

***Do you know anyone who is not in favor of having high standards for students?***

**B**esides the politics and economics surrounding the topic, discussion of high standards has suffered because the focus is mainly just on curriculum.

This has resulted in putting discussions of model core teaching standards on the back burner and completely ignoring the need to provide standards for a unified, comprehensive, and equitable system of student and learning supports. Standards for such a system are essential to enabling many students to benefit from an upgraded curriculum and good teaching. The need to address barriers to learning and teaching and re-engaging disconnected students will not go away simply because the curriculum is improved.

Given all this, a draft set of standards for student and learning supports has been developed to encourage discussion and action. These are included in what has been compiled for the 2015 National Initiative for Transforming Student and Learning Supports.\* (See Appendix B in Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System -- <http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf> ).

For a discussion of how the current standards debates continues to ignore student and learning supports, see <http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall%2014.pdf>

Adopting high standards for curriculum without ensuring all students have an equal opportunity to succeed at school is a recipe for exacerbating the growing problems confronting public education.

\*For more information on the 2015 National Initiative for Transforming Student and Learning Supports, see <http://smhp.psych.ucla.edu/newinitiative.html> .

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

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