

(1/18/23) This resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA

Featured:

>**What do schools need from student support staff?**

>Retaining teachers requires more opportunities for collegial collaboration

>**Links to a few other relevant shared resources**

For discussion and interchange:

>**What do schools need from student support staff?**

Request from a colleague:

“I’m wondering if you happen to have any examples of needs assessments that schools can use to identify if schools truly understand the roles of the school counselor, school social worker or school psychologist and/or to determine what the school’s support services needs are? Thanks in advance for sharing any samples you may have.”

Center Comments:

Given that too many schools have a significant number of students who are not doing well and given how many teachers are finding it difficult to cope, it is essential to assess what student and learning support staff are doing and consider ways they might play a more potent role.

From our perspective, however, the first step is to clarify what a school requires in the way of a *system of student/learning supports that can address the needs of all students*, especially those who are not doing well. Such a system assessment delineates what the school, its students, and their families need from support staff. Analysis of these needs should be the basis for rethinking ways for school counselors, social workers, school psychologists, and other support personnel to more effectively help schools reduce the opportunity and achievement gaps.

We have (1) a mapping tool and (2) a set of self-study surveys that schools use to identify what they currently are and are not doing to address barriers to learning and teaching. See

(1) Mapping & Analyzing Learning Supports

This tool outlines a six step process that can be used as a basis for (a) evaluating existing activity related to student/learning supports, (b) doing a gap analysis, and (c) setting priorities for school improvement.

<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

(2) Set of Self-Study Surveys focusing on Addressing Barriers to Learning

The surveys provide an aid in mapping what is and isn’t being done for students in terms of a support system with an emphasis on the status of the system in general and with respect to six domains of support: (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) supports for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers).

Also relevant to discussing the current state of affairs and implications for reframing support staff roles and functions is a Center report entitled:

>**Framing New Directions for School Counselors, Psychologists, & Social Workers**

New Directions

For a big picture context and more in-depth material for considering new directions for student/learning support staff, see the following three free books:

>*Improving School Improvement*

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*

>*Embedding Mental Health as Schools Change*

All three can be freely accessed at

http://smhp.psych.ucla.edu/improving_school_improvement.html

For discussion and interchange:

>Retaining teachers requires more opportunities for collegial collaboration

One aspect of retaining teachers is to enrich collegial learning and working relationships and supports.

In their first years on the job, teachers need and deserve good mentoring. This requires designing opportunities for mentors to model and guide personalized professional development (e.g., demonstrate and discuss teaching approaches, guide initial application, and follow-up to improve and refine practices). Depending on practicalities, mentoring can take place in a teacher's own classroom or be carried out in colleagues' classrooms. Some of it may take the form of team teaching.

All teachers can benefit from good collaborative working and learning opportunities. This requires designing opportunities for a teacher to work closely with other teachers and student support staff, as well as with parents, professionals-in-training, volunteers, and so forth. Note that new directions for support staff calls for them doing more than providing out of classroom supports; their roles can be expanded to collaborate in classrooms.

Collaboration, teaming, and supports for students who need special assistance are key facets of school improvement efforts that have the potential for making classroom teaching more effective, enhancing teacher on-the-job professional development, and increasing teacher retention rates.

For more on this, see

>*Opening the Classroom Door*

>*Retaining New Teachers*

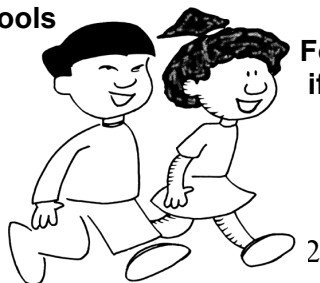
>*About the Daily Supports Teachers Need*

For a big picture context, see

>*Improving Teacher Retention, Performance, and Student Outcomes*

>*School Improvement Requires Developing*

**Folks who work in schools
deserve more credit.**



**For sure! But they wouldn't need it
if we paid them better.**

From: **Inside the Incubator Using Apprenticeships to Redesign Teacher Preparation**

Federally approved apprenticeships in teaching are less than a year old. These states are working together to roll out the nation's first programs. Wyoming and its peers in the National Registered Apprenticeship in Teaching Network are applying a decades-old, on-the-job training model long associated with trades like plumbing or welding to educator preparation. They say the technique has the potential to make becoming a teacher more affordable and hands-on.

From: **In 1 classroom, 4 teachers manage 135 kids -- and love it**

"...One hundred thirty-five students, four teachers, one giant classroom: This is what ninth grade looks like at Westwood High School, in Mesa, Arizona's largest school system. There, an innovative teaching model has taken hold, and is spreading to other schools in the district and beyond.

