planners are guided to think in terms of what can be acquired or used externally. And, note that it is the administrative and teaching staff who are to seek “grants and in-kind services to develop and expand needed support services and resources.” In effect, the internal resources that the school already budgets for student support are not part of the discussion.

Calls for improving student and learning supports stress that school improvement plans need to focus first on designing how best to address barriers to learning and teaching and, then, on reviewing all the internal resources the school already is deploying. This provide the basis for (a) redeploying such resources in keeping with an improved approach to student and learning supports and (b) working on ways to integrate external resources to fill gaps and strengthen practices.

## 20. SCHOOL EFFECTIVENESS

### 20.1 Setting clear criteria

*Review of documents and interviews of school leadership team members and teachers to determine how criteria were established.*

*Standard:* The school leadership team sets clearly defined criteria for judging the school's effectiveness.

### 20.2 Using data

*Interviews with members of school leadership team to confirm their use of aggregate data.*

*Standard:* The school leadership team uses aggregate schoolwide data to assess school effectiveness.

### 20.3 Sharing results

*Interviews with members of each constituent group to determine how PASS results were shared.*

*Standard:* The complete results of PASS or other school performance reviews are shared with **all** constituent groups in the school community.

### 20.4 Modifying school plans

*Interviews with school leadership team members to determine how school plans were modified (e.g. CEP).*

*Standard:* The results of PASS or other school performance reviews and schoolwide data are used in modifying school plans to ensure that high standards are met.

**Analysis:** The guide calls for a school to plan self-evaluation by focusing on *school effectiveness*. Data on school effectiveness are to be gathered and disaggregated and used to modify plans based on what has been included in the school improvement plan.

Because of the deficiencies noted in the guide, it should be evident by this point that critical data related to school effectiveness in addressing barriers to learning and teaching will not be gathered.

## Appendix B

### Summary of Analysis of the Boston Public School's School Improvement Planning Guide (Essentials of Whole-School Improvement)

#### Essential 1: Use Effective Instructional Practices and Create a Collaborative School Climate to Improve Student Learning

<i>Indicators</i>	<i>Reflective Questions</i>	<i>Analysis:</i>
Literacy		
1.1 Literacy initiative is consistently implemented	<p>To what extent do teachers effectively implement standards-based literacy instruction and the workshop approach?</p> <p>To what extent does professional development support continued learning about literacy instruction and the workshop approach?</p>	<p><b>Analysis:</b> The primary emphasis is on teacher implementation of instructional practices and teacher collaborative learning about such practices. There is also mention of teacher and student internalization of classroom rules and instructional routines.</p> <p>An emphasis on improving instruction, of course, is fundamental, necessary, and constant.</p> <p>From the perspective of <i>enabling</i> student learning and addressing barriers to learning and teaching, however, such an emphasis is insufficient. Focusing on improving instruction in isolation of addressing barriers to learning and teaching tends to ignore essentials that enable students to learn and teachers to teach. This is particularly evident here in the <i>limited</i> reference to school climate. School and classroom climate have been identified as major determiners of classroom and school behavior and learning. Analyses of research suggest significant relationships between school and classroom climate and matters such as student engagement, behavior, self-efficacy, achievement, social and emotional development, principal leadership style, stages of educational reform, teacher burnout, and overall quality of school life. For example, studies report strong associations between achievement levels and classrooms that are perceived as having greater cohesion and goal direction and less disorganization and conflict. Research also suggests that the impact of classroom climate may be greater on students from low-income homes and groups that often are discriminated against. Understanding the nature of school and classroom climate is a fundamental and complex element in improving schools. The climate at a school and in a classroom is an emergent quality arising from the full range of transactions, especially the many ways staff work with students and each other. The concept of school and classroom climate implies the intent to establish and maintain a positive context that facilitates learning, but in practice, school and classroom climates range from hostile or toxic to welcoming and supportive and can fluctuate daily and over the school year. A primary focus needs to be on addressing those factors that interfere with creating a supportive, caring, and nurturing climate. How instruction is planned, implemented, and evaluated is part of this, but an equally important facet is what is done to prevent learning, behavior, and emotional problems and how problems are responded to when they emerge.</p>
Math		
1.2 Mathematics initiative is consistently implemented	<p>To what extent do teachers implement the standards based mathematics curriculum?</p> <p>To what extent does professional development in mathematics support continued learning about the mathematics curriculum?</p>	
1.3 School reflects a collaborative learning climate	<p>To what extent is a collaborative culture that emphasizes accelerated learning shared across classrooms?</p> <p>To what extent have teachers and students internalized classroom rules and instructional routines?</p> <p>High Schools: How does each SLC or small school create a climate conducive to learning?</p>	

## Essential 2: Examine Student Work and Data to Drive Instruction and Professional Development

### *Indicators*

2.1 Instructional teams use student work and data to improve instruction

High Schools: Instructional teams are formed in SLC clusters

2.2 Instructional Leadership Team (ILT) uses student work and data to make school-wide instructional decisions

### *Reflective Questions*

To what extent do instructional teams use student work and data? [The full range of student work and data includes written work, standardized tests, and classroom-based formative assessments.]

To what extent does the ILT manage and use student data?

To what extent does ILT guide and review looking at student work and data across instructional teams?

**Analysis:** As this “essential” highlights, analyses of student work and data (especially accountability indicators) increasingly are seen as drivers for the work and professional development of school staff. The goal, of course, is to gather the most pertinent information and use it appropriately. The focus here is limited to the instructional arena and professional development for teachers related to their instructional practices.

Concerns arise about data to drive efforts to prevent learning, behavior, and emotional problems and respond to problems when they emerge. Examples of what teachers experience related to student “work” or lack thereof and data that should drive professional development for teachers and other school staff (e.g., student support staff) include frequent absences and tardies, behavior problems, excessive difficulty adjusting to classroom rules and routines, lack of engagement in classroom learning and noncompletion of class and homework assignments, etc. These data call for much more professional development than typically is provided either for teachers or support staff. These are basic barriers to learning and teaching and are rarely responsive to simplistic classroom management and social control strategies.

