Resource Aid

Standards & Quality Indicators for an Enabling or Learning Supports Component

Standards & Quality Indicators
for an Enabling or Learning Supports Component*

School improvement planning across the country is "standards-based" and accountability driven. Given these realities, efforts to reform student support in ways that move it from its current marginalized status must delineate a set of standards and integrate them into school improvement planning. Establishing standards is another facet of ensuring high levels of attention and support for development of comprehensive, multifaceted approaches to address barriers to learning in ways that enhance students' strengths.

Delineating
Standards and
Quality Indicators

After standards are formulated, they must be thoroughly incorporated in every school's improvement plan. This is a necessary step toward making the policy commitment visible at every school, and it establishes the framework for ensuring relevant accountability. And, relatedly, efforts must be made to expand the accountability framework so that accountability demands support the ongoing development of comprehensive, multifaceted approaches to addressing barriers and promoting healthy development.
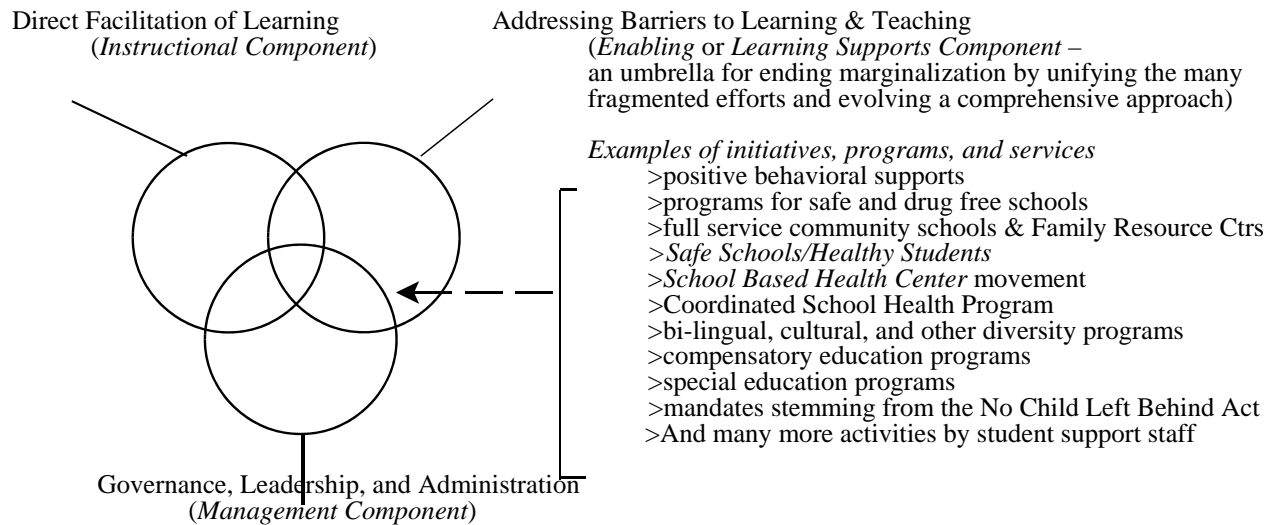
The starting point is policy. Policy needs to state that every school should develop a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching. Policy commitments must indicate that such a component is essential to ensuring all students have an equal opportunity to succeed at school. Policy statements must indicate that the intent is to enable student learning through a full range of effective and efficient learning support interventions (thus, the label: *Enabling* or *Learning Supports Component*). For the school and community as a whole, the intent is to enhance policy and strategic collaboration to produce a safe, healthy, nurturing environment characterized by respect for differences, trust, caring, and support with the intent of strengthening the well-being of students, families, schools, and neighborhoods.

Policy guidelines should clarify that the component is designed to house all efforts to prevent and minimize the impact of the many problems interfering with learning and teaching and should do so in ways that maximize engagement in productive learning and positive development. This includes programs that promote and maintain safety and physical and mental health, school readiness and early school-adjustment services, social and academic supports, and interventions provided prior to referral for special services and those for meeting special needs. Encompassed are compensatory and special education mandates and a host of special initiatives and projects. With specific respect to the school's mission, all this requires policy, leadership, infrastructure, and accountability that fully integrates the Component into a school's efforts to improve instruction and management (see Exhibit 1 below).

Exhibit 1

Policy framework for establishing an umbrella for school improvement planning
Related to addressing barriers to learning and promoting healthy development

Direct Facilitation of Learning
    (*Instructional Component*)

Addressing Barriers to Learning & Teaching
    (*Enabling* or *Learning Supports Component* –
    an umbrella for ending marginalization by unifying the many
    fragmented efforts and evolving a comprehensive approach)

Examples of initiatives, programs, and services
    >positive behavioral supports
    >programs for safe and drug free schools
    >full service community schools & Family Resource Ctrs
    >*Safe Schools/Healthy Students*
    >*School Based Health Center* movement
    >Coordinated School Health Program
    >bi-lingual, cultural, and other diversity programs
    >compensatory education programs
    >special education programs
    >mandates stemming from the No Child Left Behind Act
    >And many more activities by student support staff

Governance, Leadership, and Administration
    (*Management Component*)

As a starting point in drafting a set of standards, we began with the *Guidelines for a Comprehensive Approach to Addressing Barriers to Learning* (see Appendix A). We also drew on the lessons learned from the analysis of current school improvement planning guides and from pioneering efforts to develop standards, guidelines, and related quality indicators for an Enabling Component by one school district and the quality student support criteria and rubrics developed by the Hawai`i Department of Education.

