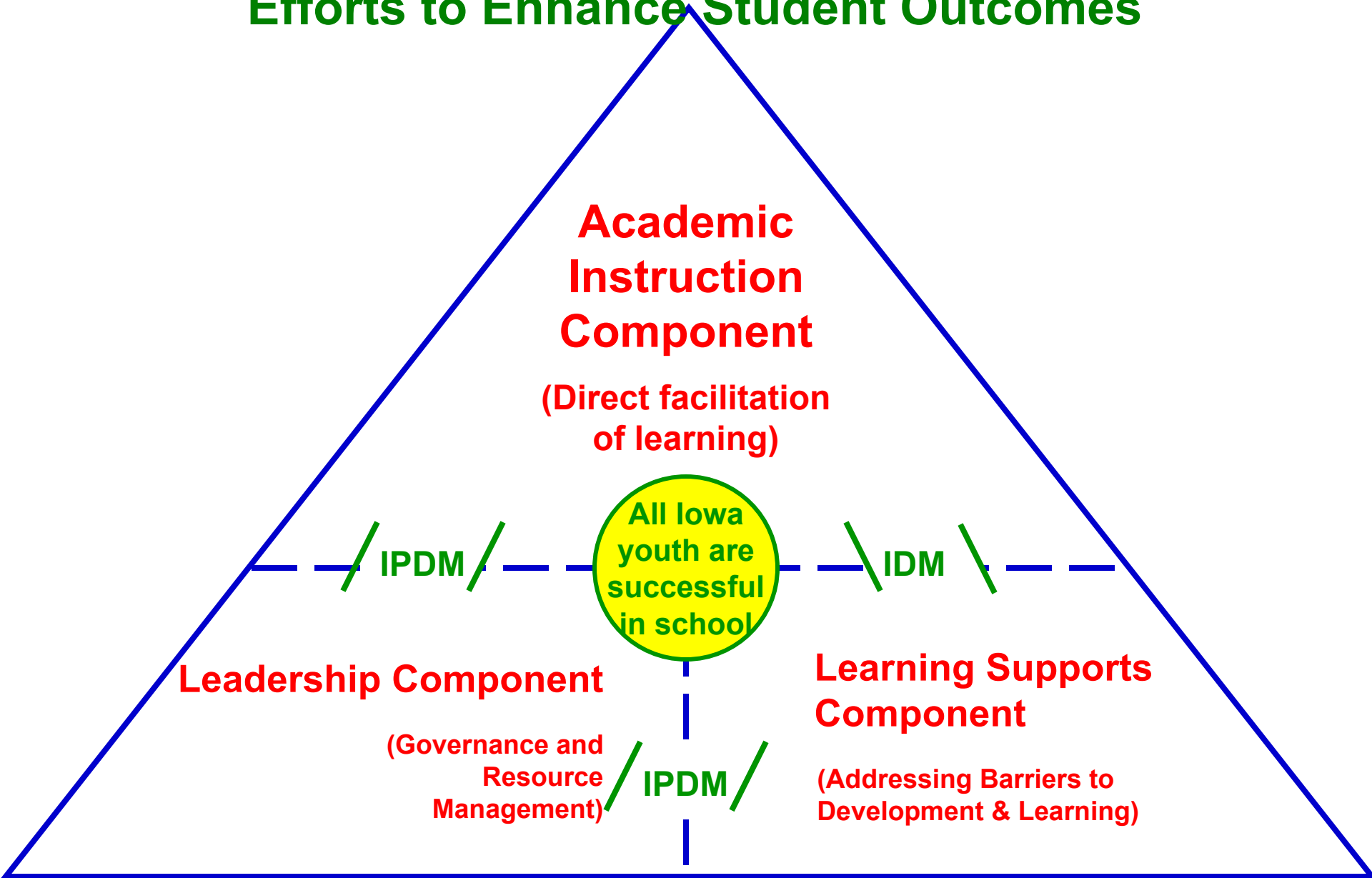


Learning Supports

Linda E. Miller
Iowa Department of
Education

Urban Education Network
Middle School Administrators
February 2, 2005
Cedar Rapids, Iowa

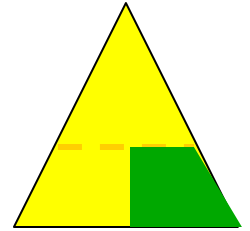
Three Components for Guiding School Efforts to Enhance Student Outcomes



A Question

How many students come to school each day motivationally ready and able to learn what the teacher has prepared to teach?

