## V. Getting From Here to There & Planning Next Steps
Systemic Change in the Context of School Transformation

- Old Ideas from which We Need to Escape

- Phasing in: Overview of Major Phases and Steps in Establishing a Comprehensive System of Learning Supports

- Some Key Mechanisms to Facilitate Systemic Change

- Learning Supports Coordinators as Change Agents who Facilitate Development of a Learning Supports Systemic Component at a School

- Three Key Policy Considerations

- Seven Steps for Principals and Their Staff in Establishing a Unified and Comprehensive System of Learning Supports

How do we get from here to there?

Is this your systemic change process?
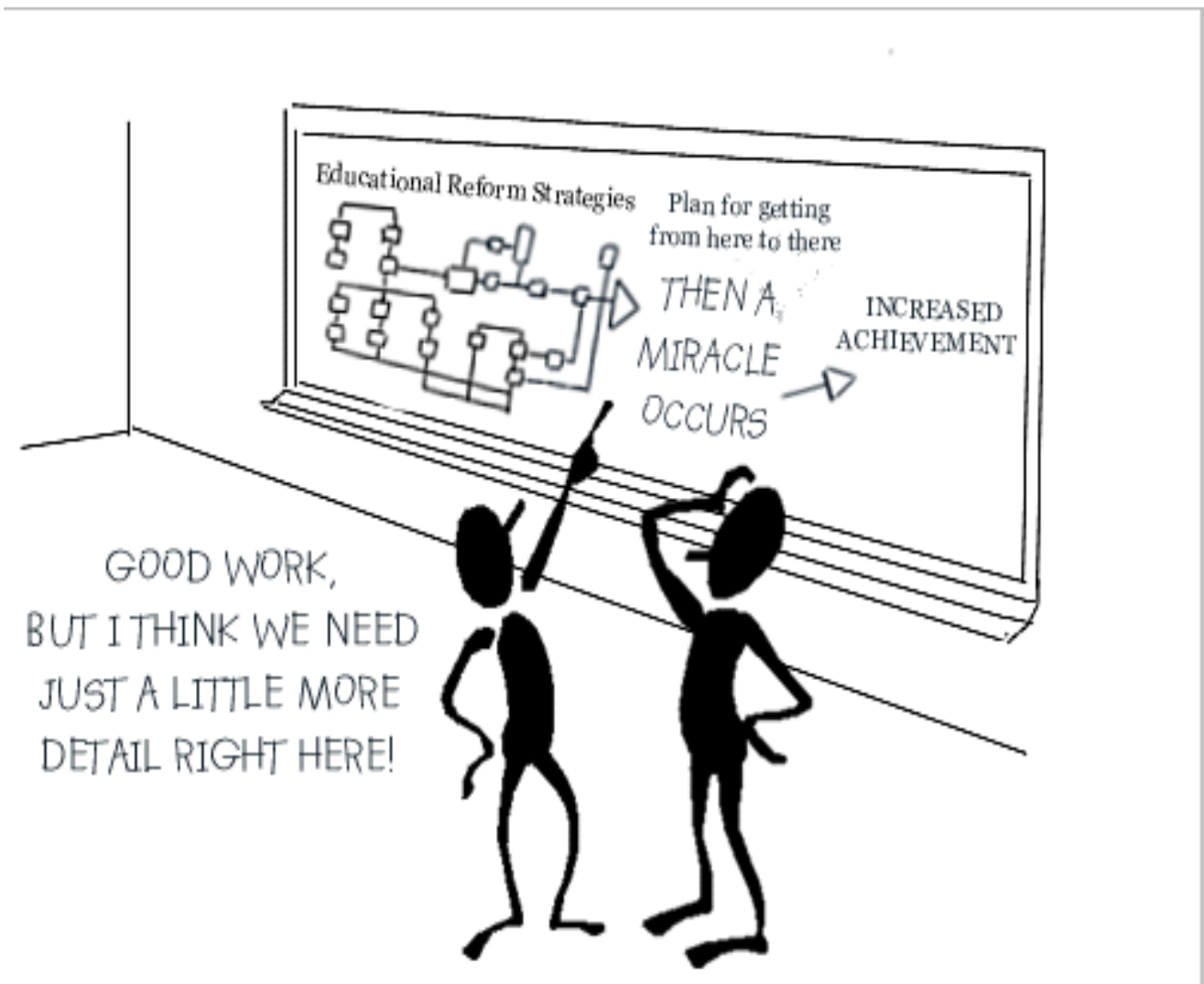
> *The real difficulty in changing*
>
> *the course of any enterprise lies*
>
> *not in developing new ideas*
>
> *but in escaping old ones.*
>
> **John Maynard Keynes**

