

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 Education Task Force

Leadership Institute: New Directions for Student Support*

Why a Leadership Institute focused on new directions for student support?

To ensure all students have an equal opportunity to succeed at school, the long-range aims of education leaders must include developing a comprehensive component to effectively address barriers to learning and teaching. This not only will enable students to learn and teachers to teach, it will create supportive and caring environments that maximize learning and well-being and help strengthen families and neighborhoods.

To achieve all this requires

- C formulating policy that supports a comprehensive, multifaceted, and cohesive approach for addressing barriers to learning and teaching as an essential component of school improvement and then fully integrating the component into school improvement planning
- C working to coordinate, braid, and integrate *all* school resources being used for student/learning supports and *all* community resources that are relevant to student well-being
- C rethinking infrastructure and establishing new mechanisms to facilitate the development, ongoing planning, implementation, evaluation, and sustainability of the component for addressing barriers to learning (and promoting healthy development)

None of this is possible without well-informed and proactive leadership from administrators, school boards, program directors, teachers, and support staff.

The materials included in this handout are intended to provide prototypes for presentations by leaders advocating for New Directions for Student Support. Feel free to adapt any of them. Should you want to develop a powerpoint presentation, most of these handouts are available in powerpoint at <http://smhp.psych.ucla.edu/powerpoint/newdirections/newdirectionsstudentsupport.ppt>

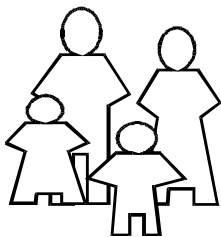


*This Leadership Institute is offered by the national Center for Mental Health in Schools as part of its work related to the *National Initiative: New Directions for Student Support*. The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA (contact: smhp@ucla.edu).



Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175), with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.





Leadership Institute: New Directions for Student Support

8:30-8:40 **Welcome and Overview**

- >About this Leadership Institute and the National Initiative

8:40-8:50 **Who's Here?**

- >What are you hoping for from today's get together?
(As the day proceeds, feel free to write in on the "Agenda Addition List" any *one thing that you must have happen today* or you will feel it was a waste of time.)

8:50-9:15 **Why a Leadership Institute and About Using the Day to Chart Out Ideas and Delineate Some Next Steps**

9:15-10:30 **Thinking About Telling District and School Staff . . .**

C Why New Directions for Student Supports is an *Imperative*

- >"Policy:" The Context and the Problem

10:30-10:45 **Break**

10:45-11:30 **More to Tell District and School Staff About . . .**

C Complex Problems Require Comprehensive and Integrated Intervention Systems

- >Framing the full continuum of essential school-community interventions
- >Reframing learning supports at schools
- >A comprehensive, multifaceted, and cohesive framework for every school

11:30-12 **Leadership to Make it Happen -- Groups Explore Resource Mapping & Analysis**

- >Mapping and analyzing resources as an systemic change intervention -- Tools for beginning to map resources to enhance student/learning supports through redeployment, gap analysis, priority setting, and more

12:00-12:30 **Lunch**

12:30-1:15 **More to Tell District and School Staff About . . .**

C Clarifying How to Build an Integrated Infrastructure to Develop New Directions for Student Support

- >Leadership at a school – roles and functions
- >Resource-oriented mechanism at a school
- >Leadership roles and functions beyond the school
- >Resource-oriented mechanism for the feeder pattern and the District

1:15-1:35 Leadership to Make it Happen -- Groups Explore Infrastructure Analysis:

- Mapping and analyzing the current infrastructure – clarifying strengths, weaknesses, and needed changes

1:35-2:30 Clarifying that New Directions Means Leadership for Systemic Change

○ **Getting from Here to There:**

- > Frameworks for understanding key facet of systemic change
- > Change agent and catalytic facets of leadership roles

○ **Don't Forget About Intrinsic Motivation**

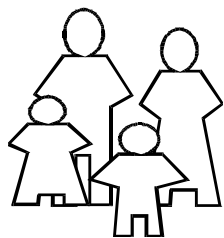
2:30-3:00 Leadership to Make it Happen -- Groups Discussion:

- > Add to Chart of Ideas and Next Steps
- > Share and Discuss Key Insights, Plans, and Ongoing Concerns

3:00-3:15 Insights, Comments, Questions, and Concerns

3:15-3:30 We can help. What help do you need?