Goals For All Students



Context
Family/School/Community
All youth have benefit of safe and supportive families, schools, and communities

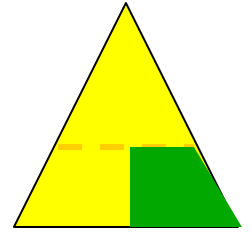
Youth
All youth are healthy and socially competent

Youth
All youth are successful in school

Youth
All youth are prepared for a productive adulthood



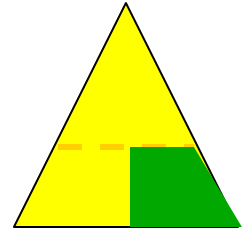
**Successful
Youth**



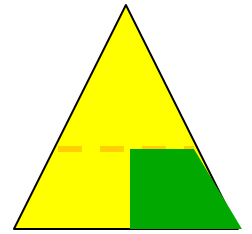
Learning Supports

Continuous attention to the implementation of learning supports ensures that all students have an equal opportunity to succeed in school.

DEFINITION: LEARNING SUPPORTS



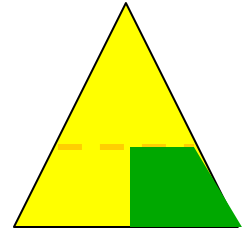
Activities, programs, and services beyond core classroom instruction that facilitate the learning process to ensure that all students have equal access to instruction and succeed in school.



System of Learning Supports

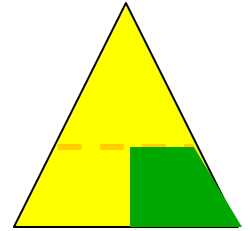
A multi-faceted set of supports, internal and external to the system of education, that operate cohesively as a comprehensive continuum of actions, programs, and services to facilitate learning for all students in a school.

Guiding Principles: Basic Premise



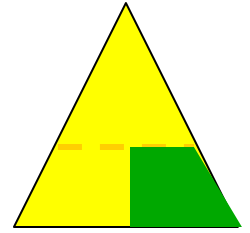
- **The mission of education includes a fundamental commitment to and accountability for students' academic achievement.**
- **Children/youth must be healthy and safe if they are to achieve academically and succeed in school.**
- **Some students experience significant barriers to their learning.**
- **In addition to effective instruction, student achievement is improved and barriers to learning are alleviated by a system of learning supports that incorporates a full continuum of research-based programs and services which ensure safe, health promoting, supportive, and inclusive learning environments.**

Guiding Principles: Community-Level Partnerships



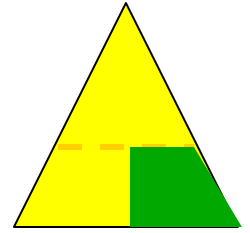
- **A full continuum of programs and services transcends what any one system can provide and requires a combination of community level changes.**
- **Youngsters thrive and overcome barriers to learning when families are strengthened and assisted to find pathways to support their children's education and to pursue their own learning.**
- **Schools are strengthened when the efforts of community organizations & institutions are results-oriented & policies, programs, practices, and resources are mutually aligned to improve student achievement.**
- **Attempts to support academic achievement and address barriers to learning are enhanced when schools, families, and communities coordinate their efforts.**

Guiding Principles: Leadership

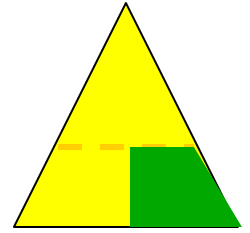


- **Systems of learning supports require quality leaders at all levels, efficient and effective organization of resources, and well-articulated planning.**
- **Cohesive, aligned policies and practices within the Department of Education & among its state agency partners are essential to effect system changes at the regional & community levels.**
- **The role of state & regional agencies is to align, assist, & support community level changes.**

Hypothesis:



If we implement and sustain a fully integrated system of learning supports into school improvement and our programs and practices, then the learning, achievement, and performance of all children and youth will improve so they can become self sufficient and successful members of a community and workforce.



"A school will not achieve equity and excellence for all of the students in its care if it does not acknowledge, understand, and include the families and communities of all its students."

- Turning Points: Transforming Middle Schools



Education

Parents

**Mayor, Town
Council,
County
Government**

**4H, Scouts,
YMCA, FFA,
Youth Sports**

**Results for
Iowa Youth**

All youth succeed in school

**All youth are healthy
and socially competent.**

**All youth are prepared for
a productive adulthood.**

**Doctor,
Visiting
Nurses**

Churches

**All youth are in
safe and supportive families,
schools, and communities**

De-Cat.