### Essential 3: Invest in Professional Development to Improve Instruction

#### *Indicators*

#### *Reflective Questions*

3.1 Collaborative coaching and learning builds adult knowledge

To what extent do teachers and administrators learn from coaches?

To what extent do teachers learn from each other?

3.2 Professional development plan\* addresses needs and builds ownership

To what extent is the professional development plan implemented?

To what extent is there ownership of the professional development plan?

\* one component of the BPS Whole-School Improvement Plan (WSIP)

**Analysis:** As noted, the guide presents professional development as focused on teachers and directly improving instruction.

Note again that the professional development of other school staff is not emphasized (e.g., student support staff), and there is not a focus on enhancing professional development related to what needs to be done to prevent learning, behavior, and emotional problems and how to respond effectively to problems when they emerge.

## Essential 4: Share Leadership to Sustain Instructional Improvement

<i>Indicators</i>	<i>Reflective Questions</i>	<i>Analysis:</i>
4.1 Leadership development is explicitly planned	To what extent does the principal-headmaster demonstrate instructional leadership?	As is clearly stated, the emphasis is on shared leadership related to instructional improvement.
High Schools: Attention is paid to the leadership development of small school and SLC leaders	To what extent do the principal-headmaster and ILT support and build teacher leadership?	Mentioned with respect to shared leadership are those in administrative positions and teachers. The focus again is primarily on instructional improvement.
4.2 Shared leadership develops through collaborative planning, review, and reflection	To what extent does the principal-headmaster support the development of a representative and strong ILT?	No mention is made of other school staff (e.g., student support staff) or of the importance of improving efforts to prevent learning, behavior, and emotional problems and respond effectively to problems when they emerge.
	To what extent does the principal-headmaster and ILT assess implementation of the literacy and mathematics curricula?	



## Essential 5: Focus Resources to Support Instructional Improvement and Improved Student Learning

### *Indicators*

### *Reflective Questions*

5.1 Staff are hired and assigned to support targeted instruction

To what extent does the school assign staff to maximize individualized instruction for students?

To what extent are students grouped to maximize student learning?

5.2 School hires, inducts, supports, and retains high quality teachers

To what extent does the school hire, induct, support, and retain high-quality teachers?

5.3 School schedule maximizes time for instruction and planning

To what extent does the school develop a schedule to maximize instructional time?

To what extent does the schedule ensure common planning time for instructional staff?

**Analysis:** This essential states a focus on resources to support instructional improvement to improve student learning.

The use of the term “staff” appears to open the door to others beside teachers, but the focus is still limited to “targeted instruction.” Despite use of the term “staff,” the emphasis is mainly on teachers.

Strategies emphasized are individualized instruction, grouping, common planning time, and scheduling to maximize learning. (It is unclear whether “individualized” encompasses personalization.)

No mention is made of the importance of improving efforts to prevent learning, behavior, and emotional problems and respond effectively to problems when they emerge. As a result, the notion of resources to support improved student learning ignores matters related to addressing barriers to learning and teaching as essentials that enable students to learn and teachers to teach.

## Essential 6: Partner with Families and Community to Support Student Learning

<i>Indicators</i>	<i>Reflective Questions</i>	<b>Analysis:</b> The emphasis on working with families to support learning stresses communication and encouragement of involvement to support learning and academic performance. Also stressed is family involvement in school governance and ensuring respect for diversity. Community engagement is seen in terms of involvement in the “whole school improvement” effort and bringing more adults into students’ lives.
6.1 School welcomes and includes families as partners	<p>To what extent does the school encourage families to support student learning at home?</p> <p>To what extent does the school encourage families to support student learning at school?</p> <p>To what extent does the school communicate to families expectations for student academic performance and results?</p> <p>To what extent does the school communicate student progress to families through parent-teacher conferences?</p> <p>To what extent do families participate in school governance?</p> <p>To what extent does the school ensure that the diversity of its school community is respected?</p>	<p>As can be seen in the reflective questions, the focus on the role of families and community in supporting student learning tends to ignore matters related to addressing barriers to learning and teaching as essentials that enable students to learn and teachers to teach. In many schools, a small proportion of families are involved, and efforts to enhance their involvement requires providing a range of schoolwide and classroom-based interventions efforts designed to strengthen the home situation, enhance family problem-solving capabilities, and increase support for student well-being. Examples include systems and programs to (a) address the specific learning and support needs of adults in the home, such as offering ESL, literacy, vocational, and citizenship classes, enrichment and recreational opportunities, and mutual support groups, (b) help those in the home improve how basic student obligations are met, such as providing guidance related to parenting and how to help with schoolwork, (c) improve forms of basic communication that promote the well-being of student, family, and school, (d) enhance the home-school connection and sense of community, (e) foster participation in making decisions essential to a student’s well-being, (f) facilitate home support of student learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a <i>parent or family center</i> if one has been established at the site.</p>
6.2 Community resources support student learning	<p>To what extent does the school engage with the community to support whole school improvement?</p> <p>High Schools: How do small learning communities and small schools use business, higher education, and community partners to bring more adults into students’ lives?</p>	<p>Community involvement also requires a wider range of interventions designed to outreach to the community to build a wide range of linkages and collaborations. Examples include (a) planning and implementing outreach to recruit a wide range of community resources (e.g., public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations; community policy and decision makers), (b) systems to recruit, screen, prepare, and maintain community resource involvement (e.g., mechanisms to orient and welcome, enhance the volunteer pool, maintain</p>

current involvements, enhance a sense of community), (c) reaching out to students and families who don't come to school regularly—including truant and dropouts, (d) connecting school and community efforts to promote child and youth development and a sense of community, and (e) capacity building to enhance community involvement and support (e.g., policies and mechanisms to enhance and sustain school-community involvement, staff/stakeholder development on the value of community involvement, “social marketing”).

Not mentioned at all is the essential partnership among school, family, and community when specialized assistance for students and their families is needed. Specialized assistance for students and family should be reserved for the relatively few problems that cannot be handled without adding special interventions. In effect, this encompasses most of the services and related systems that are the focus of integrated service models.