School improvement discussions across the country are standards-based and accountability driven. Establishing standards for student and learning supports is essential to moving school improvement policy and practice from the way learning supports currently are marginalized to pursuing such work with a high level priority. The following is a beginning step in eventually establishing common core state standards for student and learning supports. Such a core will provide a base to which various professional specialties and localities can add unique considerations.

Learning supports are defined as the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports to enable all students to have an equal opportunity for success at school by directly addressing barriers to learning and teaching and by re-engaging disconnected students. Learning supports are designed to *enable* learning by addressing external and internal factors that interfere with students engaging effectively with instruction.

The following five major standards and related quality indicators are formulated around five areas of concern confronting schools in developing a unified and comprehensive system of learning supports: (1) *Framing and Delineating Intervention Functions*, (2) *Reworking Operational Infrastructure*, (3) *Enhancing Resource Use*, (4) *Continuous Capacity Building*, and (5) *Continuous Evaluation and Appropriate Accountability*.

The indicators reflect standards at the school level. They can be readily adapted for district, regional, state, and federal levels.

Area: *Framing and Delineating Intervention Functions*

Standard 1. Establishment of an overall *unifying intervention framework* for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching and re-engaging disconnected students.

An *Enabling or Learning Supports Component* is a systemic approach that is fully integrated into the school's strategic improvement plan. The Component is operationalized into a comprehensive, multifaceted, and cohesive intervention framework. One facet of this framework is the *continuum* delineating the scope of desired intervention. The other facet is a conceptualization that organizes the *content arenas* for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote assets and healthy development (see Exhibits 2 and 3).

Quality Indicators for Standard 1:

(a) The school leadership team has established a policy that commits to development of a unified and comprehensive system for addressing barriers to learning and teaching and re-engaging disconnected students, *and* the policy has been translated into a intervention framework design to guide development of an Enabling or Learning Supports Component.

   (1) All interventions are embedded within the intervention framework and are designed to meet basic functions a school needs for addressing barriers to learning and promoting healthy development (including all compensatory and special education mandates and all special initiatives and projects for addressing barriers to learning and teaching.

   (2) The continuum of programs and services are organized into a set of *integrated subsystems*. The subsystems range from promoting assets and healthy development, and preventing problems – through responding to problems soon after onset – to providing special assistance for severe and chronic problems. Such a continuum encompasses efforts to enable academic, social, emotional, and physical development and address learning, behavior, and emotional problems at every school and through connections with home and community resources.

   (3) Rather than a fragmented, "laundry-list" of programs, services, and activities, the learning supports are organized into a concise content framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning. For purposes of these standards, content is formulated as encompassing six arenas of intervention activity (see addendum to Standard 1).

   (4) The continuum of interventions is combined with the content arenas to create the unifying umbrella framework for the Component. The intervention framework is used as a tool to guide ongoing development of the Component (e.g., mapping and analysis of resources, identifying gaps and redundancies).

(b) The intervention framework has been operationalized and incorporated into the school's strategic plan for improvement in ways that fully integrate it with the instructional and governance/management components.

(c) The school plan for the Component is being implemented in keeping with established priorities by building on what exists *and* then moving toward full development in phases.

(d) All interventions (including assessment activity) are based on state of the art best practices for addressing barriers to learning and promoting positive development by establishing a unified and comprehensive system.

(1) Learning supports are applied in all instances where there is need. They are systematically implemented using practices that ensure needs are assessed and addressed in ways that match a student's motivation as well as capabilities and with as little disruption as feasible of a student's normal involvement at school.

(2) Library, multimedia, and advanced technology resources are used as appropriate to facilitate intervention efforts. This includes the school's computerized information management system, which should incorporate a broad range of formative and summative data related to the Component's work with students and families.

(e) School stakeholders express understanding and support for the importance of fully developing the Component.

Exhibit 2. Six content arenas for a component to address barriers to learning

Pioneering research has organized learning supports programs into the following six content arenas:*

- *enhancing regular classroom strategies to enable learning* (e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)

- *supporting transitions* (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)

- *increasing home and school connections*

- *responding to, and where feasible, preventing school and personal crises*

- *increasing community involvement and support* (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

- *facilitating student and family access to effective services and special assistance as needed*.

A positive *school climate and culture* is an emergent quality that stems, in part, from effectively and efficiently addressing barriers to learning and teaching and promoting the well-being of students, their families, and staff.

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*Specific examples of the work in each arena are provided in a set of self-study surveys. These are available online at no cost from the website of the Center for Mental Health in Schools at UCLA. See: *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs* at http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf

In addition, two books written by the co-directors of the Center for Mental Health in Schools at UCLA include an extensive discussion of the six arenas and new directions for addressing barriers to learning. The books are entitled:
>>The School Leader's Guide to Student Learning Supports (2006)
>>The Implementation Guide to Student Learning Supports (2006)
See: http://www.corwinpress.com/author.aspx?aid=530711

Exhibit 3. Matrix for reviewing scope and content of a component to address barriers to learning*

Scope of Intervention

	Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
Classroom-Focused Enabling			
Crisis/ Emergency Assistance & Prevention			
Support for transitions			
Home Involvement in Schooling			
Community Outreach/ Volunteers			
Student and Family Assistance			

Organizing around the

Content/ "curriculum"

for addressing barriers to learning & promoting healthy development

Accommodations for diversity (e.g., differences & disabilities)

Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)

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*General initiatives and specific school-wide and classroom-based programs and services can be embedded into the matrix. Think about those related to positive behavioral supports, programs for safe and drug free schools, full service community schools and Family Resource Centers, special project initiatives such as the *School Based Health Center* movement, the *Safe Schools/Healthy Students* projects, and the *Coordinated School Health Program*, efforts to address bi-lingual, cultural, and other diversity concerns, compensatory and special education programs, and the mandates stemming from the No Child Left Behind Act.