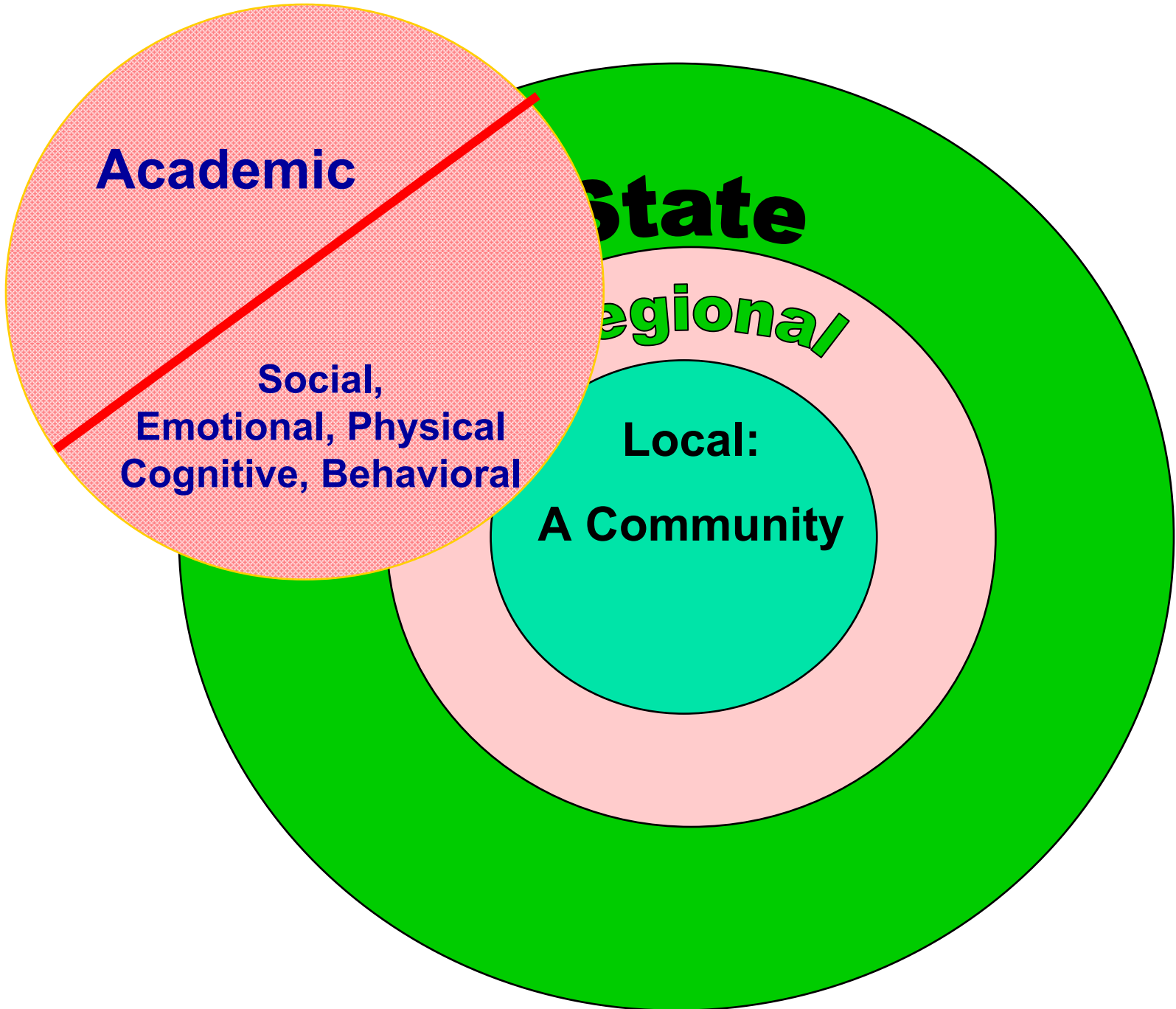
**Kiwanis,
Lion's Club,
etc.**

**Park
Program,
Library**

**Grocery Store, Fast
Food, Town Café,
Gas Station, Local
Industry,
etc.**

**Local
Police,
County
Sheriff**