Implementing innovation　　=

Systemic change　　=

Escaping old ideas

Old Ideas from which We Need to Escape

Here are six old ideas that need to be escaped if schools are to transform how they ensure students have an equal opportunity to succeed at school:

(1) Thinking that effective school improvement can be accomplished despite the *continuing marginalization of efforts to address barriers to student learning in school improvement policy and practice.*

(2) Thinking that addressing barriers for the many students in need can be *accomplished by continuing to overemphasize one-on-one direct services* and paying sparse attention to classroom and school wide interventions that can reduce the need for such services.

(3) Thinking that improving student and learning supports *mainly involves enhancing coordination of interventions* instead of transforming the enterprise into a comprehensive system that is fully integrated into school improvement policy and practice.

(4) Thinking that adopting *a continuum of interventions is a sufficient framework for transforming current student/learning support services.*

(5) Thinking that *co-locating community resources on school campuses is the same as systematically integrating community resources to fill critical intervention gaps at schools and enhance community engagement.*

(6) Thinking that development of a system that transforms and sustains how schools address barriers to student learning can be accomplished without a well developed strategic plan for systemic change and personnel who have the capacity to effect the changes.

Phasing-in a Comprehensive System for Addressing Barriers to Learning at a School Site
(A Learning Supports or Enabling Component)

Overview of Major Phases and Steps

Key district and school leaders and other stakeholders must understand and commit to systemic changes for the proposed innovation to develop fully and in sustainable ways. Commitment must be reflected in policy statements and creation of infrastructure that ensures essential leadership, resources, motivation, and staff capability for developing an effective comprehensive system of learning supports. Developing such a system requires blending resources. Thus, the emphasis throughout is on *collaboration* – cooperation, coordination, and, where viable, integration – among school and community stakeholders. Planning and accountability related to the following four phases of systemic change use data from evaluation of major antecedents, transactions, and outcomes.

First Phase – *Orientation: Creating Readiness and Commitment*

- Introduce basic ideas to relevant groups of stakeholders to build interest and consensus for the work and to garner feedback and support

- Establish a policy framework and obtain leadership commitment – the leadership should make a commitment to adopt a comprehensive system for addressing barriers to learning and teaching as a primary and essential component of school improvement

- Identify a leader (equivalent to the leader for the instructional component) to ensure policy commitments are carried out for establishing the new component

