

LEARNING SUPPORTS
2009-10
AEA COORDINATOR'S ROLE

OUTCOMES:

1. 58-70 schools statewide make progress towards developing a continuum of integrated supports for learning in order to promote (1) student learning in the Iowa Core Curriculum, (2) healthy development, and (3) success in school and in life. At the end of 2009-10, schools will have a continuum of integrated supports in the Safe, Healthy and Caring Learning environments and Community Partnerships Content Areas of Learning Supports
2. Districts engaged in the Core Curriculum (including the 58-70 schools identified for Outcome 1) complete the Self-Study and develop a plan for achieving Outcome 2 of the Iowa Core Curriculum: Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.
3. Consistent delivery of Learning Supports training.

WORK PERFORMED:

- 35% Monitor implementation of Learning Supports, in identified schools. One day/month/school
- 20% Deliver Learning Supports training to identified schools throughout the year. Total of six days for each participating school.
- 20% Assist in identification of statewide continuum of quality supports and development of searchable database and Content Network for Safe, Healthy and Caring Learning environments and Community Partnerships Content Areas of Learning Supports.
- 13% Collaboration with PBIS and Challenging Behavior leadership in each AEA and across the state to ensure a seamless continuum of support in the area of social/emotional/behavior and mental health.
- 5% Participate in 6 days of Learning Supports network training lead by SEA. Content areas include:
 1. Continuum/Resource Mapping (Outcome 2 of the Iowa Core Curriculum Self-Study)
 2. Use of Multiple Social/Emtional/Behavior Data Sources for Decision Making
 3. Matching Supports with Identified Needs
 4. Identification of Quality Supports
 5. Community Partnerships
 6. Monitoring and Evaluation
 7. Embedding Learning Supports into professional development for other initiatives such as PBIS, Olweus Bullying Prevention, and Character Education.
- 5% Participate with SEA in four ICN meetings (October, December, February and April) and one year-end, face-to-face, day-long implementation, monitoring and evaluation sessions
- 2% Partner with SEA in the identification of schools to receive Learning Supports professional development.

PRODUCTS TO FACILITATE WORK:

- Learning Supports Implementation Manual
- Learning Supports Content Network and searchable database developed for these Content Areas:
 1. Safe, Healthy and Caring Learning Environments
 2. Community Partnerships
- Data and Activity Briefs focusing on a different one of the six Content Areas each month

FUTURE WORK:

- Continue assistance to complete the full continuum of supports for identified districts

- Identify additional initiatives with the potential for embedded training
- Complete Content Network and searchable database for remaining three Learning Supports Content areas: Parent Support and Involvement, Support for Transitions, Child/Youth Engagement
- Expand capacity created by training district Learning Supports Leaders