

Leadership Institute

Addressing Barriers to Learning & Teaching and Re-engaging Disconnected Students

III. What is a System of Learning Supports? (cont.)

Reworking infrastructure

- >Levels for Infrastructure Development
- >Key Mechanisms for a Component
- >What the infrastructure look like at most schools
- >Description of an Integrated Infrastructure at the School Level
- >Connecting U: Ua]micZGW cc`g`fM['ZU Feeder Pattern
- >Description of School District Infrastructure
- >Developing a Learning Supports @UXYfg\]d Team
- > About an Effective School-Community Collaborative

About the Center at UCLA – The Center is co-directed by Howard Adelman and Linda Taylor. (Contact info: Center for Mental Health in Schools, Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563; phone (310) 825-3634 or Toll Free (866) 846-4843.

For an overview of resources available at no cost from the Center, use the internet to scan the website: <http://smhp.psych.ucla.edu>

Note: Most of the handouts from this presentation are included on the Center website in both powerpoint & PDF formats.



Developing a Comprehensive System of Learning Supports (an Enabling Component) involves reworking the organizational and operational infrastructure for

- < **schools**
- < **feeder patterns**
- < **districts (and departments of education)**
- < **school-community collaboratives**
- < **school-community collaboratives**
- < **departments of state and USDOE**