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Because of the importance of each content arenas, specific standards for each are delineated below:

Standard 1 addendum: Specific standards for the content arenas of an enabling or learning supports component

While the number and labels for designated content arenas may differ, as Standard 1 states: Schools need to deal with a conceptualization that organizes the content arenas for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote assets and healthy development. (As one of the quality performance indicators for Standard 1 indicates, rather than a fragmented, "laundry-list" of programs, services, and activities, the learning supports need to be organized into a concise content framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning.) To illustrate content standards here, content is formulated below as encompassing six arenas of intervention activity.

Standard 1a. Continuous enhancement of regular *classroom strategies to enable learning* (e.g., personalizing learning for students with mild-moderate learning and behavior problems and to re-engage those who have become disengaged from learning at school)

Quality Indicators for Standard 1a:

(a) Regular support is provided teachers for redesigning classroom practices in ways that enhance teacher capability to prevent and handle problems and reduce need for out of class referrals.

   (1) Classroom teachers invite available supports into the classroom to enhance assistance for students (e.g., peer tutors, volunteers, aids trained to work with students-in-need; resource teachers and student support staff frequently work in the classroom as part of the team to enhance classroom practices for enabling learning).

   (2) Student support staff jobs have been redesigned to enable them to work more regularly with teachers in classrooms.

   (3) Teachers are provided with personalized professional development to enhance their capability to meet the needs of a wider range of individual differences (e.g., creating a Learning Community for teachers; ensuring opportunities to learn through co-teaching, team teaching, and mentoring; teaching intrinsic motivation concepts and their application to schooling).

(b) Classroom approaches focus on creating and maintaining a caring and supportive climate through a consistent emphasis on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings.

    (1) Strengths and assets are highlighted, appreciated, and celebrated; natural and curricular opportunities are used to enhance social and emotional development.

    (2) Appropriate accommodations are made for students with learning, behavior, and emotional problems and strategies are introduced to connect these students with peers and adults with whom they can develop positive connections.

    (3) Among the many practices used to enable learning and enhance positive attitudes toward teachers and school, the classroom provides personalized instruction with small group and independent learning options; expands the range of curricular, instructional, and enrichment options and choices; responds as soon as a problem arises using Response to Intervention strategies that include accommodations, special assistance and learning and student supports as necessary; avoids tying enrichment activities to reinforcement schedules; reduces negative interactions and over-reliance on social control; facilitates access to appropriate referrals and support for follow-through when necessary.

Standard 1b. **Continuous enhancement of programs and systems for a full range of** *transition supports* (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, program transitions, etc.)

Quality Indicators for Standard 1b:

(a) Articulation programs (e.g., grade to grade – new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs) are implemented each year and encompass extended orientations and follow-up interventions for those who are having difficulty in adjusting to the new setting.

(b) School-wide and classroom welcoming and social support programs for newcomers are visible and in operation (e.g., welcoming signs, materials, and initial receptions; peer buddy and mentoring programs for students, families, staff, volunteers).

(c) There are daily transition programs for before school, breaks, lunch, afterschool (including moving from location to location).

(d) As needed, there are summer or intersession programs (e.g., catch-up, recreation, and enrichment programs).

(e) School-to-career/higher education transition interventions begin in elementary school and are integrated at every grade through graduation (e.g., counseling, pathway, and mentor programs).

(f) There is broad involvement of stakeholders in planning transition supports (e.g., students, staff, home, police, faith groups, recreation, business, higher education).

(g) Capacity building is provided for all stakeholders involved in enhancing transition programs and activities.

Standard 1c. **Continuous enhancement of programs and systems to increase and strengthen *home and school connections***

Quality Indicators for Standard 1c:

(a) Interventions and an appropriate referral system are available to help address specific support and learning needs of family (e.g., support services for those in the home to assist in addressing basic survival needs and obligations to the children; adult education classes to enhance literacy, job skills, English as a second language, citizenship preparation).

(b) Mechanisms for communication and connecting school and home are regularly used, reach most homes, and are designed to enhance interchange, collaboration, and networking with primary caretakers (e.g., opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help; phone calls and/or e-mail from teacher and other staff with good news; frequent and balanced conferences – student-led when feasible; outreach to attract hard-to-reach families – including student dropouts).

(c) Homes are regularly involved in student decision making (e.g., families are encouraged and supported in enhancing capabilities for involvement in program planning and problem-solving).

(d) Regular programs are offered to encourage and enhance capabilities for home support of learning and development (e.g., family literacy; family homework projects; family field trips).

(e) Families are recruited regularly to play a role in strengthening school and community (e.g., volunteers to welcome and support new families and help in various capacities; families prepared for involvement in school governance).

(f) Capacity building is provided for all stakeholders involved in enhancing home involvement.

Standard 1d. **Continuous enhancement of programs and systems for responding to, and where feasible, preventing** *school and personal crises* (including creating a caring and safe learning environment)

Quality Indicators for Standard 1d:

(a) School staff work with community members and agency representatives to prepare and integrate plans for response and prevention.

(b) Staff, students, and families have been instructed with respect to response plans and recovery efforts.

(c) All staff are prepared to play a role in crisis response and follow-up.

(d) Immediate assistance is provided in emergencies so students can resume learning.

(e) Follow up care is provided as necessary (e.g., brief and longer-term monitoring).

(f) Crisis prevention programs are in operation (e.g., bullying and harassment abatement programs).

