ANNOUNCING NEW BOOK

Improving School Improvement

http://smhp.psych.ucla.edu/pdfdocs/improve.pdf

In keeping with our efforts to make resources free and accessible, our new book has been placed online

Here is what the work uniquely brings to policy and planning tables:

(1) *An expanded framework for school improvement* – We highlight that moving from a two- to a three-component policy and practice framework is essential for closing the opportunity and achievement gaps. (That is, expanding from focusing primarily on instruction and management/government concerns by establishing a third primary component to improve how schools address barriers to learning and teaching.)

(2) *An emphasis on integrating a deep understanding of motivation* – We underscore that concerns about engagement, management of behavior, school climate, equity of opportunity, and student outcomes require an up-to-date grasp of motivation and especially intrinsic motivation.

(3) *Clarification of the nature and scope of personalized teaching* – We define personalization as the process of matching learner motivation and capabilities and stress that it is the learner's perception that determines whether the match in a good one.

(4) *A reframing of remediation and special education* – We formulate these processes as personalized special assistance that is applied in and out of classrooms and practiced in a sequential and hierarchical manner.

(5) *A prototype for transforming student and learning supports* – We provide a framework for a unified, comprehensive, and equitable system designed to address barriers to learning and teaching and re-engage disconnected students and families.

(6) *A reworking of the leadership structure for whole school improvement* -- We outline how the operational infrastructure can and must be realigned in keeping with a three component school improvement framework.

(7) *A systemic approach to enhancing school-community collaboration* – We delineate a leadership role for schools in outreaching to communities in order to work on shared concerns through a formal collaborative operational infrastructure that enables weaving together resources to advance the work.

(8) *An expanded framework for school accountability* – We reframe school accountability to ensure a balanced approach that accounts for a shift to a three component school improvement policy.

(9) *Guidance for substantive, scalable, and sustainable systemic changes* – We frame mechanisms and discuss lessons learned related to facilitating fundamental systemic changes and replicating and sustaining them across a district.

Previously put online as a free resource:

> ***Addressing Barriers to Learning: In the Classroom and Schoolwide*** —
> http://smhp.psych.ucla.edu/pdfdocs/barriersbook.pdf

We hope you will let folks know about the availability of these free volumes.

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