A programmatic approach in this arena requires systems designed to provide special assistance in ways that increase the likelihood that a student will be more successful at school while also reducing the need for teachers to seek special programs and services. The emphasis in providing special services is on a personalized way to assist with a broad range of needs.

To begin with, social, physical and mental health assistance available in the school and community are used. As community outreach brings in other resources, these are linked to existing activity in an integrated manner. Additional attention is paid to enhancing systems for triage, case and resource management, direct services for immediate needs, and referral for special services and special education as appropriate. Ongoing efforts are made to expand and enhance resources. (While any office or room can be used, a valuable context for providing such services is a center facility, such as a family, community, health, or parent resource center.)

The work also encompasses providing all stakeholders with information clarifying available assistance and how to access help, facilitating requests for assistance, handling referrals, providing direct service, implementing case and resource management, and interfacing with community outreach to assimilate additional resources into current service delivery. And, it involves ongoing analyses of requests for services as a basis for working with school colleagues to design strategies that can reduce inappropriate reliance on special assistance.

## Appendix C

### Guidelines and Quality Indicators for the Draft of Standards for an Enabling or Learning Supports Component

**Standard 1** encompasses a guideline emphasizing the necessity of having a full continuum of programs and services in order to ensure all students have an equal opportunity for success at school. Included are programs designed to promote and maintain safety, programs to promote and maintain physical and mental health, school readiness and early school-adjustment services, expansion of social and academic supports, interventions prior to referral for special services, and provisions to meet specialty needs.

#### Quality Indicators for Standard 1:

- C All programs and services implemented are based on state of the art best practices for addressing barriers to learning and promoting positive development.
- C The continuum of programs and services ranges from prevention and early-age intervention – through responding to problems soon after onset -- to partnerships with the home and other agencies in meeting the special needs of those with severe, pervasive, or chronic problems.
- C Routine procedures are in place to review the progress of the component's development and the fidelity of its implementation.

**Standard 2** encompasses a guideline that programs and services should be evolved within a framework of delineated areas of activity (e.g., 5 or 6 major areas) that reflect basic functions schools must carry out in addressing barriers to student learning and promoting healthy development. A second guideline stresses that a school-based lead staff member and team should be in place to steer development of these areas at each school and ensure that all activities are implemented in an interdisciplinary well coordinated manner which ensures full integration into the instructional and management plan.

#### Quality Indicators for Standard 2:

- C All programs/services are established with a delineated framework of areas of activity that reflect basic functions a school must have in place for addressing barriers to learning and promoting healthy development.
- C At the school level, a resource-oriented team is functioning effectively as part of the school's infrastructure with responsibility for ensuring resources are deployed appropriately and used in a coordinated way. In addition, the team is facilitating (a) capacity building, (b) development, implementation, and evaluation of activity, and (c) full integration with all facets of the instructional and governance/management components.
- C Routine procedures are in place to ensure all activities are implemented in a manner that coordinates them with each other and integrates them fully into the instructional and governance/management components.
- C Ongoing professional development is (a) provided for all personnel implementing any aspect of the Enabling/Learner Support Component and (b) is developed and implemented in ways that are consistent with the district's Professional Development Standards.

## Guidelines and Quality Indicators for Draft Standards (cont.)

**Standard 3** encompasses a guideline underscoring that necessary resources must be generated by redeploying current allocations and building collaborations that weave together, in common purpose, families of schools, centralized district assets, and various community entities.

### Quality Indicators for Standard 3:

- Each school has mapped and analyzed the resources it allocates for learner support activity and routinely updates its mapping and analysis.
- All school resources for learner supports are allocated and redeployed based on careful analysis of cost effectiveness.
- Collaborative arrangements for each family of schools are in place to (a) enhance effectiveness of learner supports and (b) achieve economies of scale.
- Centralized district assets are allocated in ways that directly aid capacity building and effective implementation of learner support programs and services at school sites and by families of schools.
- Collaborative arrangements are in place with a variety of community entities to (a) fill gaps in the Enabling/Learner Support Component, (b) enhance effectiveness, and (c) achieve economies of scale.

**Standard 4** encompasses guidelines highlighting that enabling or learner support activity should be applied in all instances where there is need and should be implemented in ways that ensure needs are addressed appropriately, with as little disruption as feasible of a student's normal involvement at school.

### Quality Indicators for Standard 4:

- Procedures are in routine use for gathering and reviewing information on the need for specific types of learner support activities and for establishing priorities for developing/implementing such activity.
- Whenever a need is identified, learner support is implemented in ways that ensure needs are addressed appropriately and with as little disruption as feasible of a student's normal involvement at school.
- Procedures are in routine use for gathering and reviewing data on how well needs are met; such data are used to inform decisions about capacity building, including infrastructure changes and personnel development.

Guidelines and Quality Indicators for Draft Standards (cont.)

**Standard 5** encompasses a guideline for accountability that emphasizes a focus on the progress of students with respect to the direct enabling outcomes each program and service is designed to accomplish, as well as by enhanced academic achievement.

**Quality Indicators for Standard 5:**

- C Accountability for the learner support activity focuses on the progress of students at a school site with respect to both the direct enabling outcomes a program/service is designed to accomplish (measures of effectiveness in addressing barriers, such as increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer referrals for specialized assistance, fewer referrals for special education, fewer pregnancies, fewer suspensions, and dropouts), as well as academic achievement.
- C All data are disaggregated to clarify impact as related to critical subgroup differences (e.g., pervasiveness, severity, and chronicity of identified problems).
- C All data gathered on learner support activity are reviewed as a basis for decisions about how to enhance and renew the Enabling/Learner Support Component.