Second Phase – *Start-up and Phase-in: Building Infrastructure and Capacity*
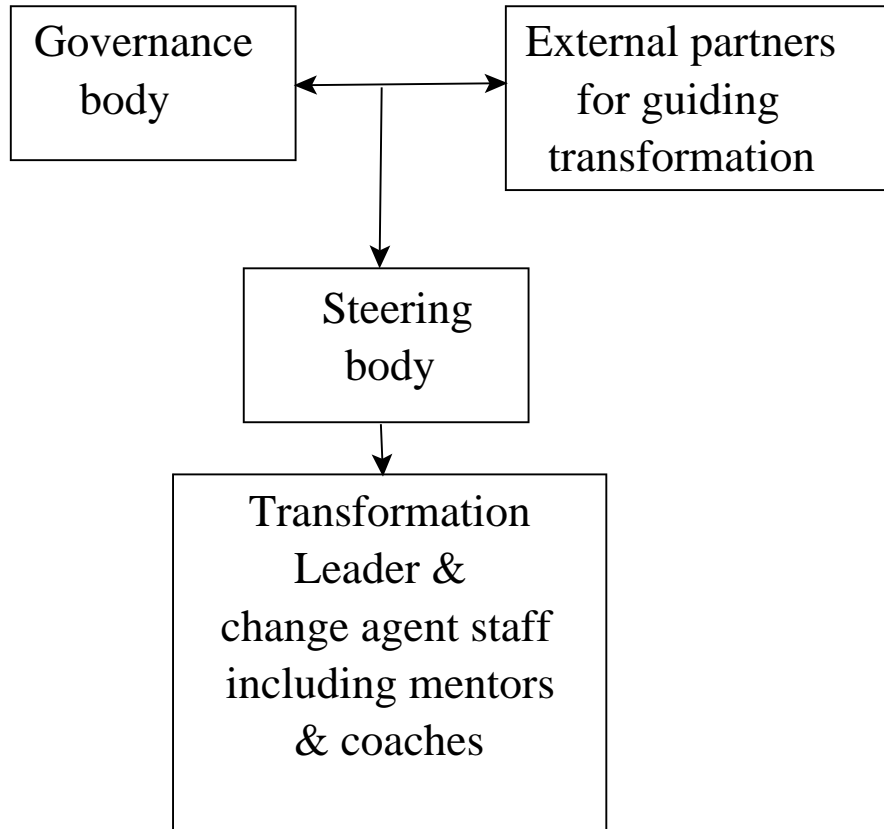
- Establish temporary mechanisms to facilitate initial implementation/systemic change (e.g., a steering group, an organization change facilitator) and develop the capacity of these mechanisms to guide and manage change and provide essential leadership during phase-in

- Formulate specific start-up and phase-in actions

- Refine infrastructure so that the component is fully integrated with the instructional and management components
    - ☐ Establish and train an administrative leader
    - ☐ Ensure there is a component development mechanism (e.g., a Learning Supports Leadership *Team*) and train those who staff it in how to perform major resource-oriented tasks (e.g., mapping, analysis, coordinating, planning, setting priorities for program development, enhancing intervention systems)
    - ☐ Help organize work groups for each major arena of component activity and facilitate their initial mapping and analysis of resources and formulation of recommendations
    - ☐ Develop ad hoc work groups to enhance component visibility, communication, sharing, and problem solving

- Establish a system for quality improvement and evaluation of impact and integrate it into school improvement planning, evaluation, and accountability

- Attempt to fill program/service gaps and pursue economies of scale through outreach designed to establish formal collaborative linkages among families of schools (e.g., a feeder pattern) and among district-wide and community resources (e.g., through establishing a Learning Supports Leadership *Council*)

Third Phase – *Sustaining, Evolving, and Enhancing Outcomes*

- Plan for maintenance and institutionalization
- Develop strategies for maintaining momentum and progress

Fourth Phase – *Replication to Scale and Generating Creative Renewal*

Some Key Mechanisms

Governance body		External partners for guiding transformation

Steering body

Transformation Leader & change agent staff including mentors & coaches

Learning Supports Coordinators as Change Agents who Facilitate Development of a Learning Supports Systemic Component at a School

About Designated Agents for Change

Those designated specifically to facilitate the process of systemic transformation must have sufficient change agent understanding and skills and indepth understanding of a Comprehensive System of Learning Supports at school, family of schools, and district levels.

Because the process involves significant organizational change, those assuming this role must understand the organization's culture and politics and have full administrative support for facilitating change.