(g) If there are high priority gaps in crisis prevention efforts, efforts are underway to develop interventions to fill the gaps.

(h) Prevention programs are integrated into systems to promote healthy development and prevent problems.

(i) Capacity building is provided for all stakeholders involved in enhancing crisis response and prevention.

Standard 1e. **Continuous enhancement of programs and systems to increase and strengthen** *community involvement and support* (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

Quality Indicators for Standard 1e:

(a) Outreach programs are operating on a regular basis to recruit a wide range of community resources (e.g., public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations; community policy and decision makers).

(b) Outreach programs encompass strategies for screening, preparing, and maintaining community resource involvement (e.g., mechanisms to orient and welcome, enhance the volunteer pool, maintain current involvements, enhance a sense of community).

(c) Interventions are implemented on a daily basis by the school and in collaboration with community resources to reach out to students and families who don't come to school regularly – including truants and dropouts.

(d) School staff work with community members and agency representatives to connect and integrate school and community efforts to promote child and youth development, well being, and a sense of community.

(e) Capacity building is provided for all stakeholders involved in enhancing community involvement and support (e.g., policies and mechanisms to enhance and sustain school-community involvement, staff/stakeholder development on the value of community involvement, "social marketing").

Standard 1f. **Continuous enhancement of programs and systems to facilitate** *student and family access to effective services and special assistance as needed.*

Quality Indicators for Standard 1f:

(a) Prior to referral, extra support is provided in the classroom as soon as a need is recognized and is provided in the least disruptive way (e.g., using a comprehensive approach to Response to Intervention strategies that encompasses accommodations and expanded specialized assistance in the classroom; pursuing problem solving conferences with parents; enhancing open access to school, district, and community support programs).

(b) When in-classroom remedies are insufficient, referral and support for follow-through for students and their families are provided in a timely manner and are based on the carefully amassed data (e.g., using response to intervention data; using special identification/screening processes as necessary; using monitoring data to assess need for further referral access support).

(c) Access to direct interventions for health, mental health, and economic assistance is enhanced through integrated school-based, school-linked, and community-based programs and services.

(d) Systems have been developed and are in operation for checking whether referrals and services are adequate and effective (e.g., monitoring/managing/coordinating individual interventions, sharing information, follow-up assessments).

(e) Mechanisms have been developed and are in operation for *resource* coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness (e.g., braiding resources from school-based and linked interveners, feeder pattern/family of schools, community-based programs; linking with community providers to fill gaps).

(f) Mechanisms have been developed and are in operation to enhance stakeholder awareness of programs and services.

(g) Capacity building is provided for all stakeholders involved in enhancing student and family assistance systems, programs, and services.

Area: *Reworking Operational Infrastructure*

Standard 2. Establishment of an *integrated operational infrastructure* for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching and re-engaging disconnected students.

Developing and institutionalizing a unified and comprehensive system of learning supports requires mechanisms that are integrated with each other and are fully integrated into school improvement efforts. The need at all levels is to rework operational infrastructure to support efforts to address barriers to learning in a cohesive manner and to integrate the work with instruction and with the management/governance mechanisms (see Exhibit 4). This requires dedicated administrative and staff leadership (with such leadership fully involved in governance, planning and implementation) and work groups (focused on school improvement and intervention development functions such as mapping, analysis, and priority setting for resource allocation and integration, system and program development, communication and information management, capacity building, and quality improvement and accountability).

Quality Indicators for Standard 2:

(a) The school leadership has an *operational infrastructure* design that fully integrates administrative and staff leadership for an Enabling or Learning Supports Component into its operational infrastructure and has delineated a plan for the Component's systemic implementation and ongoing development.

(b) There is a designated *administrative leader* for an Enabling or Learning Supports Component, and this individual meets regularly with the school's governance and advisory bodies and staff to represent the Component's concerns in all planning and decision making .

    (1) This leader's job description delineates specific roles, functions, and accountabilities related to systemic planning, capacity building, implementation, evaluation, and sustainability of the Component.

    (2) This administrative leader is expected to allocate at least 50% of each day to pursuing functions relevant to the Component..

(c) In addition to an administrative leader, a *resource-oriented leadership team* (e.g., a *Learning Supports Leadership Team*) for the Component is functioning effectively as part of the school's infrastructure.

    (1) This team is responsible for ensuring the vision for the component is not lost and guides the Component's (a) capacity building agenda, (b) development, implementation, and evaluation, and (c) full integration with the instructional and governance/management components.

    (2) The team consists the administrative leader and staff leaders of major initiatives, projects, programs, and services addressing barriers to learning. It also includes representatives of community resources involved at the school.

    (3) The team is a mechanism to ensure appropriate *overall* use of existing resources (including braiding together available school and community resources). It also works to enhance the pool of resources. To these ends, the team focuses on how