## Appendix D

### Hawai`i's Quality Student Support Criteria and Rubrics

Excerpted from:

Hawai`i's Department of Education document:

*Standards Implementation Design (SID) System*

Available online at: <http://doe.k12.hi.us/standards/sid.pdf>

## B. Quality Student Support

### Criterion B1. Environment that Promotes High Expectations for Student Learning and Behavior

#### To what extent...

- Does the school have a safe, healthy, nurturing environment that reflects the school's purpose?
- Is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

#### Reflective Questions

- To what extent does the school have a learning environment that is safe, clean, and orderly and where respect and concern for others can be observed in the classroom and other parts of the campus?
- What process is in place to gather input from students and parents on school rules, policies, and guidelines as they relate to high expectations for student learning and behavior?
- What strategies has the school employed to ensure that the resources such as the facilities, the campus, and the general environment are regularly inspected, maintained, and improved to ensure that it is conducive to student learning?
- What criterion-based decision-making and problem-solving models does the school use to balance diversity and equity issues and result in what's best for students, the school, and the community?
- What strategies do the school and the professional staff use to promote a culture of caring, trusting, and respectful relationships between and among students, teachers, administration, staff, and all other stakeholders in the classroom and on the campus that supports students' achievement of the HCPS and the schoolwide learner outcomes?

- What formal system is in place to share and build staff expertise and collegiality, encourage innovation and risk-taking, and celebrating success?

#### Possible Areas to Analyze

(Evidence to determine the extent to which this criterion is met)

- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys: School Quality Survey; surveys of students, parents, teachers, other staff, community
- Referrals and disciplinary action data
- School and state rules, policies, and codes (e.g., Administrative Rule Chapter 19, BOE Policies) School's discipline plan
- School's safety plan
- School Self-Inspection Safety Checklist
- Attendance policies
- Standards-based co-curricular activities
- Guidance program
- Peer mediation/conflict resolution programs
- Student profile
- Town, parent, student meeting notes
- Data on accidents and injuries due to physical environment
- Repair and Maintenance (R & M) requests, status
- Enrollment in AP, Honors, Gifted/Talented, and remedial classes by ethnicity, or other special population groupings
- Extent to which the school's computer lab and library are used and for what purposes



The SID Criteria

<p><b>Criterion B2. Array Of Student Support Services</b></p> <p><b>To what extent...</b></p> <p>C are students connected to a system of support services, activities, and opportunities at the school and within the community to help them achieve schoolwide learner outcomes through the curricular and co-curricular programs?</p> <p>C is there a system of support and array of support for students in and outside the school which includes:</p> <p>C personalized classroom climate and differentiated classroom practices,</p> <p>C prevention/early intervention,</p> <p>C family participation,</p> <p>C support for transition,</p> <p>C community outreach and support, and</p> <p>C specialized assistance and crisis/emergency support?</p> <p><b>Reflective Questions</b></p> <p>C What kinds of evidence are available to support the effectiveness of support services offered to students? What types of extended learning opportunities are in place for all students?</p> <p>C Can the school and staff identify the array of support services available to students within the school setting?</p> <p>C How are students made aware of the array of support services available to them?</p> <p>C What strategies are used to ensure that students feel connected to the school?</p> <p>C How are co-curricular activities at the school used to support the achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?</p> <p>C What is the relationship of the support services and activities to classroom instruction?</p>	<p>C What process/strategies are in place to ensure that students have opportunities to be connected to a mentor or other significant, caring adult?</p> <p>C How are student support services evaluated to assess their impact on classroom instruction and learning?</p> <p>C How do students know they are making progress toward the achievement of the schoolwide learner outcomes and the HCPS?</p> <p>C What support services are made available in the areas of health, career and guidance counseling, personal counseling, and academic assistance?</p> <p>C What prevention and intervention services, programs, or strategies are offered by the school to establish a proactive approach to support student learning?</p> <p>C What transition services and practices exist within the school to help students move from level to level, school to school, grade to grade, program to program, etc.?</p> <p>C How are parents involved in the school to promote children's achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?</p> <p>C What processes are currently in place for intervention or referral for students needing additional assistance?</p> <p>C Is the entire staff aware of these services?</p> <p>C Is the school coordinating the system of support services for maximum results? Within the school? With outside agencies? With the community and parents? Is the community aware of the request for services and the services available? How are community support services, identified and obtained for students?</p> <p>C What exists within the school to provide for crises or emergency situations?</p>
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## Standards Implementation Design

### ***Possible Areas to Analyze***

(Evidence to determine the extent to which this criterion is met)

- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys, e.g., School Quality Survey, surveys of Students, parents, teachers, staff, community, service providers
- Referrals
- School's discipline plan
- School's safety plan
- Advisor/advisee programs
- Student profile
- Level and type of student involvement in school activities
- Array of Services Matrix
- Teacher feedback on student achievement
- Student/teacher conferences
- Guidance program and/or curriculum
- Career pathways
- School Support Group/Team
- Description (written or graphic) of the school's student support system
- Listing of parent involvement and training activities

### **Criterion B3. School-Based Services Review**

#### **To what extent...**

- does the school do an annual review of the support services offered to students taking into account:
  - C adequacy of the services offered,
  - C number of students identified and serviced and type of service,
  - C effectiveness of the service, and
  - C number of students identified and not serviced and why?

#### ***Reflective Questions***

- Is the protocol, process, or model which is used to identify students who need support services clear, fair, consistent and comprehensive, timely, and effective in identifying students and their needs? How would this model or process be described?

- C How does the school ensure that the assessment and implementation strategies used match the needs of the child? What strategies are in place to conduct ongoing monitoring of student progress so adjustments are made to ensure that services are responsive to the child at any given time?
- C Is there a system of support for teachers that will help them identify and provide the array of support for students with special needs? What are some of the structured opportunities that enable teachers to discuss individual students?
- C Are all teachers aware of the process used to identify students and the procedures for follow-up?
- C What strategies are in place to keep parents informed and actively involved in their child's education?