Examples of What Change Agents Do

- *Promote commitment to* vision and outcomes –
    ("social marketing" of broad vision from day one)

- Facilitate **initial** *and* ongoing **refinement** *of agreements* -- on program content, strategies, and system changes

- Facilitate *strategic and action planning* for start-up and phase-in

- Facilitate reworking of *operational infrastructure*

- *Build capacity* -- coach, mentor, teach
    (Create a good fit by matching motivation and capability)

- Facilitate *formative evaluation*

- Ensure a focus on *sustainability and scale-up*

See Learning Supports Coordinator's Job Description

**Steering the Transformation with the
Support of External Partners**

External partners help with system transformation by

   (1) clarifying prototypes for

- transformation design
- getting from here to there strategically

   (2) guiding facilitation of the design process

   (3) guiding facilitation of the strategic planning process

   (4) guiding facilitation of capacity building through each phase

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*********************************************
    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 Task Force on Education

            *********************************************
    The Council of Chief State School Officers has adopted the following as the
    organization's  mission statement:

    CCSSO, through leadership, advocacy, and service, assists chief state school
    officers and their organizations in

            achieving the vision of an American education system that
            enables all children to succeed in school, work, and life.

            *********************************************
    The American Association for School Administrators (AASA) as part of its
    Educating the Total Child initiative stresses:

        Only when children have support for all their needs will schools have a
        real chance of helping every student master required education
        concepts and skills.
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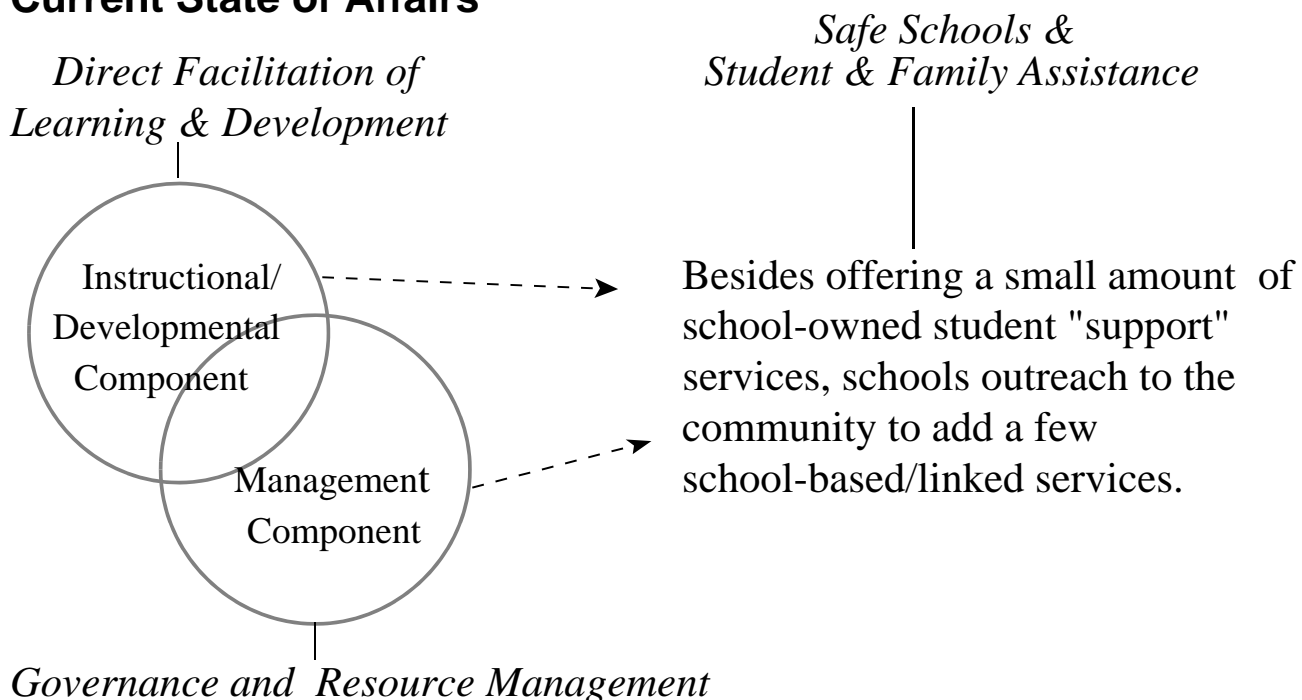
Vision and mission statement are fine, but they must be accompanied by enabling policy.