In reworking infrastructure, it is essential to remember

*Structure
Follows
Function!*

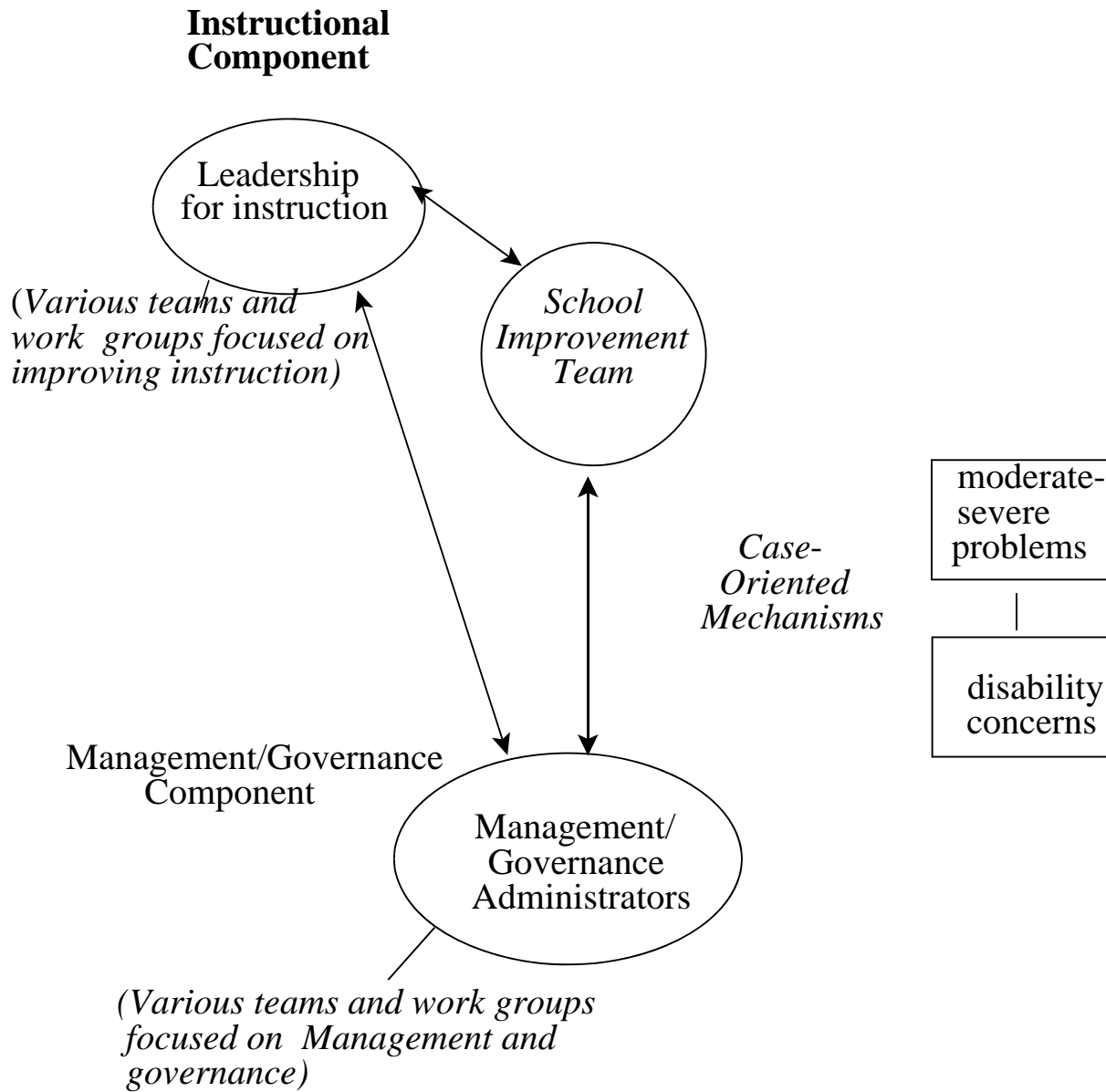


School Mechanisms for a Enabling or Learning Supports Component

- Administrative Leader
(e.g., 50% FTE devoted to component)
- Staff Lead for Component
- Leadership Team & Workgroups*

*A key infrastructure mechanism for ensuring continuous analysis, planning, development, evaluation and advocacy is the *Learning Supports Leadership Team*

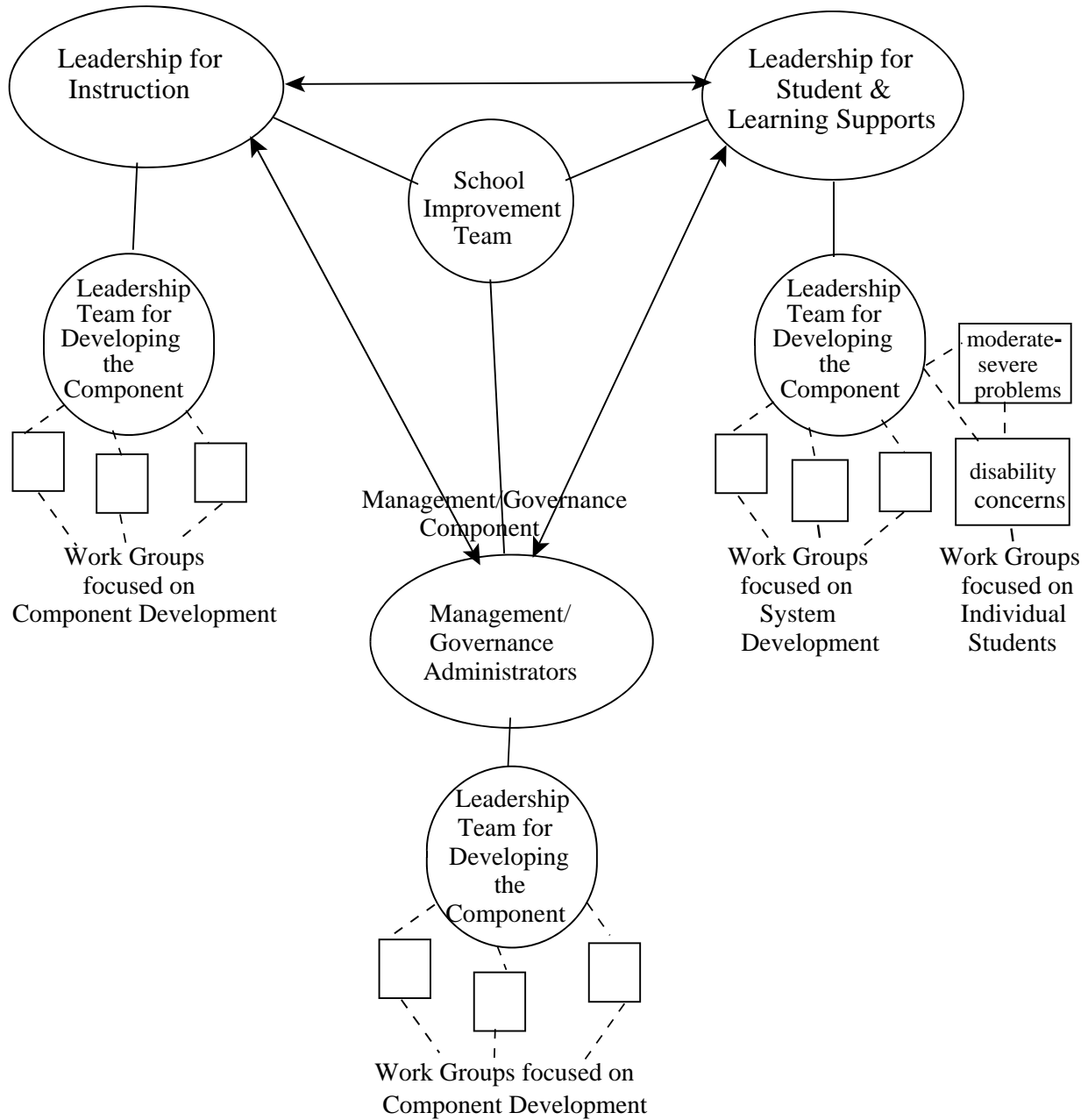
What the student support infrastructure look like at most schools