Academic

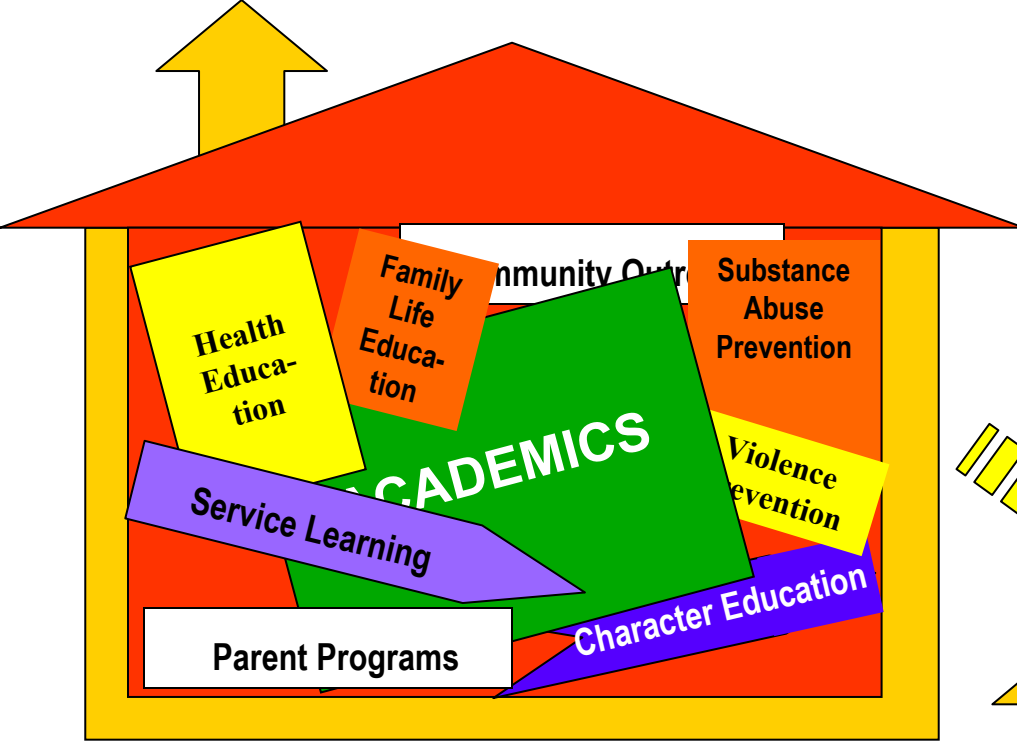
**Social,
Emotional, Physical
Cognitive, Behavioral**

State

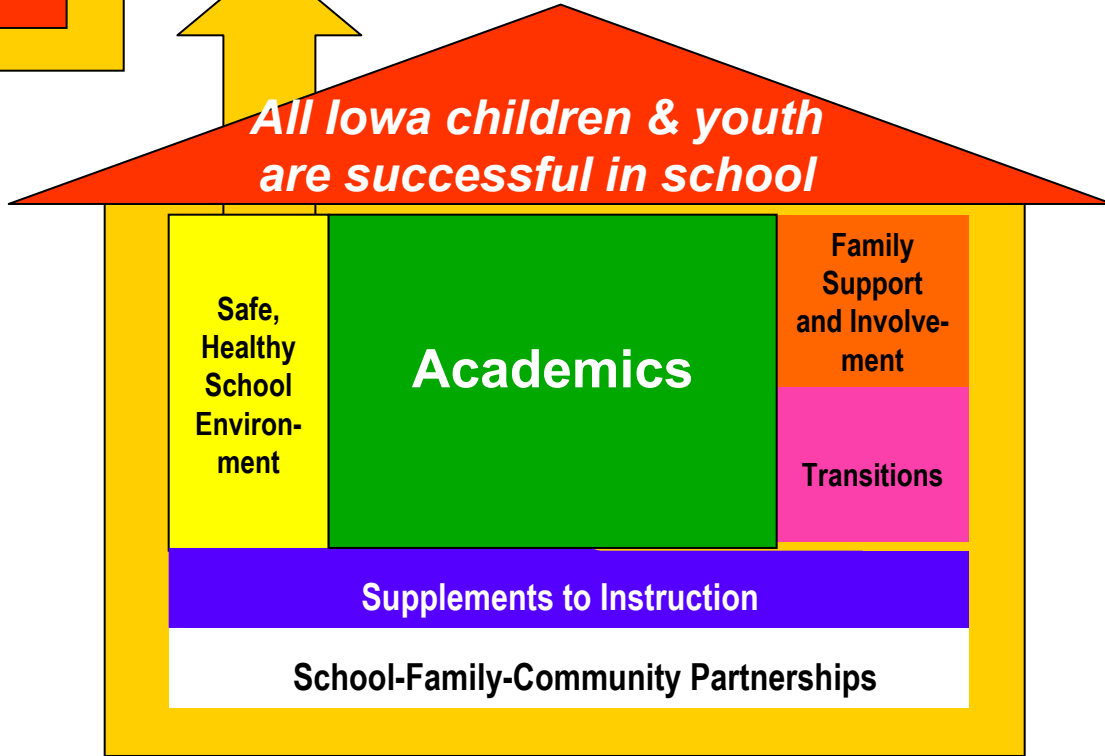
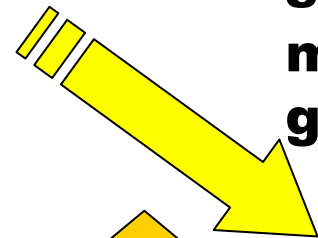
Regional

