

To: Those who Attended or Expressed Interest in the Leadership Institutes in California for the *National Initiative: New Directions for Student Support* held in Los Angeles on March 10<sup>th</sup> and Sacramento on March 20<sup>th</sup>.

From: Howard Adelman and Linda Taylor

Re: Follow-up Steps

Thank you for your interest in the Initiative.

We are pleased to report that the recent Leadership Institutes (in Los Angeles and Sacramento) were in such demand that we had to go well beyond the 60 person “limit” we intended. Over the day, some used work group time to advance efforts already underway in their schools; others are requesting further assistance from the Center with respect to developing a design and accomplishing related strategic planning for systemic change.

\*\*For those who are thinking about next steps, in addition to the material shared at the Institutes (e.g., see Exhibit 1), we offer the following ideas for consideration:

**(1) Building Readiness for Change –**  
**Consider doing some *mapping and analysis of current resource-use***

We find that involving a team in mapping and analyzing current activity and resource use helps create readiness and understanding for change. The work involves:

- >reviewing how learning support resources are currently being used
- >analyzing how they might be more effectively used to address the highest priority concerns related to enabling student learning outcomes.
- >discussing the implications for moving in new directions in order to provide student/learning supports in more systemic and comprehensive ways

Available resource aid from the Center:

- >*Resource Mapping and Management to Address Barriers to Learning:  
An Intervention for Systemic Change*

<http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf>

**(2) Designing Change –**  
**Consider establishing a design group**

We find that the process of designing new directions for student support enhances readiness and understanding on the part of leaders and staff. This work builds naturally on mapping and analyzing current activity and resource use and clarifying priorities. It is helpful to convene a diverse group (e.g., including not only learning support leaders, but also leaders for instruction, school improvement, and staff development). The aim is to develop an initial draft to share with relevant stakeholders for feedback (the feedback makes them part of the design process). The final draft is then used for garnering approval to proceed with strategic planning and implementation.

Available resource aid accessible from Center website:

- >*Developing Our Youth: Fulfilling a Promise, Investing in Iowa's Future -  
Enhancing Iowa's Systems of Supports for Learning and Development*

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

### **(3) Strategic Planning for Implementing Systemic Change**

When you think about planning system change, the following are considerations:

- >How to garner “policy” support
- >How to ensure there is high level leadership for implementation (built into job descriptions)
- >What other changes in infrastructure are essential (e.g., mechanisms for mapping and analyzing resource-use and using data to identify common problems that can best be addressed through programs for prevention and intervention early-after-onset of problems)
- >How to fully integrate standards and accountability for student/learning supports into school improvement plans, job evaluations, and strategic planning.

Available resource aids from the Center:

- >*Tool Kit: Rethinking Student Support to Enable Students to Learn and Schools to Teach*  
<http://smhp.psych.ucla.edu/toolkit.htm>

### **(4) Coaching for Systemic Change and Capacity Building as New Directions are Implemented**

It is important to think in terms of a dedicated change agent who can facilitate systemic changes in moving toward new directions for student/learning supports and away from the currently marginalized and fragmented status quo. Such a change agent can guide development of new infrastructure mechanisms, provide information, and can coach the various leaders, staff, and other stakeholders who are involved in planning, implementation, and evaluation.

Available resource aids from the Center:

- >See description of “Organization Facilitator” in *Creating the Infrastructure for and Enabling (Learning Support) Component to Address Barriers to Student Learning*  
[http://smhp.psych.ucla.edu/qf/infrastructure\\_tt/infraindex.htm](http://smhp.psych.ucla.edu/qf/infrastructure_tt/infraindex.htm)  
or at [http://smhp.psych.ucla.edu/qf/infrastructure\\_tt/infrastructurefull.pdf](http://smhp.psych.ucla.edu/qf/infrastructure_tt/infrastructurefull.pdf)

**\*\*We, of course, are ready to help you with any of these steps. To elicit such help, you can initiate an email interchange. Please take a few minutes to jot down and email ([ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)) what you are trying to do with respect to New Directions for Student Support and a few specific about how you hope we might help. This will allow us to explore the best way to proceed.**

**\*\*For those not ready to act but who want to be part of the national network for the Initiative,**

>>see the latest progress update at:  
<http://smhp.psych.ucla.edu/summit2002/currentstatus.htm>

>>and then sign up at: <http://smhp.psych.ucla.edu/summit2002/initiativesign-up.html>

We look forward to continuing to work with you in the best interests of young people, their families, and their schools.

## **Exhibit 1: A Calendar for Enhancing Student Support by Integrating a Comprehensive Learning Supports Component into School Improvement Planning**

### **Spring – Getting Started and Looking Ahead to the Coming Year**

\*\*\*Establish and build the capacity for mapping and analysis of the resources currently allocated for all learning support activity and personnel at the school

One way to do this is to coalesce those at the school who are most concerned with addressing barriers to learning and teaching into a “Learning Supports Resource Team.”

See:

>*Developing Resource-Oriented Mechanisms to Enhance Learning Supports*  
[http://smhp.psych.ucla.edu/pdfdocs/contedu/developing\\_resource\\_oriented-mechanisms.pdf](http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf)

\*\*\*Map and analyze resources using a comprehensive intervention framework that provides an umbrella for all personnel and activity currently used to support learning at school

See:

>*Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change*  
<http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf>  
>*Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Develop.*  
<http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf>

### **Summer/Fall – Becoming a Major Partner in School Improvement**

\*\*\*Plan a system of learning supports (e.g., an enabling/learning support component) and integrate it fully into the school improvement plan (include standards and quality indicators for accountability)

See:

>*Addressing What’s Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component*  
<http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>

\*\*\*Formulate prioritized recommendations for strengthening learning supports

In doing this, review school data to determine which problems are affecting many students and are most in need of programmatic intervention to enable learning and teaching (e.g., attendance, newcomer transitions, excessive referrals for specialized services and special education). Then, identify what would be the best use of existing resources and personnel to address these problems.

\*\*\*Request access to (and, better yet, participation at) planning & decision making tables

### **Winter – Making it Happen**

\*Interact formally with decision makers in planning for next year through offering specific recommendations based on plans for redeploying existing resources that ensure there is movement toward developing a comprehensive and multifaceted approach to addressing barriers to learning and teaching

\*Help to ensure available funds, space, and other resources for programs, capacity building (including staff development) are allocated in ways that ensure learning supports are not marginalized and fragmented

See:

>*The School Leader’s Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/corwin/bookannouncement.htm>