Example of an Integrated Infrastructure at the School Level

Facilitating Learning/Development
Instructional Component

Addressing Barriers to Learning
Enabling or Learning Supports Component



Leadership Beyond the School for Enhancing a System of Learning Supports

For a family of schools (e.g., feeder pattern)

- 1-2 representatives from each School-Based Leadership Team
- Facilitator for a Multi-site Leadership Council

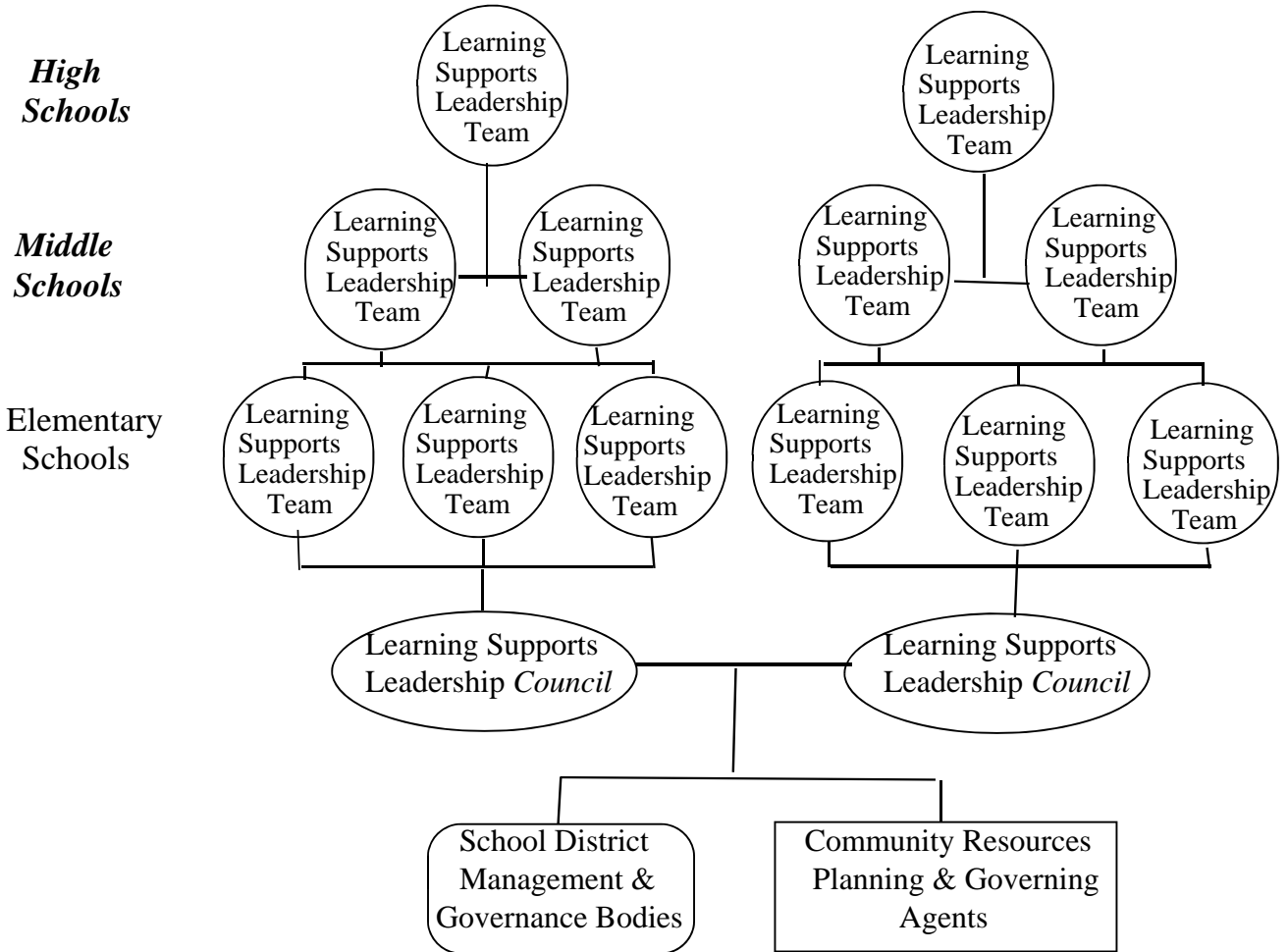
At the district Level

- 1-2 representatives from each Complex Leadership Council
- High Level District Administrator
- School Board Subcommittee Chair