all *resources* for learning and student supports are used at the school with particular emphasis on increasing cohesive and systemic intervention efforts.
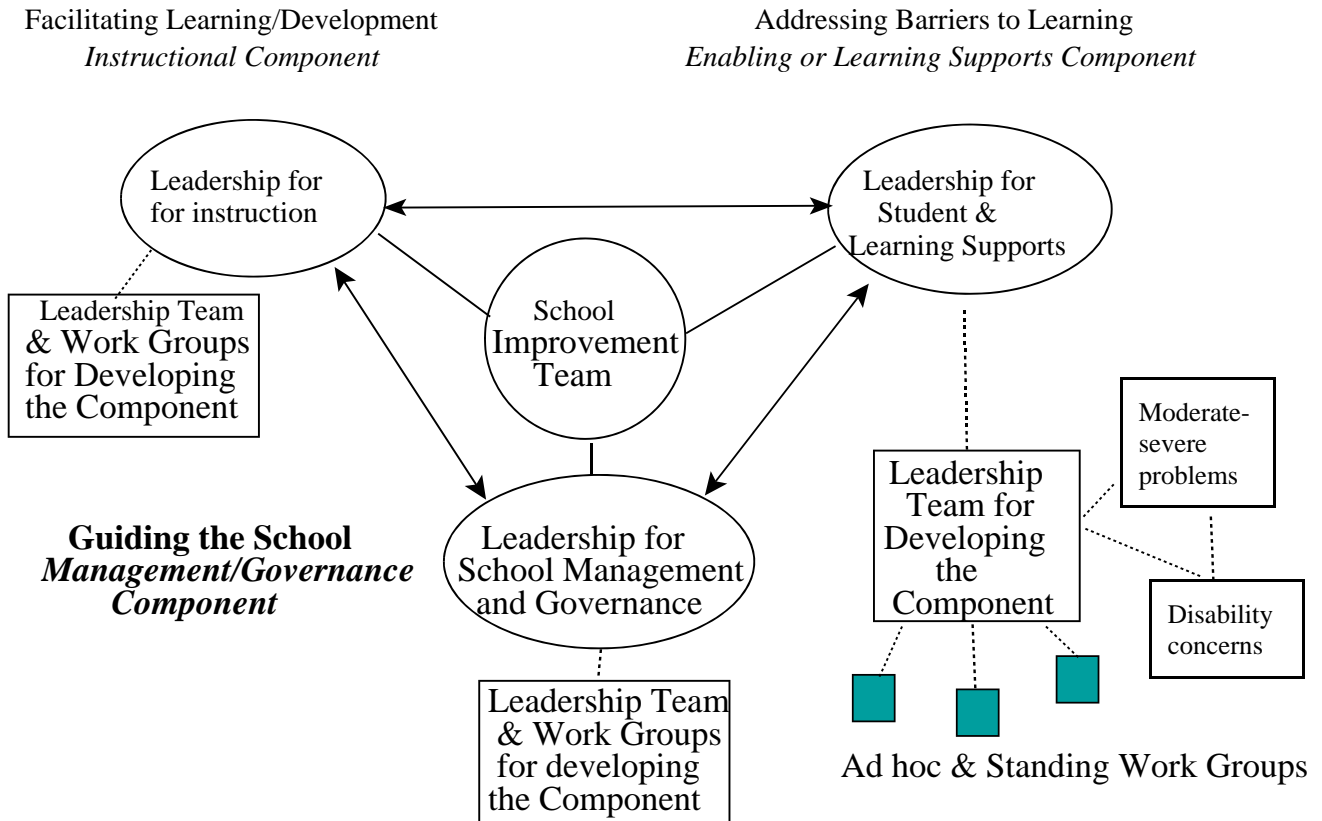
    (4) The team establishes and monitors standing and ad hoc work groups as needed to ensure appropriate development and implementation of a unified and comprehensive system of learning supports.

(d) Work groups are formed as needed to address specific concerns (e.g., mapping resources, planning for capacity building and social marketing, addressing problems related to case-oriented systems), develop new programs (e.g., welcoming and social support strategies for newcomers to the school), implement special initiatives (e.g., positive behavior support), and so forth.

    (1) Work groups usually are facilitated by a member of the learning supports leadership team who recruits a small group of others from the school and community who are willing and able to help.

    (2) *Ad hoc* work groups take on tasks that can be done over a relatively short time period, and the group disbands once the work is accomplished. *Standing* work groups focus on defined program areas, pursue current priorities for enhancing intervention in a given arena, and carry out case-oriented functions. For example, standing work groups might be established for the six content arenas of the Component and for processing referrals for student study and special education and individual education program planning.

    (3) The group facilitator provides regular updates to the resource team on work group progress and brings back feedback from the Team.

(e) The Component and its various operational mechanisms are fully integrated into the school infrastructure.

    (1) There are organizational and operational links within the various groups involved in planning, implementing, capacity building, evaluating, enhancing quality, and sustaining learning supports.

    (2) There are links connecting the Component with the instructional and governance/management components and with general mechanisms at the school for communication, information management, and problem solving with students, staff, families, and the community.

    (3) Routine procedures are in place to ensure all activities are implemented in a manner that coordinates and integrates them with each other.

(f) The school's computerized information management system, email, website, voicemail and other advanced technology are used to facilitate effective and efficient communication and social marketing of the Component and to enhance the general functioning and integration of all infrastructure mechanisms.

(g) A multi-site learning supports resource-oriented leadership mechanism for a "family" of schools (e.g., a *Learning Supports Leadership Council*) brings together representatives from each participating school's leadership *team* for learning supports. (A family of schools are those in the same geographic or catchment area that have shared concerns and among whom some programs and personnel already

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are or can be shared in strategic ways. An especially important group of schools are those in an elementary, middle, and high school feeder pattern where it is common for a school at each level to interact with students from the same families.)

    (1) The multi-site mechanism is ensuring cohesive and equitable deployment of resources, improves connections with neighborhood resources, and enhances the pooling of resources.

    (2) The multi-site mechanism is reducing individual school costs by minimizing redundancy and pursuing strategies to achieve economies of scale.

(h) The multi-site learning supports leadership mechanism is connected to local school-community collaborative mechanisms.

(i) Capacity building is provided for all involved in this facet of the work.

Exhibit 4. Example of an integrated infrastructure at a school site.