Here are Three Key Policy Concerns Related to Developing a unified and Comprehensive System of Learning Supports

Moving from a Two- to a Three-component Framework for School Improvement

Current State of Affairs

Direct Facilitation of
Learning & Development

Safe Schools &
Student & Family Assistance

Instructional/
Developmental
Component

Management
Component

Besides offering a small amount of school-owned student "support" services, schools outreach to the community to add a few school-based/linked services.

Governance and Resource Management

Moving toward a *Comprehensive System* of Learning Supports

Direct Facilitation of
Learning & Development

Addressing Barriers
to Learning & Teaching

Instructional/
Developmental
Component

Enabling or
Learning
Supports
Component*

Management
Component

Governance and Resource Management
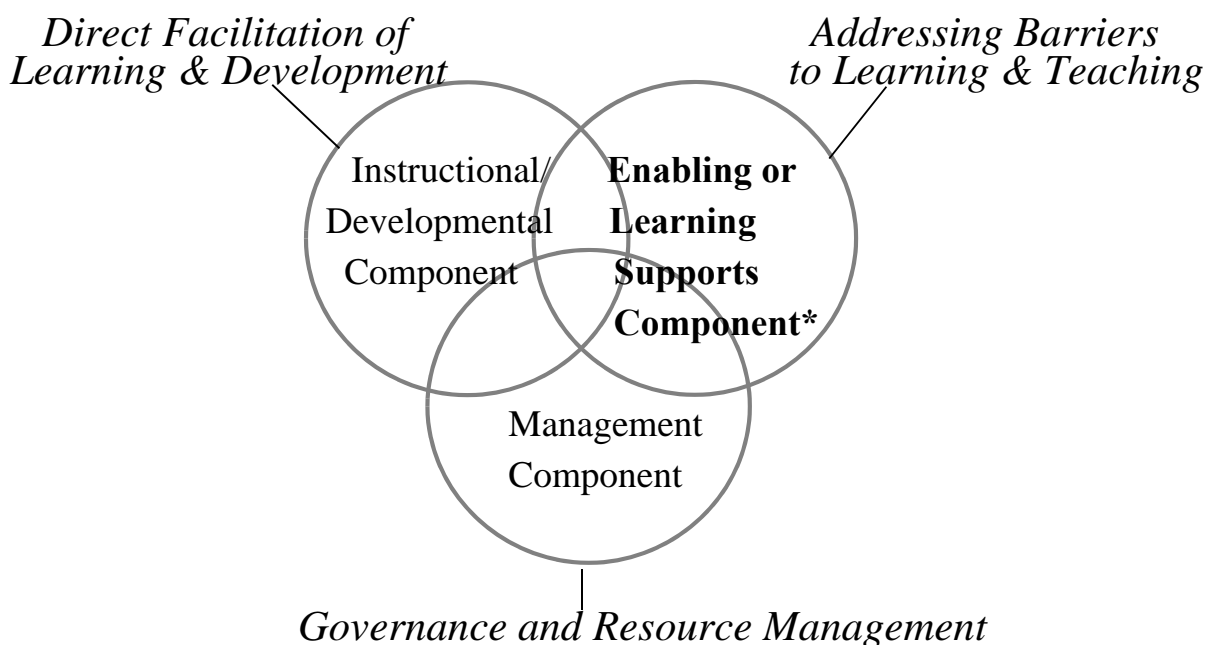
*The Learning Supports Component is designed to *enable* learning by addressing factors that interfere with learning and teaching. It is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