Keep up with the *National Initiative: New Directions for Student Support*



For detailed information on the initiative, click on “New Directions: Student Support initiative” on the homepage of the Center for Mental Health in Schools’ website – <http://smhp.psych.ucla.edu/>.* It provides an updated list of the co-sponsors, concept papers, reports and recommendations from the summits, progress updates, guidelines for a student support component at a school, resource aids for new directions, descriptions of trailblazing efforts, and much more.

Interested in being involved in the New Directions for Student Support Initiative?

See <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm> or email smhp@ucla.edu|

Ph. Toll free (866) 846-4843 | (310) 825-3634 | Fax: (310) 206-8716



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Complex Problems Require Comprehensive & Integrated Intervention Systems

This presentation is designed to outline ways in which leaders can further clarify the need for and examples of new directions. *Feel free to adapt and use any of the handouts.*

I. Needed: An Umbrella Concept for Policy & Practice

>Addressing Barriers to Learning & Teaching:

Enabling *All* students to learn and schools to succeed

>Moving from a Two to a Three Component Framework for School Improvement

II. A Unifying Intervention Framework for Addressing Barriers to Learning & Promoting Healthy Development

>Framing the Full Continuum of Essential School-community Interventions

>Reframing Learning Supports at Schools

>A Comprehensive, Multifaceted, and Cohesive Framework for Every School

ABOUT THE CENTER FOR MENTAL HEALTH IN SCHOOLS at UCLA

The Center, co-directed by Howard Adelman and Linda Taylor, is one of two national centers funded in part by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services. For an overview of resources available from the Center, write c/o Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563 or call Toll Free (866) 846-4843 or (310) 825-3634 or use the internet to scan the website:

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*The real difficulty in changing the course of any enterprise
lies not in developing new ideas but in escaping old ones.*
John Maynard Keynes

Building an Integrated Infrastructure to Develop New Directions for Student Support

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- I. Leadership at a school – roles and functions***
- II. Resource-oriented mechanism at a school***
- III. Leadership roles and functions beyond the school***
- IV. Resource-oriented mechanism for the feeder pattern and at the District***

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Ultimately, only three things matter about educational reform. Does it have depth: does it improve important rather than superficial aspects of students' learning and development? Does it have length: can it be sustained over long periods of time instead of fizzling out after the first flush of innovation? Does it have breadth: can the reform be extended beyond a few schools, networks or showcase initiatives to transform education across entire systems or nations?

—Andy Hargreaves and Dean Fink

Clarifying that New Directions Means Leadership for Systemic Change: *Getting from Here to There*

This presentation is designed to outline ways in which leaders can further clarify the need for and examples of new directions. *Feel free to adapt and use any of the handouts.*

I. Frameworks for Understanding Key Facets of Systemic Change

II. Change Agent and Catalytic Facets of Leadership Roles

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External reinforcement may indeed get a particular act going and may lead to its repetition, but it does not nourish, reliably, the long course of learning by which [one] slowly builds in [one's] own way a serviceable model of what the world is and what it can be.

Jerome Bruner

I suspect that many children would learn arithmetic, and learn it better, if it were illegal.

John Holt

Don't Forget About Intrinsic Motivation:

Leaders, Staff, Students, Families, Other Stakeholders

This presentation is designed to outline ways in which leaders can further clarify the need for and examples of new directions. *Feel free to adapt and use any of the handouts.*

New Directions Requires

I. Moving Beyond Limited Views of Motivation

II. Avoiding Overreliance on Extrinsic to Motivate

III. The Aim is Enhanced Engagement and Re-engagement in School Learning

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