The following example illustrates the type of infrastructure that needs to emerge at the school if it is to effectively develop a comprehensive component to address barriers to learning. Note especially the links among the three components, and the connection within the various groups involved in planning, implementing, evaluating, and sustaining learning supports.

Facilitating Learning/Development
Instructional Component

Addressing Barriers to Learning
Enabling or Learning Supports Component

Leadership for for instruction

Leadership for Student & Learning Supports

School Improvement Team

Leadership Team & Work Groups for Developing the Component

Guiding the School
Management/Governance Component

Leadership for School Management and Governance

Leadership Team & Work Groups for developing the Component

Leadership Team for Developing the Component

Moderate-severe problems

Disability concerns

Ad hoc & Standing Work Groups

*Learning Supports or Enabling Component Leadership consists of an administrator and other advocates/ champions with responsibility and accountability for ensuring the vision or the component is not lost. The administrator meets with and provides regular input to the Learning Supports Leadership Team.

 **A Learning Supports Leadership Team ensures component cohesion, integrated implementation, and ongoing development. It meets weekly to guide and monitor daily implementation and development of all programs, services, initiatives, and systems at a school that are concerned with providing learning supports and specialized assistance.

***Ad hoc and standing workgroups initially are the various "teams" that already exist related to various initiatives and programs (e.g., a crisis team) and for processing "cases" (e.g., a student assistance team, an IEP team). Where redundancy exists, workgroups can be combined. Others are formed as needed by the Learning Supports Leadership Team to address specific concerns. These groups are essential for accomplishing the many tasks associated with such a team's functions.

For more on this, see the Reworking Infrastructure (Section B) of the Center's Toolkit for Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching --
 http://smhp.psych.ucla.edu/toolkitb3.htm
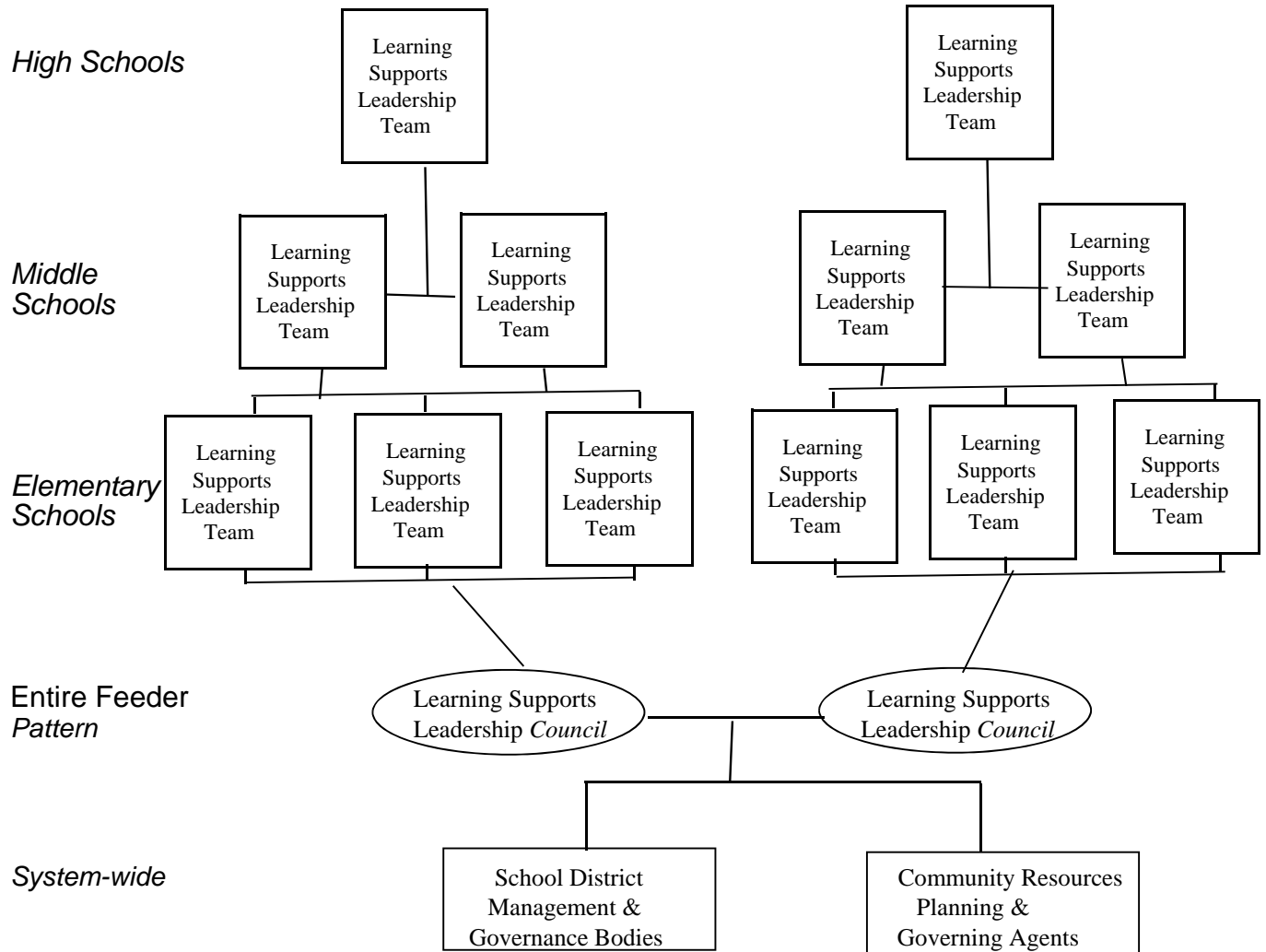
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Area: *Enhancing Resource Use*

Standard 3. **Appropriate resource use and allocation for developing, maintaining, and evolving the component**.