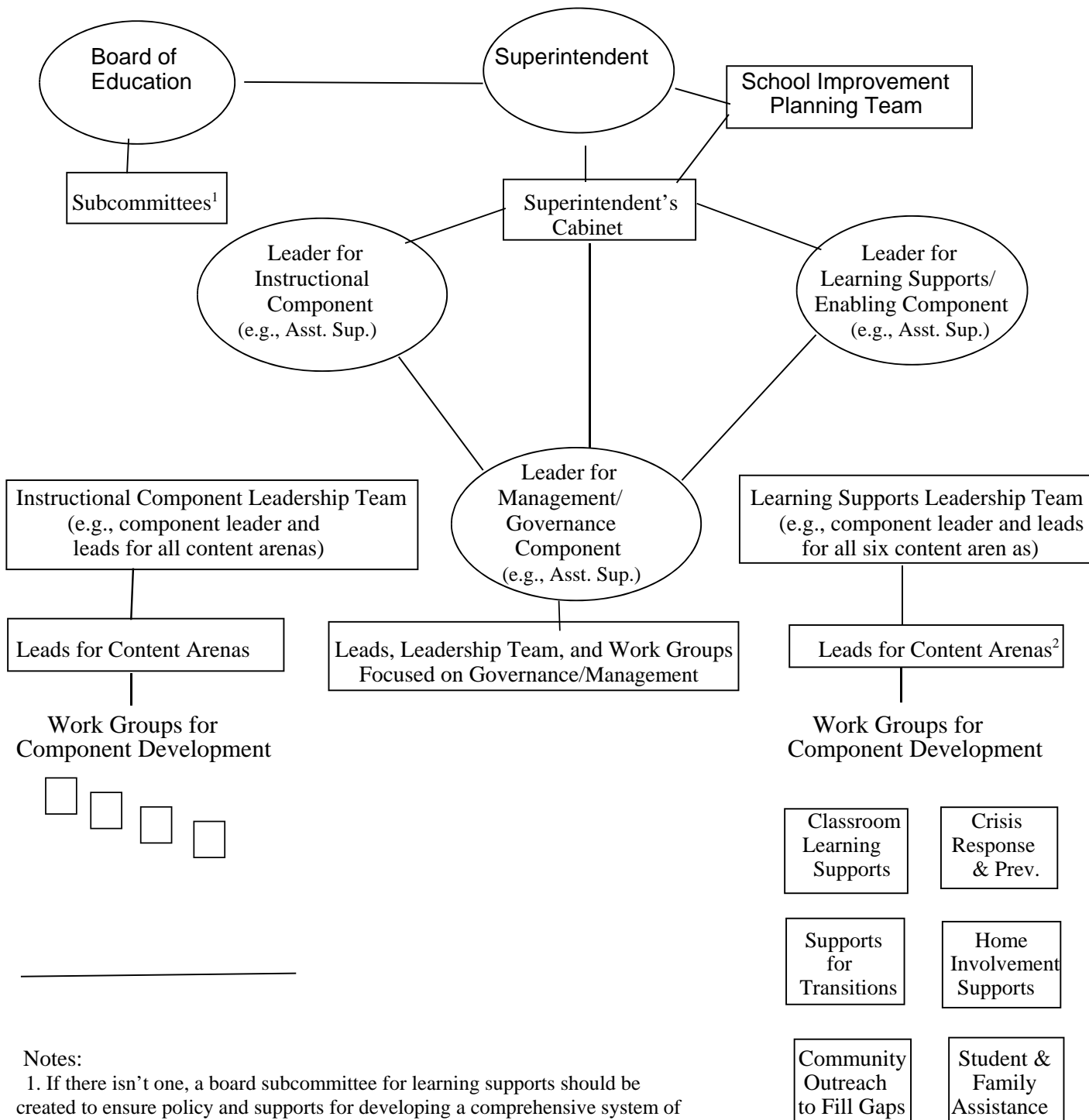
(Comparable leadership at county, state, and federal levels)

Enhancing a system of learning supports by connecting resources across

- ***a family of schools***
- ***a district***
- ***community-wide***



Prototype for an Integrated Infrastructure at the District Level with Mechanisms for Learning Supports That Are Comparable to Those for Instruction



Notes:

1. If there isn't one, a board subcommittee for learning supports should be created to ensure policy and supports for developing a comprehensive system of learning supports at every school (see Center documents Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning <http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf> and Example of a Formal Proposal for Moving in New Directions for Student Support <http://smhp.psych.ucla.edu/pdfdocs/newdirections/exampleproposal.pdf>)

2. All resources related to addressing barriers to learning and teaching (e.g., student support personnel, compensatory and special education staff and interventions, special initiatives, grants, and programs) are integrated into a refined set of major content arenas such as those indicated here. Leads are assigned for each arena and work groups are established.