### ***Possible Areas to Analyze***

(Evidence to determine the extent to which this criterion is met)

- C Complex Service Testing Review results
- C School profile data
- C CSSS assessment of student support services
- C Individuals with Disabilities Act (IDEA) state monitoring reports
- C Documents at school showing array of student support services available
- C Documents and other evidence that show that teachers are aware of the referral process/procedures (e.g., Faculty handbook, memos, bulletins, etc.)
- C Norm- and criterion- referenced test scores, class quizzes, student work
- C Surveys, interviews
- C Disciplinary and other referrals
- C Student/teacher conferences

**Rubric III.B: Quality Student Support**

**Rubric III.B1. Environment that Promotes High Expectations for Student Learning and Behavior**

*To what extent...*

- *does the school have a safe, healthy, nurturing environment that reflects the school's purpose (mission)?*
- *is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?*

Component	4	3	2	1
Physical Environment	The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is maintained in a safe, healthy, clean, and accessible place that contributes to the achievement of the Hawai'i Content and Performance Standards. Maintenance and safety requirements are met, as reflected on the school inspection report.	The school works at ensuring a safe and accessible place for staff and students. The main goal of maintenance is to pass the safety inspection.
Emotional Environment	The school community has created an inviting, nurturing, trusting, and caring atmosphere reflecting the school purpose. Everyone feels welcomed and has a sense of belonging in a climate that promotes academic, physical, emotional, and social growth. The facilitates student attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in the co-curricular programs and activities.	The school staff practices inviting and nurturing strategies to establish a caring atmosphere generally reflecting the school purpose. The staff promotes student growth and well-being, the development of self-esteem through the recognition of academic and personal achievement as reflected by the attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in co-curricular programs and activities.	The principal, individual teachers, grade levels, teams, or departments provide an atmosphere that promotes student growth. Student self-esteem is fostered on a limited basis through the recognition of academic success.	The principal is primarily responsible for creating a safe, secure campus which is conducive to the academic growth and physical well-being of students. However, some students feel unsafe at school at times.

**Rubric III: Assessing Instructional and Organizational Effectiveness**  
**Rubric IIIB1. Environment that Promotes High Expectations for Student Learning and Behavior**

Component	4	3	2	1
Learning Environment	The school community has created a caring, nurturing, safe, well-managed, accessible, functional, attractive, self-monitoring learning environment. Students are interactively involved in challenging, integrated, student-centered learning experiences. Individual differences, special needs, and/or cultural diversity are respected and accommodated.	The school staff has created a caring, nurturing, safe, functional, accessible, and well-managed learning environment. Students are involved in challenging learning experiences. Provisions are made to accommodate individual differences, special needs, and/or cultural diversity.	The principal, individual teachers, and some grade levels, teams, or departments provide a safe, caring, accessible, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are provided.	The principal and individual teachers are working on creating a safe, caring, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are limited.
Standards of Conduct	The school community, including students, participates actively in development of behavioral standards. A clearly defined, written code of student conduct, including Chapter 19 requirements, is understood by all stakeholders and applied fairly and consistently. Students work toward self-monitoring and self-discipline. <b>Systems</b> the School leadership team meets at least quarterly, manages implementation of a proactive, preventative systems plan and conducts annual evaluations. <b>Practices</b> A behavior support system continuum and teaching procedures are in place for all students. <b>Data</b> Data measuring the effectiveness and efficiency of the behavior support continuum and teaching are utilized regularly for action planning.	The school community members are involved in development of behavioral standards. Students are aware of an abide by a written code of student conduct, including Chapter 19, that is fairly and consistently applied. <b>Systems</b> The school has a viable leadership team with a systems plan in place (schoolwide, classroom, non-classroom, and individual student systems). Proactive, preventative policies are established. <b>Practices</b> Procedures for teaching expected behaviors are implemented. <b>Data</b> A measurement system for tracking, monitoring, and evaluating schoolwide discipline systems is established and implemented.	The school leadership develops the school rules that are reviewed with students. The rules and sanctions are usually applied consistently. Chapter 19 is administered as mandated. <b>Systems</b> The school has a leadership team which agrees to a proactive, preventative purpose for schoolwide discipline. <b>Practices</b> Clearly stated rubrics of expected behaviors and rule violations for behavior/conduct are used. <b>Data</b> Evaluative questions and data measurement for schoolwide discipline are defined.	School rules and sanctions are imposed and often inconsistently applied. Chapter 19 is administered as mandated. <b>Systems</b> No school leadership team exists to address schoolwide discipline systematically. <b>Practices</b> Punitive practices to discipline exist. <b>Data</b> No data measurement system is in place to track and evaluate schoolwide discipline incidents.

### Rubric III.B2: Array of Student Support Services

To what extent...

*Are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program that support the achievement of the standards and the schoolwide learner outcomes?*

*Is there a system of support and array of support for students in and outside the school which includes.- personalized classroom climate and differentiated classroom practices, prevention/early prevention, family participation, support for transition, community outreach and support and specialized assistance and crisis/emergency support?*

Component	4	3	2	1
Physical and Emotional Safety	Everyone in the school community is responsible for the physical and emotional safety of each other. Caring and support of others is the norm and a comprehensive school safety plan is in place.	The school staff is responsible for the physical and emotional safety of the students. The school has a comprehensive school safety program in place.	The school faculty is responsible for the physical and emotional safety of the students. School rules are enforced. Faculty is involved in developing a school safety program.	The principal is primarily responsible for the physical and emotional safety of students. School rules are in place.
Support System	A comprehensive system of support within the school community is networked with the military and other agencies to service students with identified needs. The system ensures that <i>all</i> students are connected to the school in meaningful ways through academic programs, a career and/or counseling programs, and health services programs. <ul style="list-style-type: none"> <li>Curriculum and instruction and support services are effectively address and focus on the whole child and the experiences within the home, school and community.</li> </ul>	Support services are coordinated within the school community and networks with the military and other agencies to service students with identified needs. Opportunities are available through the academic program, co-curricular activities, counseling, and/or health services for students to feel connected to and supported by the school. <ul style="list-style-type: none"> <li>Students can identify a school support group to which they belong (e.g., elementary homeroom team, adviser-advisee, career paths, core team).</li> </ul>	Support services are coordinated within the school community. Attempts are made to reach out and support students in a systematic way through counseling and health services. <ul style="list-style-type: none"> <li>Students have established meaningful relationships with more than one positive adult role model within the school.</li> </ul>	Support services are available at the school. Students and parents are responsible for students' attendance, participation in school-sponsored activities, and accessing support services. <ul style="list-style-type: none"> <li>The classroom conveys caring, respect, fairness, and a sense of belonging.</li> </ul>
Role of Staff	All school staff are aware and systematically utilize all support services available to students on site and in the community.	Faculty are aware of and utilize support services available to students on site and in the community as needed.	Faculty are aware of and utilize support services available to students on site as needed.	Administrators and counselors are aware of support services available to students within the school.

