

**To: District and State Collaborative Network for
Developing Comprehensive Systems for Learning Support**

From: Howard Adelman & Linda Taylor

11/3/11

Re: Creating readiness for systemic change

Network participant Terrie VanderWegen (Assistant Superintendent for Learning and Teaching, Central Valley School, District, WA) asked us:

"Is there a place on your website where I can find research on systems implementation?"

As her question reflects, one of the fundamental concerns in moving forward with development of a comprehensive system for student and learning supports is *systemic change*. Thus, our Center continuously works on pulling material together related to this perplexing problem.

This is another of those fundamental concerns the network will want to focus on regularly.

As with other topics, for a quick look at our current resources on this matter, see our online clearinghouse Quick Find entitled:

*Systemic Change, and the Diffusion of Innovation in Schools
(the Implementation Problem)*
<http://smhp.psych.ucla.edu/qf/systemicchange.html>

Included are resources from our Center and from other sources. Here are a few of ours that can be easily accessed from the above URL:

- *Some Recent Work Related to Systemic Change Involving Innovation in Complex Organizations*
- *Policy Implications for Advancing Systemic Change for School Improvement*
- *Some Key References Related to Enabling System Change*
- *Systemic Change for School Improvement*
- *New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale*
- *Organization Facilitators: A Key Change Agent for Systemic School and Community Changes*
- *Resource Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports*
- *Turning a Project or Pilot into a Catalyst for Systemic Change and Sustainability*

- *Framework for Systemic Transformation of Student and Learning Supports*

Creating readiness is the critical first step in systemic change. Related to this is clarifying and analyzing current status. Apropos of this, last Monday we had a call from network participant, Lauren Kazee (Michigan Department of Education). In exploring what her agency is doing, we discussed the importance of a broad framework for putting all the pieces of learning supports together and how to do this in a way that both validates what people are doing and what an integrated system of learning supports would look like. We share our experiences in working with groups (at schools, in districts, at state departments) in mapping & analyzing learning supports.

A tool we mentioned in last week's discussion of alignment was developed as part of this work. (As noted, the resource is in the Center's toolkit.) The resource lays out a six step process and a mapping template that can be used by school improvement planners and decision makers to chart all current activities and resource use (e.g., school, district, community) as a basis for evaluating the current state of development, doing a gap analysis, and setting priorities for moving forward in developing a Comprehensive System of Learning Supports. See:
<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

Lauren got back to us indicating "I love the mapping template!"

The interchange reminded us to indicate to the network that a major function is to help each other find ways to move forward in new directions and this often can be aided by what others have developed and by lessons learned (positive and negative).

If anyone in the network is looking for something in particular to help in moving forward, feel free to let us know, and we will provide what we know about and will reach out to others to see what they can share.

Using the Network to Enhance Within State Collaboration

One participant sent the following to other participants in his state:

"I was just perusing the participant list for the new collaborative that the UCLA Center is pulling together and noticed several folks from our state. Our state is pretty well represented (not that I wouldn't love to see a lot more). I think we should coordinate our work and maximize our impacts. It would be nice if we could keep each other in the loop as we work with the collaborative. Just last week I presented a conceptual overview of the comprehensive system of learning supports model advocated by the UCLA Center to our Board of Directors, and they enthusiastically voiced their agreement that this model makes sense and this work is an ethical and moral imperative."

Request from Terrie VanderWegen

"Central Valley School District is very interested in all the work that is being done in our state and across the U.S. We are very excited about being a part of this

network. I am anxious to learn how others have taken on the initiative of addressing a comprehensive district approach to student interventions. We have started the work but look to others for expertise on this initiative.”

As we hear what others are doing, we will add the information to our website section on Where's It Happening? <http://smhp.psych.ucla.edu/summit2002/nind7.htm>

Commentary from Participants:

We have had a flood of statements of interest and need and commentary from network participants. So that we don't flood you, we will limit sharing these to 1-2 each week.

Kathy Hannemann (Assistant Superintendent of Educational Services, Atascadero USD) indicated that the discussions in the district leadership team had mainly focused on common core standards.

“However, we are finding that we need to rethink the learning supports we have in place because the standards may require students to perform in different ways and to demonstrate knowledge using more complex strategies. I will send you our results as we muddle through this.”

The following is from John Garcia (Director of Arizona College Access Network, Arizona Commission for Postsecondary Education)

“With the narrowing scope of academics, decreased funding, increased social and economic pressures schools must find new ways to address barriers for students. Community-based schools that encompass multiple levels of supports not only to provide interventions for existing needs but to provide preventative skill building opportunities for students have an opportunity to educate and support the whole student. A school that can engrain social service supports, mentoring opportunities, tutoring/academic support, college access programming, and parent inclusion with a community focus can significantly address and impact student achievement and well-being. In order to do this schools must be able to create a community atmosphere that truly encompasses the entire community. This includes teachers, administrators, social service agencies, students, school counselors, universities, businesses and state government to think of new ways to frame and structure schools to address the complex and existing realities of the school system.

No longer should the responsibility of educating our students fall solely on the teacher. Currently, the quality of a student's teacher plays too large of a role in determining students' educational outcomes. However, changing the paradigm of education can assist not only the teachers who feel an overwhelming sense of pressure placed upon them, yet fundamentally impact the quality of student outcomes academically and socially. Education is not the responsibility of the schoolhouse, it is the responsibility of the community.

Changing the structure of schools to address the current barriers that students face can significantly impact outcomes as well. Structural changes such as lengthening the school day, year-round school, flipped classrooms, rotating teachers instead of

students, blended teaching, and creating a college-going campus are all ideas that schools can use to support this new generation of students. Incorporating these ideas together with creating a community-based school can significantly contribute to the success of our current generation of students.”

He followed up with:

“Institutions of higher education have lent some support to communities through federally funded TRIO programs and university based outreach efforts into the school system. However, I believe "collective impact" efforts like STRIVE in Cincinnati are doing a good job of bringing all of the invested parties to the table and creating synergy and focus around a common vision to improve educational outcomes for students. There are many great programs and leaders doing great work, however they are doing it in their own silos. Collaborative efforts are going to be needed in order to address complex issues such as closing the achievement gap and improving educational outcomes for all students. Universities are just one entity in the larger collaborative of the community that should be brought together to identify key issues and provide focus around those issues collectively. Collective Impact separates itself from other collaborative ideas by creating shared measurement across all of the parties involved. Data is key in showing how these types of community based collaboratives can work to impact academic and social outcomes for students.”

#####
**If you have ideas to share about any of the above,
please let us hear from you so we can follow-up with more
information for the collaborative network and others.**

Send to Ltaylor@ucla.edu

#####