Expanding the framework for school accountability to fully encompass an *Enabling* or *Learning Supports Component*

Indicators of Positive Learning and Development

High Standards for *Academics**

measures of
• cognitive achievements and related skills (e.g., standardized tests of achievement, portfolio and other forms of authentic assessment)

High Standards for Learning/ Development Related to *Social & Personal Functioning**

measures of
• social learning & beh.
• character/values
• civility
• healthy & safe behavior
• engagement in learning

"Community Report Cards"

Increases in positive indicators

Benchmark Indicators of Progress for Getting from Here to There

High Standards for Enabling Learning and Development by *Addressing Barriers***

measures of effectiveness in addressing barriers, such as
• increased attendance
• reduced tardies
• re-engagement in classroom learning
• 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
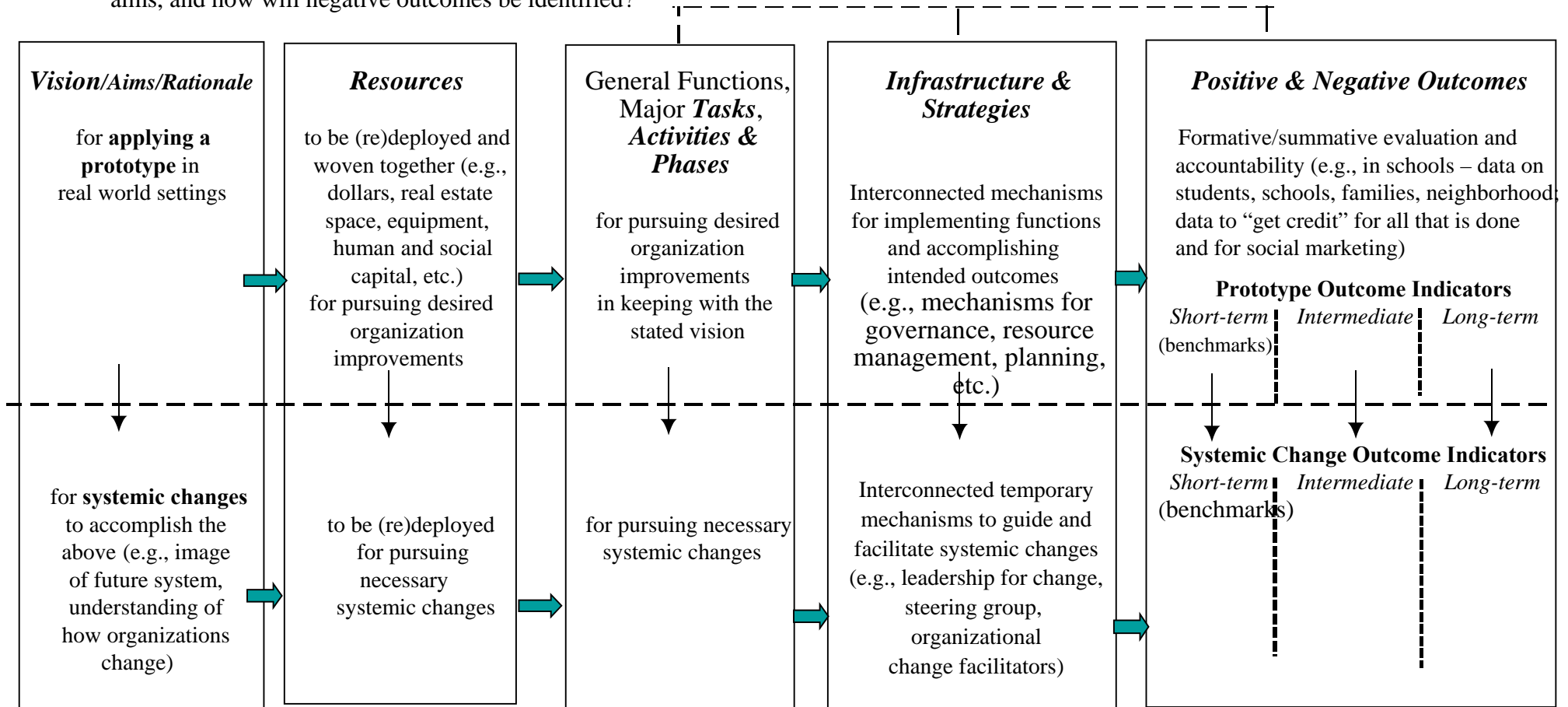• fewer dropouts