Use of resources is based on up-to-date gap and outcome analyses and established priorities for improving the Component. Resource allocation involves (re)deployment of available funds to achieve priorities. Cost-efficiencies are achieved through common purpose collaborations that integrate systems and weave together learning and student support resources within a school, among families of schools, from centralized district assets, and from various community entities (see Exhibit 5).

Quality Indicators for Standard 3:

(a) All resources used for learning and student supports are coalesced to create the budget for the Component.

(b) The total school budget is allocated equitably in keeping with the timetable for achieving the Component's standards.

(c) The resources allocated for learning supports are mapped and analyzed and the mapping and analysis are routinely updated and communicated to decision maker and other concerned stakeholders.

(d) Priorities are established for improving the Component.

(e) Each year, all school resources for learning supports are allocated and redeployed based on priorities and analyses of effectiveness and cost efficiencies.

(f) Allocations are regularly audited to ensure cost-effectiveness and efficiency.

(g) Centralized district assets are used to facilitate the school's and the family of schools' efforts to develop appropriate collaborative arrangements among schools and with community entities to improve braiding and use of resources to fill gaps, enhance effective use of learning supports, and achieve economies of scale.

   (1)Collaborative arrangements are in place for each family of schools.

   (2) Collaborative arrangements are in place with all appropriate community entities.

(h) Collaborative arrangements are resulting in the braiding and use of resources to fill gaps, enhanced effectiveness of learning supports, and economies of scale.

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Exhibit 5. Resource-oriented leadership mechanisms across a family of schools

High Schools	Learning Supports Leadership Team	Learning Supports Leadership Team
Middle Schools	Learning Supports Leadership Team Learning Supports Leadership Team	Learning Supports Leadership Team Learning Supports Leadership Team
Elementary Schools	Learning Supports Leadership Team Learning Supports Leadership Team Learning Supports Leadership Team	Learning Supports Leadership Team Learning Supports Leadership Team Learning Supports Leadership Team
Entire Feeder *Pattern*	Learning Supports Leadership *Council*	Learning Supports Leadership *Council*
System-wide	School District Management & Governance Bodies	Community Resources Planning & Governing Agents

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<p align="center">**Area:** *Continuous Capacity Building*</p>

Standard 4. **Capacity building for developing, maintaining, and evolving the component**.

Capacity building involves enhancing ongoing Component and stakeholder development and performance. The work requires allocation of resources to provide effective and efficient mechanisms and personnel to carry out a myriad of capacity building functions.

Quality Indicators for Standard 4:

(a) A comprehensive strategic plan has been developed for Component capacity building, based on gap analyses and designed to enhance a sense of community and shared ownership.

(b) Appropriate mechanisms are in place, with specified leadership and staffing for implementing the capacity building plan.

(c) All who are responsible for Component capacity building have an appropriate background of education and experience (or access to such expertise), including a focus not only on learning and student supports, but also on systemic change, organizational development, and collaborative coaching. Centralized district assets are used to provide them with ongoing professional development.

(d) Sufficient support is provided and procedures are implemented for all facets of capacity building (e.g., infrastructure development and integration; embedding all learning supports into a unified, comprehensive, systemic Component; redefining and reframing Component leader and line staff roles and functions; developing capability for carrying out new functions; other stakeholder development).

   (1)   Centralized district assets are allocated in ways that directly aid capacity building and effective implementation of the Component at the school site and for the family of schools (e.g., feeder pattern).

   (2)   Ongoing professional development is provided for all personnel involved in any aspect of the Component and developed and implemented in ways that are consistent with the district's Professional Development Standards and the school's priorities for enhancing the Component's capabilities.

   (3)   Time is scheduled for staff to do essential planning for enhancing the Component.

   (4)   Sufficient space, equipment, and supplies are allocated for the Component's work; these are regularly monitored and improvements are made as needed (e.g., facilities used by the Component are clean and in good repair, conflicts in scheduling are minimal).

(e) Staff recruitment and hiring for the Component is designed to employ the most competent personnel available with respect to ensuring the Component is effectively developed, maintained, and evolved.

(f) The induction of new learning supports staff includes welcoming and providing orientation, transition supports, and job mentoring.

(g) Component staff are involved in capacity building for teacher's to improve classroom and school-wide approaches for dealing effectively with mild-to-moderate behavior, learning, and emotional problems and for paraprofessionals, aides, out of classroom school staff, and volunteers working in classrooms or with special school projects and services.

(h) Systematic outreach and social marketing are conducted to communicate and connect with all families as Component stakeholders and a wide range of other community stakeholders (not just service providers).

(i) Extramural funds are sought that can help with systemic Component development; special grants that might interfere with ongoing systemic development are not being pursued.

Area: *Continuous Evaluation and Appropriate Accountability*

Standard 5. Formative and summative evaluation and accountability are fully integrated into all planning and implementation of the component.

Formative evaluation provides essential data related to progress in improving processes and achieving benchmarks and outcomes. In the initial phase of component development, formative evaluation focuses heavily on feedback and benchmarks related to specific developmental tasks, functioning of processes, and immediate outcomes. Formative evaluation is pursued as an ongoing process with an increasing focus on intermediate and then long-range outcomes. Summative data on intermediate outcomes are gathered as soon as the Component is operating as an integrated system. Summative data on long-range outcomes are gathered after the Component has operated as an integrated system for two years. Accountability indicators should fit each phase of component development. This means the primary focus is on developmental benchmarks in the early phases. When the accountability focus is on student impact, the primary emphasis is on the direct enabling outcomes for students that each arena of the component is designed to accomplish. As these accountability indicators show solid impact, they can be correlated with academic progress to estimate their contribution to academic achievement.