Local:

A Community

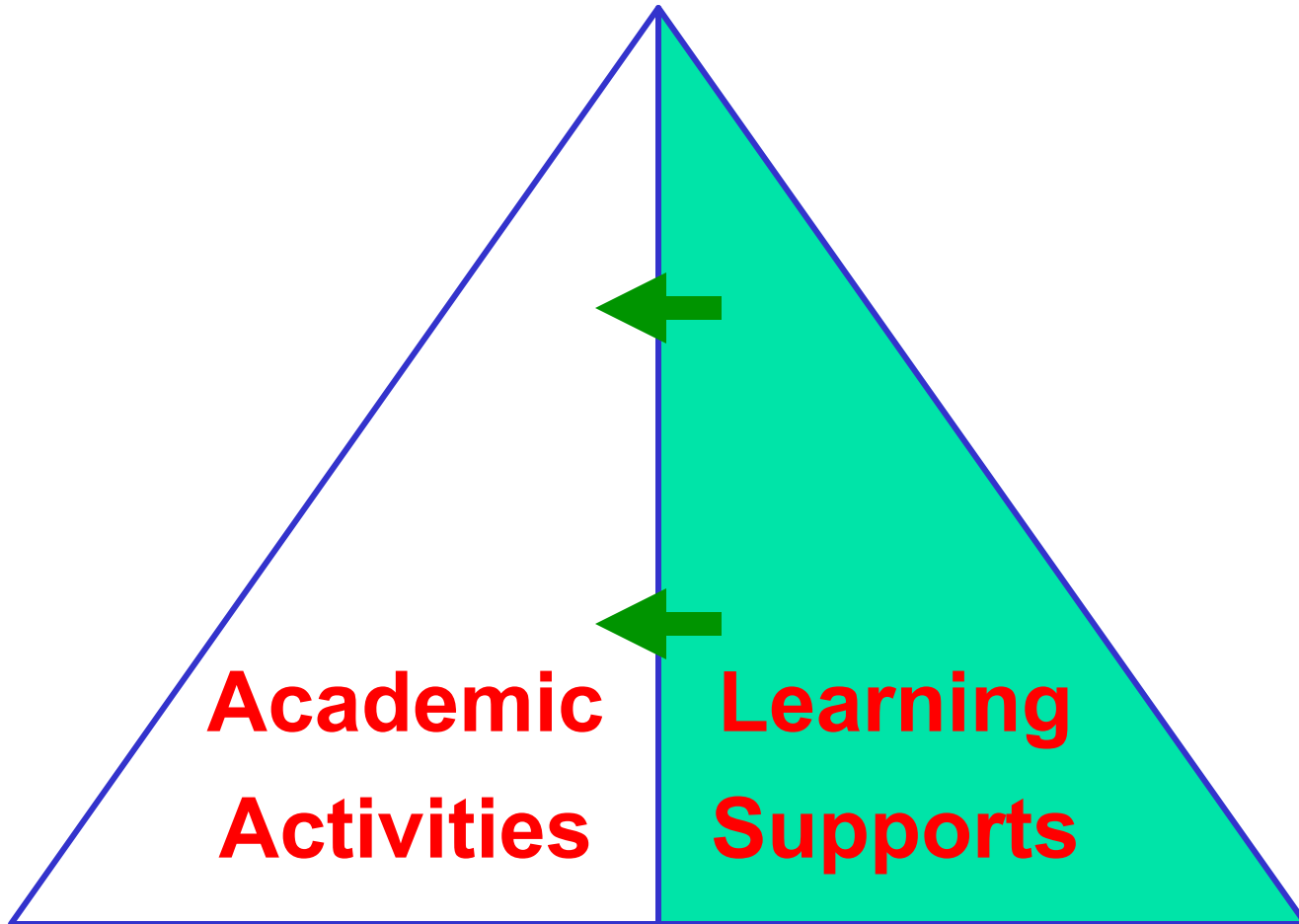
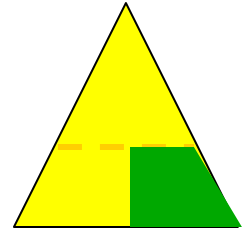