### Rubric III: Assessing Instructional and Organizational Effectiveness

#### Rubric IIIB2. Array of Student Support Services

Component	4	3	2	1
Staff Involvement	All school staff routinely initiate formal and informal discussions or procedures aimed at seeking support and solutions for students who need assistance in achieving the HCPS and schoolwide learner outcomes.	Teachers consult with colleagues and administrators and counselors for problem resolution. Teachers have identified students who excel and who have special needs and provide encouragement and support.	Teachers consult with colleagues to resolve problems in the classroom. Teachers have identified students who have special needs and provide support whenever possible.	Teachers resolve problems in the classroom to the best of their ability.
Guidance and Counseling	The approach to guidance and counseling is systematic, schoolwide, and comprehensive and includes the participation of all role groups. The approach focuses on students' personal and academic interests and goals and utilizes all resources available to the school. The guidance and counseling process provides support to students in the following areas: >Appropriate communication skills >Collaborative skills >Valuing of diverse abilities and cultural differences >Critical thinking skills >Responsibility for their own behavior and caring for others >Internal locus of control >Self-discipline >Goal setting >Motivation to achieve	A systematic, comprehensive, schoolwide guidance and counseling program is in place to meet academic and social/emotional needs of students (e.g., scheduling, course selection, providing information on graduation and college entrance requirements). Counselors and teachers provide guidance on a regular basis for students.	The school's focus for guidance and counseling is primarily on academics and/or discipline. Counselors work with teachers to access selected students' needs and provide guidance on a regular basis.	In the absence of a formal system of identification of effective intervention, staff discussions of students at risk occur only on an anecdotal basis. Counselors provide guidance on an as-needed basis, for example, when a crisis occurs.
Resources	Students and their families can easily access appropriate social, psychological, and health services through a school-based coordinated network of school and community organizations. These organizations may be housed on campus and work together to problem-solve and share resources.	The school staff develops collaborative partnerships with community agencies. Services are provided to address preventative and crisis-oriented concerns on a regular basis.	The school staff develops relationships with outside agencies. Services are utilized to address problems.	The school staff is aware of outside agencies. Services are utilized as needed, for example, when a crisis occurs.

### Rubric III: Assessing Instructional and Organizational Effectiveness

#### Rubric III B2. Array of Student Support Services

Component	4	3	2	1
Academic Expectations	<p>Classes at all levels are characterized by diverse student groups, and all students - whatever their abilities - are continually encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and personalize approaches to maximize each student's achievement and ability to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.</p>	<p>Classes at all levels are characterized by diverse student groups, and most students - whatever their abilities - are encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and modify approaches to maximize the learning potential of most students to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.</p>	<p>Classes tend to be grouped homogeneously. Teachers generally know the levels of their students and provide appropriate work at each level. Course requirements generally vary greatly according to "level" (e.g., college preparatory, general, basic).</p>	<p>The distribution of students in classes does not reflect the diversity of the school. Teachers accept less rigorous work from students who they perceive as being at "lower levels."</p>
Academic Support	<ul style="list-style-type: none"> <li>• Students who need support or enrichment in achieving can rely on a network of integrated and fully articulated services, such as Chapters 36 and 53, Title I Program, after-school instruction, Gifted/Talented program, military partnerships, tutors and the ESLL program.</li> <li>• Curriculum and instruction strategies accommodate the learning styles and needs of all students.</li> <li>• All stakeholders are committed and demonstrate the principles of equity for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who need support have a variety of options available. These include tutoring, remedial courses, and Chapters 36 and 53 accommodations.</li> <li>• A variety of instructional strategies are used to ensure that all students meet standards.</li> <li>• Trained, caring, and committed staff engage the child in the teaching and learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who need support in meeting curricular requirements are encouraged to get tutoring and make use of available school or community library facilities and services.</li> <li>• The teacher uses a variety of instructional strategies to implement the curriculum.</li> <li>• The school develops clear expectations which are communicated to students and most parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who need support in meeting curricular requirements are encouraged to take courses that are less demanding or provided with less challenging work. Tutoring is provided only when students or families pursue it.</li> </ul>

**Rubric III: Assessing Instructional and Organizational Effectiveness Rubric**  
**III.B: Quality Student Support**

Rubric IIIB2. Array of Student Support Services

Component	4	3	2	1
Academic Support <i>Continued</i>	<ul style="list-style-type: none"> <li>&lt; Trained, caring, and committed staff engage the child in the teaching and learning process.</li> <li>&lt; Clear expectations are shared with all students and parents.</li> <li>&lt; There is ongoing monitoring with timely feedback.</li> <li>&lt; Students self-access to monitor with own progress.</li> <li>• Assessment data is used to modify instruction to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear expectations are shared with all students and parents.</li> <li>• There is ongoing monitoring with timely feedback.</li> <li>• Students self-access to monitor with own progress.</li> <li>• Assessment data is used to modify instruction to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers provide ongoing feedback at the end of each test and at the end of the quarter.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses the same classroom instructional strategies that appear to have been successful in getting the curriculum across to most students.</li> <li>• Teachers provide feedback to students at the end of each grading period.</li> </ul>
Climate for Learning	<ul style="list-style-type: none"> <li>• The school climate encourages all students to take risks and feel comfortable about seeking support. The school climate plays an important role in providing all students with a foundation from which to achieve the Hawai'i Content and Performance Standards and schoolwide learner outcomes.</li> <li>• Most students and families feel safe and welcomed at the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The school climate encourages students to take risks and feel comfortable about seeking support and has a positive influence on student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes.</li> <li>• Most students and families feel safe and welcomed at the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The school climate has positive effects on achievement of the Hawai'i Content and Performance Standards for some students.</li> <li>• Most students and families feel safe and welcomed at the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers provide students with learning environments that promote achievement in their classrooms.</li> <li>• The classroom teacher establishes class rules and is responsible for maintaining a safe classroom environment.</li> <li>• The principal establishes and administers school rules.</li> </ul>

Note: School plans, programs, and rules should address the federal, state, city, and county laws, standards, mandates and codes, BOE/DOE policies, regulations and other program requirements.