**Assign Leadership
and Developing a
*Learning Supports Ego r qp gpv***

First Step: Document Who's at a School

Often, schools have not generated a “map” of the staff who are trying to address barriers to learning and teaching.

- (1) Adapt the following list to fit a specific school and then fill in names, what they do, and when.
- (2) Share the final version with teachers, parents, and other concerned stakeholders.

The staff listed are all potentially invaluable members of a school's Leadership Team for Developing the Learning Supports Component.

Who's at a School?

Often, schools have not generated a “map” of the staff who are trying to address barriers to student learning.

(1) Adapt the following form to fit a specific school and then fill it out.

(2) Share the final version with teachers, parents, and other concerned stakeholders.

The staff listed all are potentially
invaluable members of a school's

Learning Support Ngcf gt uj kr Team

Learning Supports Staff at a School*

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

Administrative Leader for Learning Supports

School Psychologist _____
times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse

_____ times at the school _____
○ Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor

_____ times at the school _____
○ Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker

_____ times at the school _____
○ Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors _____ times at the school _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordinator

_____ times at the school _____
○ Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

_____ times at the school _____
○ Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)

_____/_____
_____/_____
_____/_____
_____/_____

School Improvement Program Planners

_____/_____
_____/_____

Community Resources

- Providing school-linked or school-based interventions and resources

Who	What they do	When
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____

*Examples of job descriptions for a learning support component's leadership at a school site are online at <http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidd.pdf>

Learning Supports Component Leadership Team

“We already have a team” –

But is it *Development* focused?

What you probably have is
*a Team Focused on
Specific Individuals &
Discrete Services*

Sometimes called:

- Child/Student Study Team
- Student Success Team
- Student Assistance Team
- Teacher Assistance Team
- IEP Team

EXAMPLES OF *FUNCTIONS*:

- > *triage*
- > *referral*
- > *case monitoring/
management*
- > *case progress review*
- > *case reassessment*



What you also need is **a Leadership
Team for Developing a Unified &
Comprehensive System of
Learning Supports**

Possibly called:

- Learning Support Resource Team
- Learning Supports Component
Leadership Team
- Learning Supports Component
Development Team

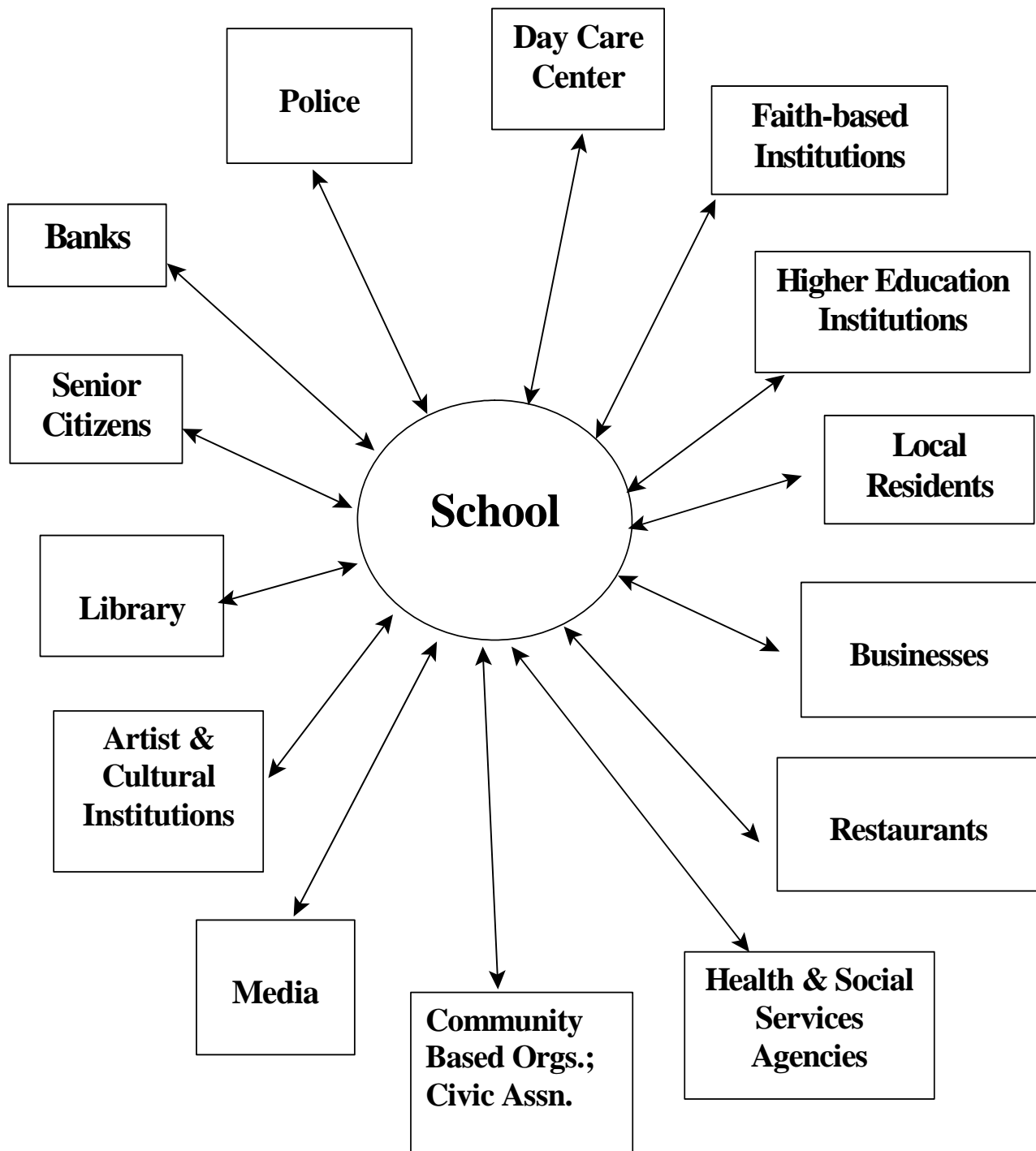
EXAMPLES OF *FUNCTIONS*:

- > *aggregating data across students &
from teachers to analyze school needs*
- > *mapping resources*
- > *analyzing resources*
- > *formulating priorities*
- > *program and system planning/
development – including emphasis on
establishing a full continuum of
intervention*
- > *redeploying & enhancing resources*
- > *coordinating-integrating resources*
- > *social "marketing"*



About Developing an Effective School-Community Collaborative

- Ⓒ Too often, what is described as a collaborative amounts to little more than a monthly or quarterly meeting of a small and not very empowered group of stakeholders.
- Ⓒ The meeting involves sharing, discussion of ideas, and expression of frustrations. Then, everyone leaves and little is done between meetings.
- Ⓒ Collaboration is not about meeting. It is about pursuing specific functions and accomplishing essential tasks.
- Ⓒ For a school-community collaborative to be meaningful, it must be organized with full understanding of where schools fit in strengthening the community and where the community fits in strengthening the school.
- Ⓒ And, the collaborative must establish an effective infrastructure (remembering that *structure follows function*).



Excerpted from: J. Kretzmann & J. McKnight (1993). *Building Communities from the Inside out: A Path Toward Finding and Mobilizing a Community's Assets*. Chicago:

Some Key Tasks for a School and Community Collaborative When the Vision (Primary Function) is to Develop a Comprehensive, Multifaceted, and Cohesive Intervention System

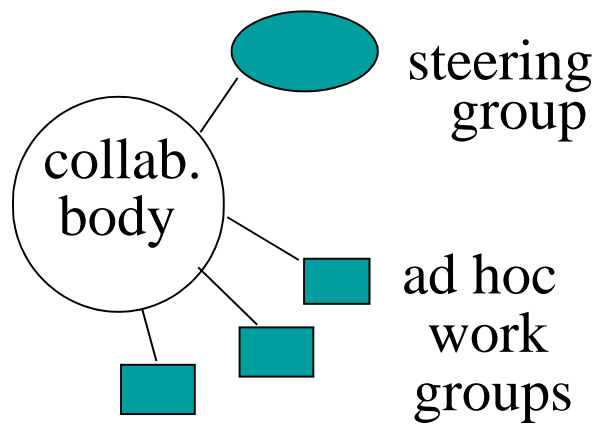
- *aggregating data from schools and neighborhood to analyze system needs*
- *mapping resources (not just services)*
- *analyzing resources*
- *program & system planning/development -- including emphasis on setting priorities and developing capacity for establishing a comprehensive, multifaceted, and cohesive set of interventions to meet needs of school and community*
- *redeploying resources*
- *enhancing resource use and seeking additional resources*
- *coordinating-integrating resources*
- *social “marketing”*