Quality Indicators for Standard 5:

(a) Centralized district assets are allocated to support essential Component evaluative and accountability activity.

(b) Regular procedures are in place to review the progress with respect to the overall development of the Component and its specific arenas of intervention, as well as assessing the fidelity of implementation and initial impact.

(c) Formative information is used to enhance progress in developing the Component.

(d) Procedures are in routine use for gathering and reviewing information on the need for specific types of learning supports and for establishing priorities for developing/ implementing appropriate interventions. Special attention is paid to the effectiveness of interventions for identifying and addressing classroom and school-wide learning and behavior problems that are preventable, responding as soon as a problem is manifested for those that are not prevented, and re-engaging students in classroom learning who have become disengaged (including dropouts).

(e) Procedures are in routine use for gathering and reviewing data on how well the Component is meeting its objectives and goals; such data are used to inform decisions about capacity building, including infrastructure changes and personnel development.

(f) Accountability indicators are appropriate for the current phase of Component development.

(g) Primary accountability for Component outcomes focuses on the progress of students with respect to the direct enabling outcomes the Component is designed to accomplish (measures of effectiveness in addressing barriers, such as increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer inappropriate referrals for specialized assistance, fewer inappropriate referrals for special education, fewer pregnancies, fewer suspensions, and dropouts).

(h) When the Component is well-established, accountability expands to include a focus on how well the direct enabling outcomes correlate with enhanced academic achievement.

(i) All data are disaggregated to clarify impact as related to critical subgroup differences (e.g., pervasiveness, severity, and chronicity of identified problems).

(j) All data are reviewed for making decisions about enhancement and renewal.

A Note About School Climate and Culture

A positive *school climate and culture* emerges, in part, from effectively and efficiently addressing barriers to learning and teaching and promoting the well-being of students, their families, and staff. Therefore, school climate is not treated as a separate arena, rather it is an anticipated emergent quality. From this perspective, it becomes an overall quality indicator for the entire school (i.e., for the impact of improvements related to all three components).

A Sample of Related References to
Student and Learning Supports and School Climate Standards

ASCA National Model: A Framework for School Counseling Programs (3rd ed)
http://ascamodel.timberlakepublishing.com/files/Executive%20Summary%203.0.pdf

American School Counselor Association National Standards for Students
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (3rd ed)
http://nrckids.org/CFOC3/

National Association of School Psychologists 2010 Standards –
consists of four separate documents:
(a) Standards for Graduate Preparation of School Psychologists (formerly Training and Field Placement Programs in School Psychology),
(b) Standards for the Credentialing of School Psychologists,
(c) Principles for Professional Ethics, and the
(d) Model for Comprehensive and Integrated School Psychological Services (formerly Guidelines for the Provision of School Psychological Services
http://www.nasponline.org/standards/2010standards.aspx

NASW Standards for School Social Work Services
http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf

School Climate Standards
http://www.schoolclimate.org/climate/standards.php

A Sample of Relevant State Standards and Guidelines

California Standards of Quality and Effectiveness For Pupil Personnel Services Credentials: School Counseling, School Psychology, School Social Work, Child Welfare and Attendance
http://www.hhs.csus.edu/SWRK/document/PDF/PPSStand.pdf#search='Standards%20of%20Quality%20and%20Effectiveness%20For%20Pupil%20Personnel%20Services%20Credentials:%20School%20Counseling,%20School%20Psychology,%20School%20Social%20Work,%20Child%20Welfare%20and%20Attendance

Connecticut's Comprehensive School Counseling: A Guide to Comprehensive School Counseling Program Development
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/counseling.pdf

Hawaii's Standards Database
http://wetserver.net/hcpsv3_staging/cc/index.jsp

Illinois Learning Standards: Social/Emotional Learning
http://www.isbe.net/ils/social_emotional/standards.htm

Illinois Standards for School Psychologists
http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/23130_schoolpsy.pdf

Illinois Standards for the School Social Worker
　　http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/23140_schoolsocwork.pdf

Iowa Comprehensive Counseling and Guidance Program Development Guide
　　http://www.schoolcounselor.org/files/iowa.pdf

Indiana Standards for School Social Work Professionals
　　http://www.insswa.org/Standards-Indiana_School_Social_Work.pdf

North Carolina Professional School Social Work Standards
　　http://www.ncpublicschools.org/studentsupport/socialwork/standards/

North Carolina Professional School Psychology Standards
　　http://www.ncpublicschools.org/studentsupport/psychology/standards/

North Carolina Professional School Counseling Standards
　　http://www.ncpublicschools.org/studentsupport/counseling/standards/

Ohio State Department of Education: Comprehensive System of Learning Supports Guidelines
　　http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&
　　TopicRelationID=5&ContentID=29853&Content=119551

Pennsylvania School Counselors Association
　　http://www.psca-web.org/PA%20Companion%20Guide.shtml

Texas's School Guidance and Counseling Program for Texas Public Schools (4th ed)
　　http://www.tea.state.tx.us/index2.aspx?id=4207

Washington State School Social Work Standards
　　http://www.wassw.org/washington-state-school-social-work-standards.html

Additional relevant references on the Center's Online Clearinghouse Quick Find on
Standards **– http://smhp.psych.ucla.edu/qf/guidframstand.htm**