

Creating Readiness and Commitment for Developing a Unified and Comprehensive Learning Supports System

Developing a climate to support the type of systemic changes required in establishing and maintaining a unified and comprehensive system of learning supports involves a fundamental set of systemic change interventions and an unwavering focus on the *motivational* impact of the interventions.

Intervention tasks include:

- >creating initial readiness of key stakeholders to put aside old ideas and move forward by using introductory material to underscore the imperative, the frameworks, and the initial work and findings of trailblazers (see *System Change Toolkit* – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>)
- >establishing an operational infrastructure (e.g., a high level steering body, an administrative leader, and a leadership team) prepared to create readiness and move the process forward
- >preparing a design document and strategic plan using a process that involves high level administrators and staff
- >widely circulating and publicizing (“social marketing”) the design and plan and establishing a process for discussion and approval by a critical mass of stakeholders
- >expanding school improvement policy and planning to include the component for addressing barriers to learning and teaching as primary and essential
- >identifying subgroups among those who are intended adopters – for example,
 - (A) those who are highly motivated to move forward
 - (B) those who are somewhat motivated to move forward
 - (C) those not really interested
 - (D) those who are upset by the proposed changes
- >beginning next steps with groups (A) and (B)
- >interviewing groups (C) and (D) to clarify the reasons for their reactions and discuss with the Steering Group what should be done
- >ensuring appropriate capacity building, supports, and protections for those making systemic changes (e.g., policy is translated into appropriate resource allocations, including leadership, staff, space, budget, time)

Because the three most important process consideration are motivation, motivation, *and* motivation, each of the above tasks need to be carried out with an ear and eye on motivational impact and with an understanding of readily anticipated factors that interfere with motivation for pursuing system changes. Benchmark indicators can help with this, but are insufficient (see <http://smhp.psych.ucla.edu/summit2002/AssessingReadiness.pdf>). Immediate intervention steps should be taken whenever motivation is a problem.

Examples of Center Resource Materials to Guide Designing Readiness Interventions

>Introductory materials underscoring the imperative, the frameworks, and the initial work and findings of trailblazers

- >>So you want high achievement scores: it's time to rethink learning supports – <http://smhp.psych.ucla.edu/summit2002/schoolboard.pdf>
- >>What Is a Unified and Comprehensive System of Learning Supports? – <http://smhp.psych.ucla.edu/pdfdocs/whatis.pdf>
- >>Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching – <http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>
- >>15 minute powerpoint Intro to New Directions for Student/Learning Supports – <http://smhp.psych.ucla.edu/powerpoint/briefintroslices.ppt>
- >>Intro to New Directions for Learning Supports (brief webinar from online leadership institute) – <http://smhp.psych.ucla.edu/institute/session1.htm>
- >>Teachers Can't Do it Alone! – <http://smhp.psych.ucla.edu/pdfdocs/alone.pdf>

>Establishing an operational infrastructure

- >>Notes on Infrastructure for Learning Supports at District, Regional, and State Offices – <http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidk.pdf>

The following activity tool stresses school and district level, but note that the district level prototype operational infrastructure fits the state level.

- >>Leadership Infrastructure: Is What We Have What We Need? – <http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>
- >>Developing a Unified and Comprehensive System of Learning Supports: First Steps for Superintendents Who Want to Get Started – <http://smhp.psych.ucla.edu/pdfdocs/superstart.pdf>

>Preparing a design document and strategic plan

- >>Guidance Notes for Designing a Comprehensive System of Learning Supports and Strategically Planning its Implementation – <http://smhp.psych.ucla.edu/pdfdocs/compsystem.pdf>

>Social marketing

- >>Social Marketing as a Spiraling Facet of Program and Systemic Change – <http://smhp.psych.ucla.edu/pdfdocs/socmark.pdf>

>Expanding school improvement policy and planning

- >>Policy Prototype – <http://smhp.psych.ucla.edu/pdfdocs/policyproto2012.pdf>
- >>District Policy Example – <http://smhp.psych.ucla.edu/pdfdocs/grantpolicy.pdf>
- >>For additional planning aids and other resources, see *System Change Toolkit* – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>