About Collaborative Infrastructure

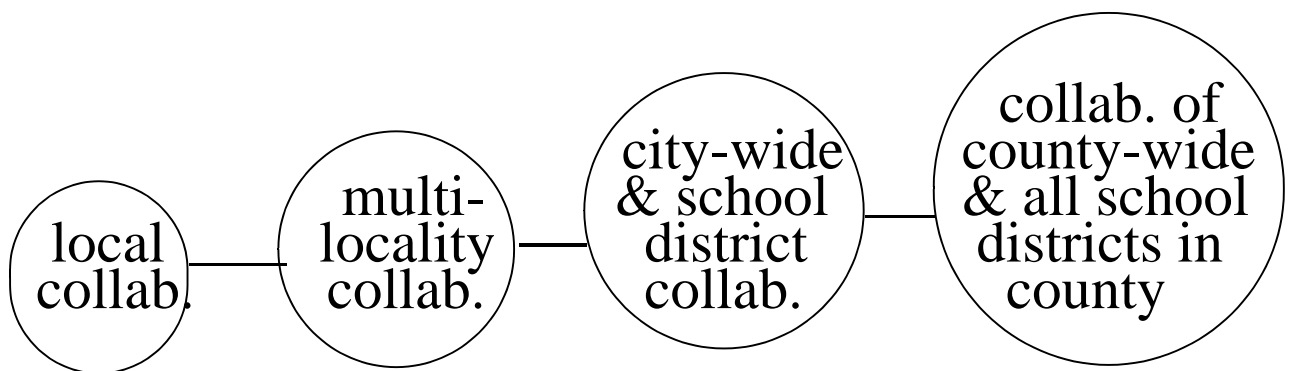
Basic Collaborative Infrastructure

Who should be at the table?

- >families
- >schools
- >communities



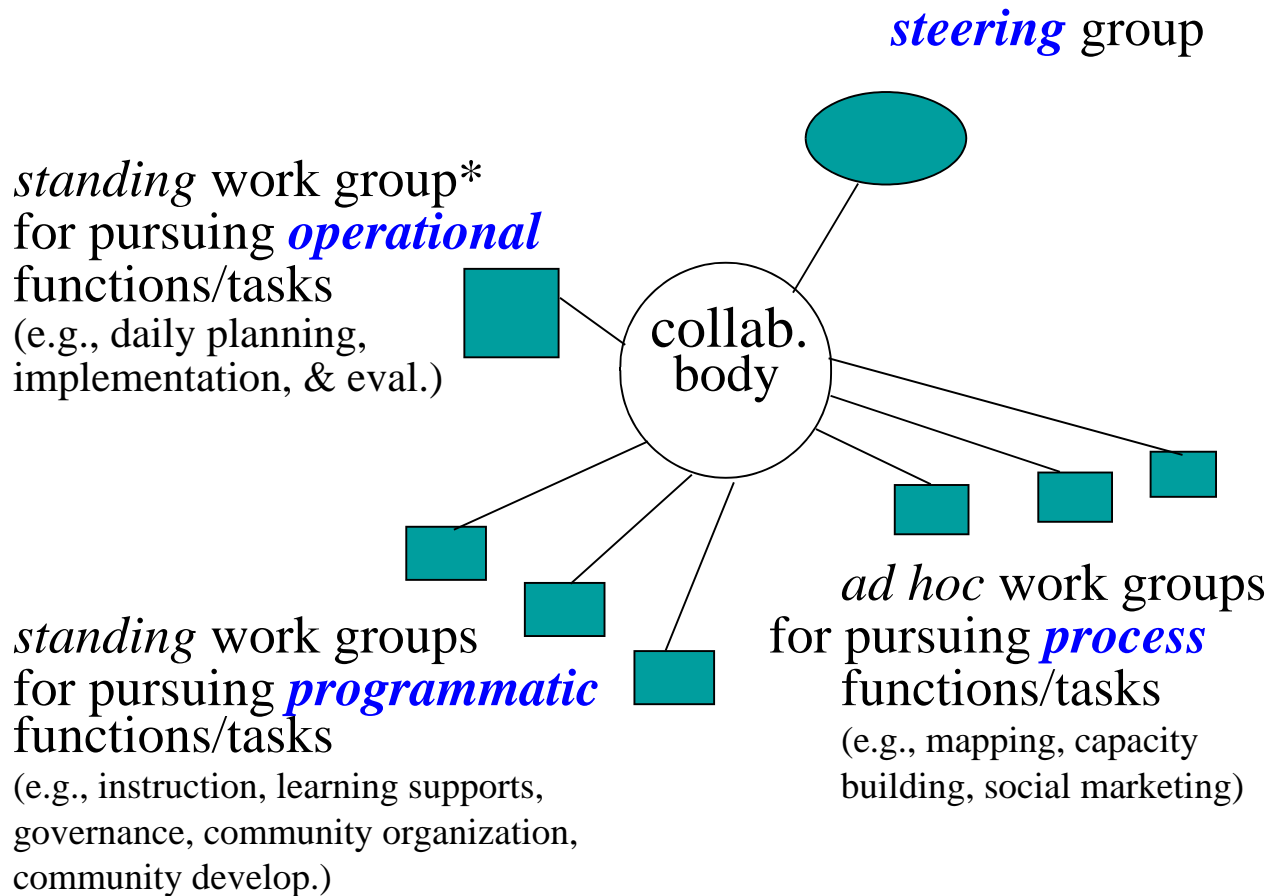
Connecting Collaboratives at All Levels*