Decreases in negative indicators

*Results of interventions for directly facilitating development and learning.

**Results of interventions for addressing barriers to learning and development.

Linking in a Logic Model for Systemic Transformation/School Improvement

Key considerations with respect to desired interventions and getting from here to there (systemic changes):

>What is the vision, long-term aims, and underlying rationale?
>What are the existing resources that might be (re)deployed and woven together to make good progress toward the vision?
>What general functions, major tasks, activities, and phases need to be implemented?
>What infrastructure and strategies are needed to carry out the functions, tasks, and activities?
>What short-term indicators will be used as process benchmarks, what intermediate outcomes will indicate progress toward long-range
 aims, and how will negative outcomes be identified?

Vision/Aims/Rationale	*Resources*	General Functions, Major *Tasks*, *Activities & Phases*	*Infrastructure & Strategies*	*Positive & Negative Outcomes*
for **applying a prototype** in real world settings	to be (re)deployed and woven together (e.g., dollars, real estate space, equipment, human and social capital, etc.) for pursuing desired organization improvements	for pursuing desired organization improvements in keeping with the stated vision	Interconnected mechanisms for implementing functions and accomplishing intended outcomes (e.g., mechanisms for governance, resource management, planning, etc.)	Formative/summative evaluation and accountability (e.g., in schools – data on students, schools, families, neighborhood; data to "get credit" for all that is done and for social marketing) **Prototype Outcome Indicators** *Short-term* ┊ *Intermediate* ┊ *Long-term* (benchmarks)┊
for **systemic changes** to accomplish the above (e.g., image of future system, understanding of how organizations change)	to be (re)deployed for pursuing necessary systemic changes	for pursuing necessary systemic changes	Interconnected temporary mechanisms to guide and facilitate systemic changes (e.g., leadership for change, steering group, organizational change facilitators)	**Systemic Change Outcome Indicators** *Short-term* ┊ *Intermediate* ┊ *Long-term* (benchmarks)

Seven Steps for Principals and Their Staff in Establishing a Unified and Comprehensive System of Learning Supports

Step 1: *Create Readiness and School Site Policy.* Work with key stakeholders to build commitment to unifying student and learning supports into a Learning Supports Component (i.e., a component that systematically and comprehensively enables learning by addressing barriers to learning & teaching). Clarify why the component is essential and ensure that the commitment to its development is fully and realistically integrated into school improvement and other strategic operational planning. Keep in mind that building readiness and commitment is an ongoing process.

Step 2: *Appoint a Lead for System Development.* Assign an administrative-level *Learning Supports Lead* to begin development of the component (e.g., an assistant principal, a student support staff member). Be sure the leader's job description is revised to reflect the new responsibilities and accountabilities; provide appropriate personnel development. Be sure this leader is at administrative planning and decision making tables and component development is a regular part of the agenda.

Step 3: *Establish a Development Team to Work with the Administrative Lead.* Assign key staff to a component development team (i.e., a *Learning Supports Leadership Team*) to work with the leader to clarify, analyze, identify priorities, recommend resource redeployment, and establish and guide workgroups for developing each facet of the component over a period of several years.

Step 4. *Conduct Indepth and Ongoing Analyses to Determine Gaps, Priorities, and Resource Deployment.* Build on initial listings of current personnel and activities by doing an indepth and structured mapping of all resources the school currently uses to address barriers to learning and teaching. Then, (a) do a gap analysis with respect to available needs assessments, (b) identify immediate priorities for moving forward with improvement and system development, and (c) recommend (re)deployment of resources to meet priorities in a cost-effective manner. Be certain the decisions are reflected in all school improvement plans.