**Getting from
a fragmented
system with
multiple
goals...**

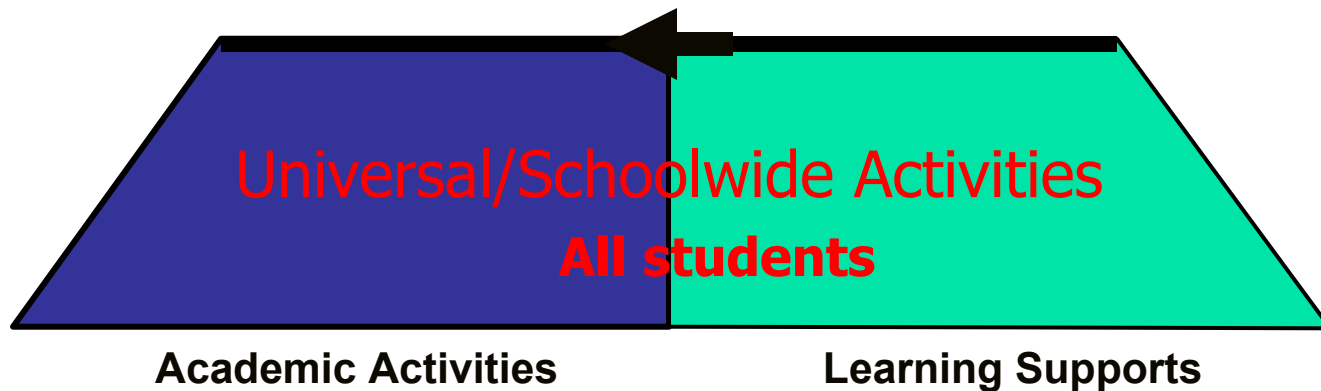
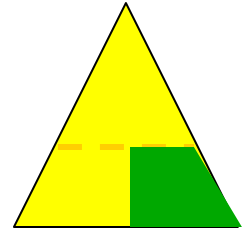


**...to a system of
*Learning
Supports*
oriented toward
student
achievement**

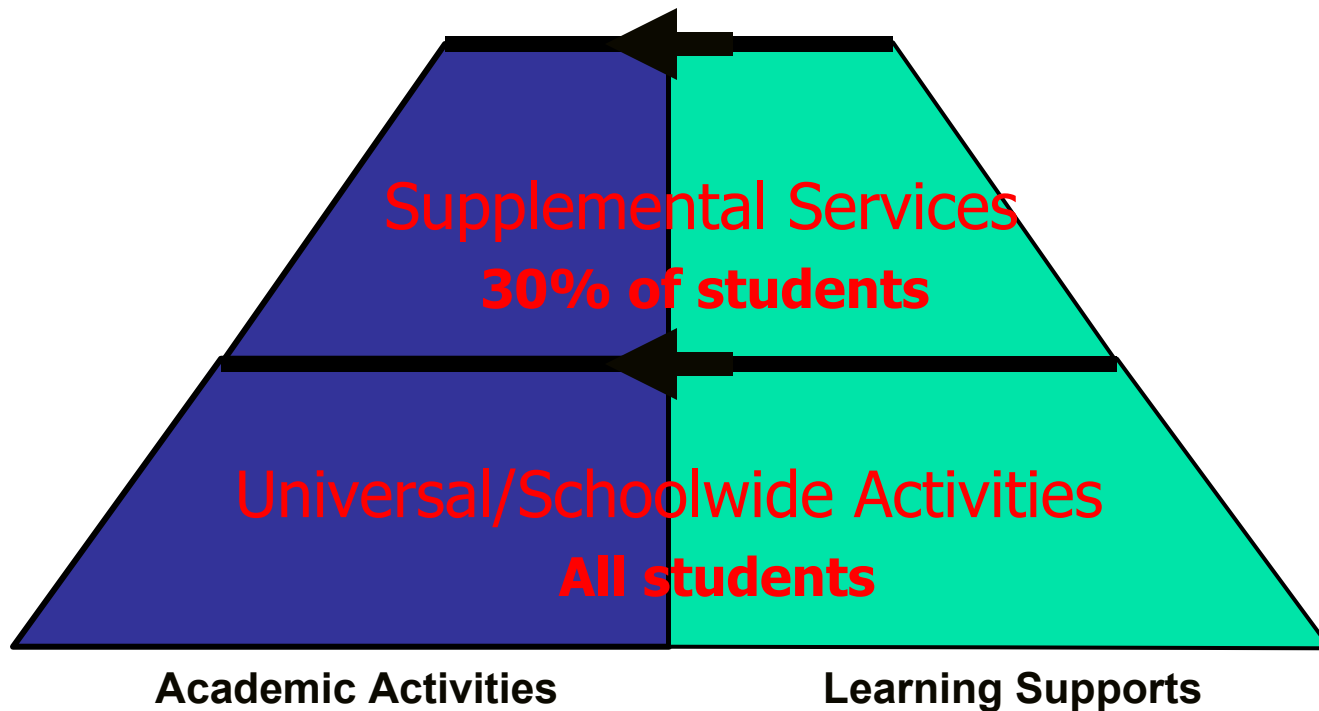
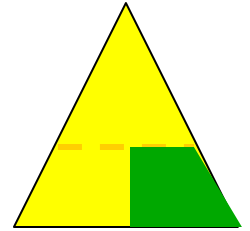
What's Needed