## Appendix E

### **Brief Summary\***

# **Fulfilling a Promise, Investing in Iowa's Future: Enhancing Iowa's Systems of Supports for Learning and Development**

Iowa has a proud history of leading the nation in education, strong community support for schools, and high expectations of parents for their children's success in school. While Iowans are proud of their schools, no community ought to be satisfied until *all* its young people are healthy and socially competent, successful in school, and have an equitable opportunity to grow into productive and contributing citizens.

### **The Challenge**

*School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.*  
Carnegie Council on Adolescent Development (1989)

At no time in our history has the educational imperative for the academic achievement of all students been so crucial. Not every student comes to school motivationally ready and able to learn. Some experience barriers that interfere with their ability to profit from classroom instruction. If every student in every school and community in Iowa is to achieve at high levels, we must rethink how student supports are organized and delivered to address barriers to learning.

### **Meeting the Challenge**

Meeting the challenge requires that schools and school districts, in collaboration with their community partners, develop a comprehensive, cohesive approach to delivery of learning supports as an integral part of their school improvement efforts. To guide the education system's role in providing learning supports, a three component model is used to expand future school improvement. The three components are:

- *Academic Instruction:* This component represents the people and functions directly related to delivery of academic instruction.
- *Leadership:* This component encompasses those people and functions responsible for the governance and management of the human, material, and financial resources in the education system.
- *Learning Supports:* This component includes the wide array of education personnel who work with families and community partners to ensure that students succeed in school. Their efforts support classroom teachers and instruction by promoting healthy development and working to alleviate barriers that interfere with learning and teaching.

### *Collaboration Among Partners at All Levels*

As was learned with IBI and *Success4*, collaboration among school and community organizations is required at all levels in order to create a comprehensive, multifaceted, and cohesive system that supports student learning and eliminates barriers that impede it. Such collaboration is essential to reduce current fragmentation, counterproductive competition for sparse resources, and marginalization of efforts to provide learning supports.

*Focus on Outcomes  
for Systems,  
Children, and Youth*

Systems at all levels have shared responsibility for achieving the desired “Results for Iowa Children and Youth”. The outcomes identified below define the nature and scope of the changes needed if systems of learning supports are to be developed and the results are to be realized:

- C quality leadership;
- C safe, supportive, healthy, caring and inclusive environments;
- C integrated family, school and community efforts;
- C a comprehensive, multifaceted, and cohesive school-community continuum of quality programs and services;
- C aligned and supportive policies and resources;
- C coordinated systems of data management and evaluation;
- C inclusive policies, programs, and services responsive to human diversity.

With a fully implemented and sustained system of learning supports, five important intermediate milestones for children and youth will be achieved :

- C Mastery of academic and social skill competencies.
- C Increased attachment to, and engagement in, school and community.
- C Increased personal and interpersonal assets.
- C Health promoting, less risky behavior.
- C Increased competence to value, work with, and benefit from human diversity.

***The Designed  
Prototype***

The prototype for a system of learning supports addresses the following:

- C *Long term results and measures* based on available data serve as leading indicators of student success in school.
- C *Cohesive intervention frameworks*, grounded in the agreed upon results for all children and youth in Iowa, facilitate organization of school and community resources, programs, and services into a comprehensive continuum that supports student learning and healthy development and addresses barriers.
- C *An infrastructure framework* organizes the functions and processes needed to implement a system of learning supports and connect the various system levels (local, regional, and state). The infrastructure focus is on mechanisms that permit schools and communities to make optimal use of their resources, reframe the roles of personnel, and integrate the instruction, management, and learning supports components of the educational system.
- C *Supportive policies* at all levels are identified or developed to facilitate the implementation of a system of learning supports in ways that complement and are fully integrated into school-community efforts to improve teaching and learning and manage resources.
- C *Capacity building* at all system levels (state, regional, and local) will (a) ensure use of definitions and guidelines that create a common language for improved communication within the educational system and with other child-serving systems and (b) enhance the knowledge, skills, and resources/tools needed to successfully implement a system of learning supports.

The six content areas for the Learning Supports component are:

*A Framework of  
Six Content Areas*

- C Supplements to Instruction
- C Family Supports and Involvement
- C Community Partnerships
- C Safe, Healthy, and Caring Environments
- C Transitions
- C Child/Youth Engagement

By defining the content that makes up the Learning Supports component in terms of six areas, a broad unifying framework is created within which a school-community continuum of learning supports programs can be organized.

*A Continuum of  
Interventions to  
Meet the Needs  
of All Children  
and Youth*

Schools and communities are already implementing some programs and services that address the six content areas. Currently, many of these operate in isolation of one another and do not provide a cohesive, comprehensive approach. By viewing the programs along a continuum of student needs, schools and communities are more likely to provide the right services for the right students at the right time. Such a continuum encompasses efforts to positively affect a full spectrum of learning, physical, social-emotional, and behavioral problems in every school and community in Iowa by

- C promoting healthy development and preventing problems;
- C intervening as early after the onset of problems as is feasible; and
- C providing special assistance for severe and chronic problems.

The continuum provides a guide for mapping resources and identifying gaps and redundancies, thus increasing effectiveness and efficiency of the supports to learning. When complete, the interventions identified will encompass the full continuum of student needs and address developmental levels and the entire age span served in the K-12 educational system.

**Rethinking  
Infrastructure to  
Integrate  
Learning  
Supports Fully  
into School  
Improvement**

Given limited resources, a Learning Supports component is established by deploying, redeploying, and weaving all existing learning support resources together. This requires rethinking infrastructure at each level of the system (local, regional, and state) where decisions are made about such matters

Enhancing a system of learning supports requires strong leadership to steer systemic changes and construct the necessary infrastructure. Establishment and maintenance of a potent learning support component requires continuous, proactive, effective teaming, organization, and accountability.