Step 5. *Form and Facilitate Needed Workgroups.* Elicit volunteers for workgroups and provide them with relevant professional development and support for pursuing the work. While the component development team will guide and support movement forward in establishing a comprehensive system of learning supports, the work requires the efforts of smaller workgroups to carry out specific tasks.

Step 6: *Provide Ongoing Professional and Other Stakeholder Development.* Include a focus on a comprehensive system of learning supports in all planning for continuous learning at the school. Provide on-the-job opportunities and special times for such learning. Delineate what those assigned to develop the component need to learn over time; ensure all others (teachers, student support staff, other staff and volunteers, community stakeholders) are included in learning about how best to address barriers to learning and teaching. Use the free resources available through the UCLA Center's website and technical assistance support.

Step 7. *Use Formative Evaluation to Support Progress.* Ensure that a formative evaluation process is established. Such a process should encompass data on and analyses of all facets of planning and implementation related to developing a comprehensive system of learning supports. Moreover, the process should be designed to provide guidance and support to foster progress. This means monitoring all factors that facilitate and hinder progress and then ensuring actions are taken to deal with interfering factors and to enhance facilitation. As significant progress is made in developing the system, the monitoring can expand to evaluate the impact on student outcomes that are direct indicators of the effectiveness of learning supports (e.g., increased attendance, reduced misbehavior, improved learning).

Some key questions we hope you are thinking about at this point:

How might you expand current school improvement policy and accountability to fully integrate student/learning supports with instruction and management/governance?

What are the major phases of systemic change?

What are some major functions of an Organization Facilitator (systemic change agent)?

Want to Learn More About a Unified and Comprehensive System of Learning Supports?

(1) One Hour Introductory Webinar. Our Center developed this introduction in collaboration with the American Association of School Administrators and Scholastic. It is entitled: *Strengthening School Improvement: Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching* https://scholastic.webex.com/scholastic/lsr.php?AT=pb&SP=TC&rID=48915112&rKey=09f14db0881f5159&act=pb

(2) Examples of What Others Already are Doing. Learn from the experiences of those who are designing Comprehensive Systems of Learning Supports and embedding them in school improvement plans. Take time to look at the following examples:

BROCHURES & PAMPHLETS

- Hawaii - Comprehensive Student Support System (CSSS)
  http://doe.k12.hi.us/programs/csss/csss_pamphlet.pdf

- Louisiana - Overview of the state's Comprehensive Learning Supports System -
  http://smhp.psych.ucla.edu/summit2002/lalearningsupport.pd

- Ohio - Student Success: A Comprehensive System of Learning Supports
  http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=54970

- Tucson Unified School District - Learning Supports System
  http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/tusdbrochure.pdf

- Indian River County Public School District (FL) - Learning Supports Collaborative
  http://smhp.psych.ucla.edu/aasa/irlsc.pdf

- Learning Supports logo prototype
  http://smhp.psych.ucla.edu/scholastic/LearningSupportlogo3.jpg

MAJOR DESIGN DOCUMENTS

- Louisiana Department of Education
  http://smhp.psych.ucla.edu/summit2002/trailblazing2.htm#louisiana

- Iowa Department of Education
  http://smhp.psych.ucla.edu/summit2002/trailblazing2.htm#iowa

   (For some data related to Iowa's work on developing a comprehensive system of learning supports, see http://smhp.psych.ucla.edu/summit2002/iaaireval.pdf)

- Gainesville City Schools
  http://smhp.psych.ucla.edu/aasa/aasagainesville.pdf

(3) Toolkit of Resources. Includes many resources for Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching
     http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

WANT MORE INFORMATION ABOUT ANY OF THIS?

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