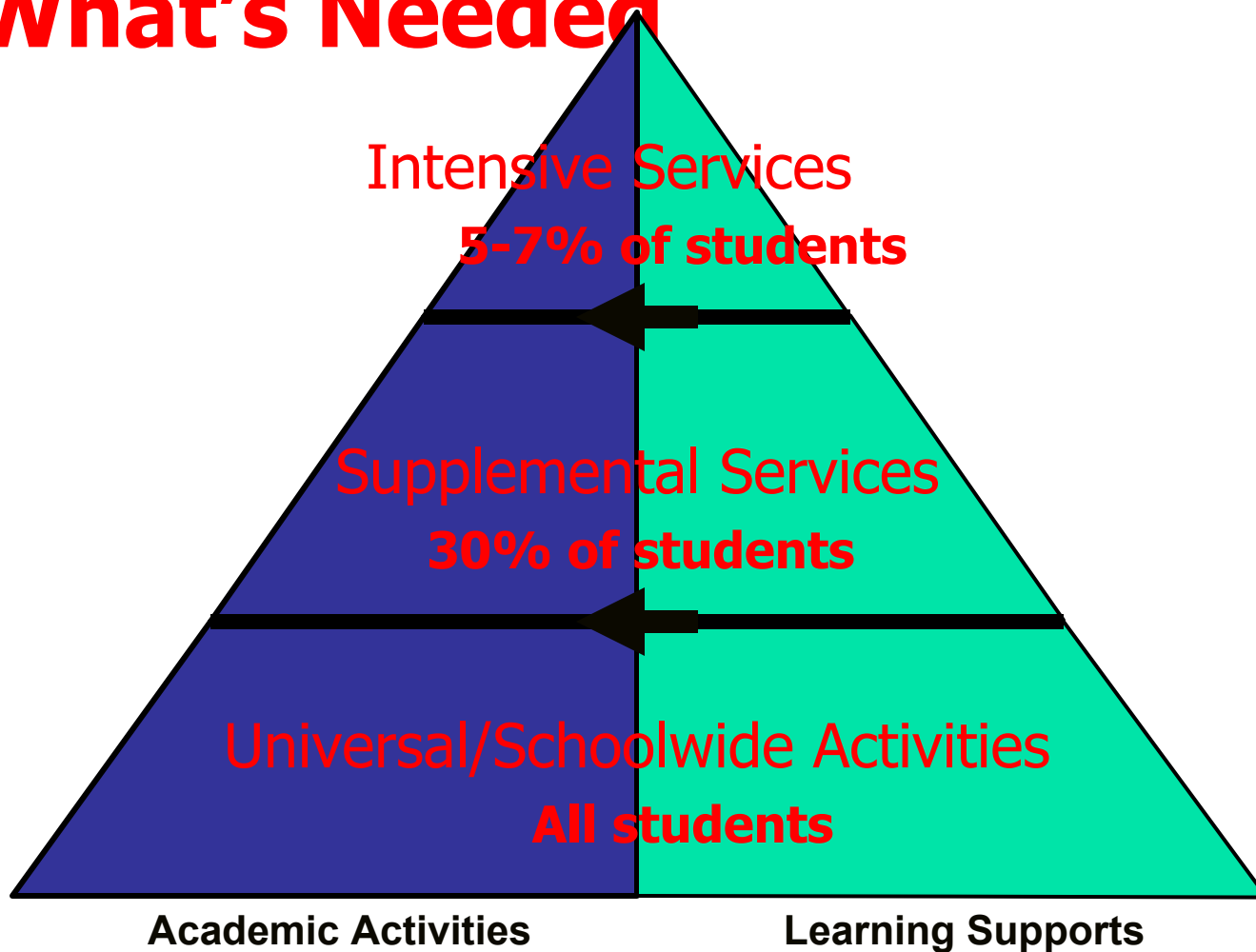
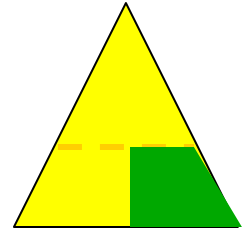
What's Needed