Five years ago, faced with high teacher turnover and declining student enrollment, Westwood's leaders decided to try something different. Working with professors at Arizona State University's teachers college, they piloted a classroom model known as team teaching. It allows teachers to dissolve the walls that separate their classes across physical or grade divides.

The teachers share large groups of students — sometimes 100 or more — and rotate between group instruction, one-on-one interventions, small study groups or whatever the teachers as a team agree is a priority that day. What looks at times like chaos is in fact a carefully orchestrated plan: Each morning, the Westwood teams meet for two hours of the school day to hash out a personalized program for every student, dictating the lessons, skills and assignments the team will focus on that day.

By giving teachers more opportunity to collaborate and greater control over how and what they teach, Mesa's administrators hoped to fill staffing gaps and boost teacher morale and retention. Initial research suggests the gamble could pay off. This year, the district expanded the concept to a third of its 82 schools. The team-teaching strategy is also drawing interest from school leaders across the U.S., who are eager for new approaches at a time when the effects of the pandemic have dampened teacher morale and worsened staff shortages.

Early results from Mesa show team teaching may be helping to reverse low morale. In a survey of hundreds of the district's teachers last year, researchers from Johns Hopkins University found those who worked on teams reported greater job satisfaction, more frequent collaborations with colleagues and more positive interactions with students.

Early data from Westwood also show on-time course completion — a strong predictor of whether freshmen will graduate — improved after the high school started using the team approach for all ninth graders. ASU has found that students in team-based classrooms have better attendance, earn more credits toward graduation and post higher GPAs.

The team regularly welcomes other educators into the classroom, for bilingual or special education services and other one-on-one support...."

>Links to a few other relevant shared resources

National trends and disparities in bullying and suicidal behavior across demographic subgroups of us adolescents

Connection, creativity and drama: teen life on social media in 2022

Social media's impact on young people

Does social media use cause depression?

Factors associated with unhealthy weight control behaviors among a representative sample of U.S. high school students

Project based learning and student engagement

A scoping review of youth advisory structures in the United States: Applications, outcomes, and best practices

Strengthening mental health support services for refugee children resettled in the U.S.

Study backs "portfolio model" for school districts

Help for cutting and other self-injury

Bracing for a tidal wave of unnecessary special education referrals

Results From the National Teacher and Principal Survey (reports release)

NCES released three reports from the National Teacher and Principal Survey (NTPS) examining characteristics of U.S. public and private K-12 schools, principals, and teachers during the 2020-21 school year. Throughout the reports, you can learn about core topics in schools, such as teaching vacancies and online classes, as well as about principal and teacher demographics, salaries and hours worked, and job satisfaction.

Read the [Principal Report](#)

Read the [Teacher Report](#)

Read the [School Report](#)

A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – <http://smhp.psych.ucla.edu/webcast.htm>

1/18 Selecting high quality strategies

1/19 Improving vocational outcomes among adolescents

1/19 Education equity: Where we go from here

1/22 McKinney-Vento 101: Basic requirements of the act

1/25 Determining McKinney-Vento Eligibility

1/25 Flipping the Youth Services Paradigm

1/25 School mental health: Connecting with school administrators

1/26 Building stronger connections

2/1 Self care with and for youth peers

2/10 Flipping the Script for Staff Meetings - Strategies to Create a Culture of Collaboration

2/15 School violence prevention

2/15 Preparing students for their transition out of high school

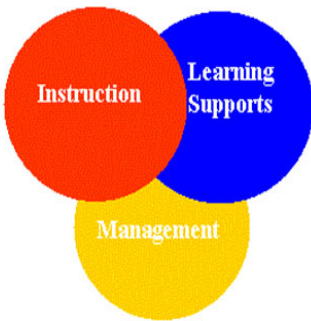
2/21 Middle level students planning for high school

2/22 Paving the Way to College for Students Experiencing Homelessness

To Listserv Participants

- **Please share this resource with others.** (Everyone has a stake in the future of public education and this is a critical time for action.)
- **Let us know what's going on** to improve how schools address barriers to learning & teaching and reengage disconnected students and families. (We can share the info with the over 130,000 on our listserv.)
- **Looking for information?** (We usually can help.)
- **Have a suggestion for improving our efforts?** (We welcome your feedback.)

We look forward to hearing from you!
Send to ltaylor@ucla.edu



For information about the
National Initiative for Transforming Student and Learning Supports
go to <http://smhp.psych.ucla.edu/newinitiative.html>

Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

We post a broad range of issues and responses to the Net Exchange on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm> and on Facebook (access from the Center's home page <http://smhp.psych.ucla.edu/>)