Collaborative Infrastructure

Who should be at the table? *families*,¹ *schools*,² *communities*³

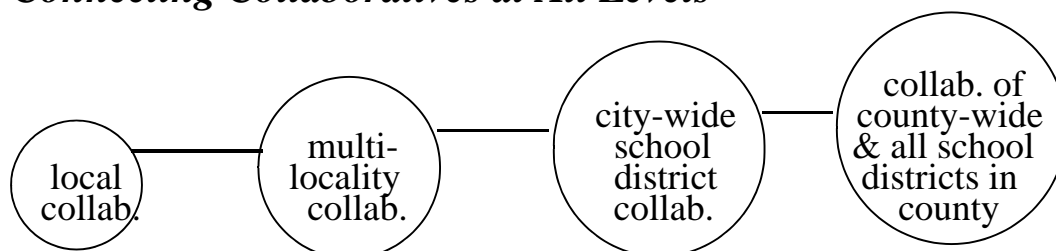
*Basic Collaborative Infrastructure*⁴



*If feasible, there should be formal staffing to ensure operational functions and tasks are carried out effectively and efficiently (e.g., an Executive Director, also, invaluable would be an Organization Facilitator/change agent).

(See other notes on next page)

*Connecting Collaboratives at All Levels**



Notes for Collaborative Infrastructure:

¹*Families.* It is important to ensure that all who live in an area are represented – including, but not limited to, representatives of organized family advocacy groups. The aim is to mobilize all the human and social capital represented by family members and other home caretakers of the young.

²*Schools.* This encompasses all institutionalized entities that are responsible for formal education (e.g., pre-K, elementary, secondary, higher education). The aim is to draw on the resources of these institutions.

³*Communities.* This encompasses all the other resources (public and private money, facilities, human and social capital) that can be brought to the table at each level (e.g., health and social service agencies, businesses and unions, recreation, cultural, and youth development groups, libraries, juvenile justice and law enforcement, faith-based community institutions, service clubs, media). As the collaborative develops, additional steps must be taken to outreach to disenfranchised groups.

⁴Collaborations can be organized by any group of stakeholders. Connecting the resources of families and the community through collaboration with schools is essential for developing comprehensive, multifaceted programs and services. At the multi-locality level, efficiencies and economies of scale are achieved by connecting a complex (or “family”) of schools (e.g., a high school and its feeder schools). In a small community, such a complex often is the school district. Conceptually, it is best to think in terms of building from the local outward, but in practice, the process of establishing the initial collaboration may begin at any level.

To Recap:

- Operational infrastructure at all levels needs to be reworked to effectively plan, develop, and implement a comprehensive system of learning supports
- Current school improvement guidelines provide opportunities to expand planning to focus on development of a comprehensive system of learning supports
- Planning means little if there is no dedicated leadership and workgroup mechanisms to carry out the work on a regular basis

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

What changes in current operational infrastructure would enhance efforts to develop a comprehensive system of learning supports

at the school level?

for a family of schools?

at the district level?

Activity

Looking at the schools you know –

What does the operational infrastructure look like?

What does the operational infrastructure look like at the district level?

In thinking about this, see the tool entitled:

“Infrastructure: Is What We Have What We Need?”

Online at

<http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>

Some Additional Relevant References & Resources

> Frameworks for Systemic Transformation of Student and Learning Supports

<http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf>

> Infrastructure for Learning Supports at District, Regional, and State Offices

<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidk.pdf>

> Developing Resource-Oriented Mechanisms to Enhance Learning Supports

http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf

> The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning

<http://www.corwinpress.com/booksProdDesc.nav?prodId=Book226872&>

Next:

A look at the topic of
intrinsic motivation