At each level of the system, Learning Supports component leaders and resource management teams carry out specific *core functions* and processes that fall within two major categories – those intended to **build the capacity of systems** to provide learning supports and those related to the actual **development and implementation of a continuum of learning supports**. In general, the functions of a learning supports system are no different than any continuous improvement planning cycle (e.g., the Iowa Comprehensive School Improvement Planning process); however, in implementation, specific functions related to learning supports will emerge that require rethinking infrastructure at all levels.

*About Learning  
Support Resource  
Management Teams*

Resource-oriented teams are crucial elements of any infrastructure for implementing a cohesive system of learning supports. Some across the country call such mechanisms *Learning Supports Resource Management Teams* or *Councils*. Properly constituted, a learning supports resource team provides on-site leadership for efforts to comprehensively address programs and practices that facilitate learning and ensure the maintenance and improvement of a multifaceted and integrated approach.

Learning supports resource teams can reduce fragmentation and increase cost-effectiveness by determining and supporting ways that programs and practices can function cohesively. For example, a team can coordinate resources, increase communication among school staff, families, and community partners about available services, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in planning and the acquisition, organization, and deployment of resources to guide school and community personnel in evolving their vision for the children and youth that they serve.

**Policy Support  
and Alignment**

A review of existing state policies across systems indicates that (1) sufficient policy exists for moving forward, (2) application for a waiver from a given written policy may be sought, and (3) over time, the situation can be improved markedly by in-depth policy review, analysis, and realignment.

**Getting from  
Here to There --  
Capacity Building,  
Getting to Scale,  
Sustaining, and  
Institutionalizing**

The next challenge is the initial implementation and ultimate scale-up of systems of learning supports in schools and communities across the state. The question is, “*How do we get from here to there?*” The Iowa Collaboration for Youth Development will shepherd this effort with the Department of Education taking the lead and other collaborating agencies making essential contributions to the work.

*Steps to  
Implementation –  
What Needs  
to be Done*

To move the prototype described in this document from the drawing board to implementation will require those wishing to replicate it to concentrate on the actions listed below. Each facet and task requires careful planning based on sound intervention fundamentals. This means paying special attention to the problem of the match between changes needed and those who are to change.

*Planning*

- 1) articulating a *clear, shared vision* for their system of learning supports;
- 2) establishing/adopting *long term results and measures*;
- 3) negotiating formal and informal *partnership agreements*;
- 4) *mapping and analyzing* existing resources for availability, content, and effectiveness;

- 5) reframing student supports into an *infrastructure* for learning supports by
- C dedicating administrative time to learning supports,
  - C redefining leadership roles and functions to facilitate, guide, and support the systemic changes for *ongoing* development of learning supports systems at every level (state, regional, and local),
  - C realigning support staff/pupil services personnel roles and functions, and
  - C creating or enhancing teams to plan, implement, and evaluate how learning supports resources are used for a Learning Supports component.

### *Implementing*

- 1) phasing in the six *programmatic content areas* (intervention framework);
- 2) reviewing and revising *policies* to ensure that they are supportive and facilitative of all aspects of a learning supports system;
- 3) integrating resources into a *cohesive and integrated continuum* of school and community interventions;
- 4) providing *ongoing professional development* to equip learning supports personnel with the knowledge and skills necessary to implement a Learning Supports component

### *Overlapping Phases of Implementation*

- 1) *creating readiness* – by enhancing a climate/culture for change,
- 2) *initial implementation* – whereby change is carried out in stages using a well-designed guidance and support infrastructure,
- 3) *sustaining and institutionalization* – accomplished by ensuring there is an infrastructure to maintain and enhance productive changes, and
- 4) *ongoing evolution* – through use of mechanisms to improve quality and provide continuing support.

The above actions should lead to a) more effective deployment of existing resources to reduce fragmentation of services, b) a more cohesive, comprehensive and effective array of interventions to promote healthy development and alleviate barriers to learning, and c) an approach to delivering learning supports to increase student achievement and success in school that are an integral part of the overall improvement efforts of schools and communities.

### *Capacity Building to Implement, Sustain, and Institutionalize Learning Supports*

Prototypes often are developed and initially implemented as pilot demonstrations at one or more sites. Efforts to create systems of learning supports, however, will require much more than implementing demonstrations at a few sites. Improved approaches will only be as good as the ability of schools and communities to develop, sustain, and institutionalize them in all their schools. This process often is called diffusion, replication, roll-out, or scale-up. Such a process requires support of policy and pursuit of strategies for creating motivational readiness among a critical mass of stakeholders, especially those most directly responsible for implementation, and for accommodating changes in roles and functions.

*Change Functions  
Require Change  
Mechanisms*

One way for state and regional agencies to assist local schools implement a process for turning existing student support programs and practices into a system of learning supports is to form a change *mechanism*, i.e., a designated team of change agents. Such staff can provide a temporary, but necessary, organizational base and skilled personnel for disseminating a prototype, negotiating decisions about replication, and dispensing the expertise to facilitate implementation of a prototype and eventual scale-up.

In Iowa, in many instances, school improvement action committees (SIACs) perform change agent functions for various aspects of school reform. Guiding the process of creating efficient and effective systems of learning supports, in all likelihood, will require re-thinking and expanding the scope of work they are currently doing and the way that the team interacts with community as part of the decision-making process. Some SIACs already may be performing these functions with respect to Learning Supports. On the other hand, assuming additional responsibilities to oversee another aspect of the school reform change process may be too much for some teams, requiring them to look to others to carry out these functions. A valuable source for such assistance in guiding the change process can lie with community coalitions or existing community planning groups. At the state level, the Iowa Collaboration for Youth Development has undertaken this responsibility.

### **Concluding Comments**

As steps now are taken to move the prototype from design to action in school districts and communities across Iowa, the challenges are clear, but the intended results are unarguable. Schools, in collaboration with their communities, must wrap supports around students and their teachers. Iowans are up to the challenge; they know that an investment in Iowa's children and youth is an investment in Iowa's future.

\*NOTE: This summary was prepared by the Center for Mental Health at UCLA as a resource aid. Iowa is in the process of developing an Executive Summary and other brief documents highlighting the design and implementation plans.