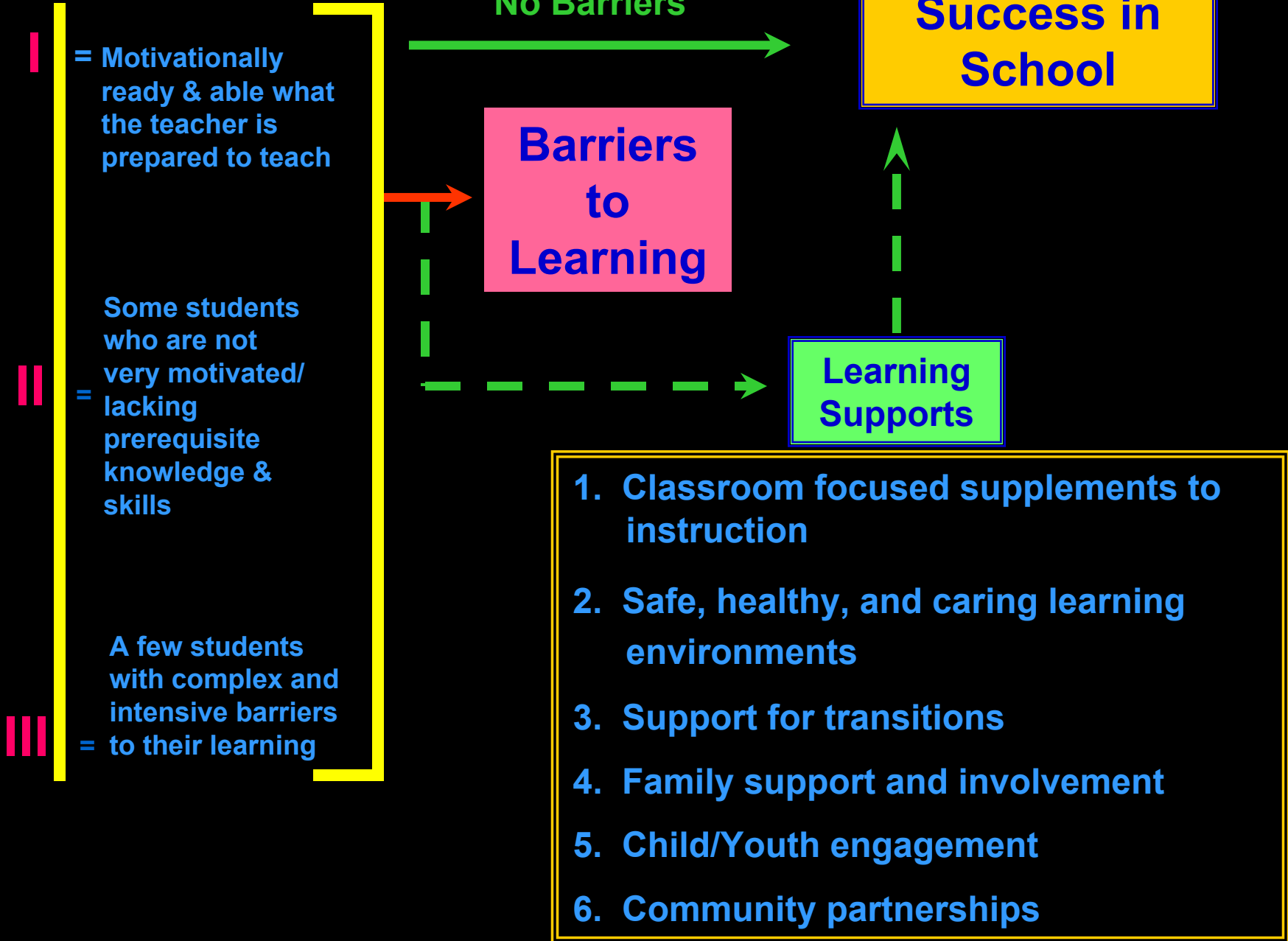
What's Needed

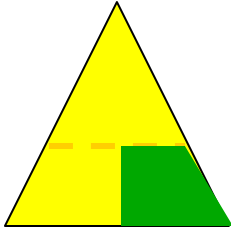


What's Needed



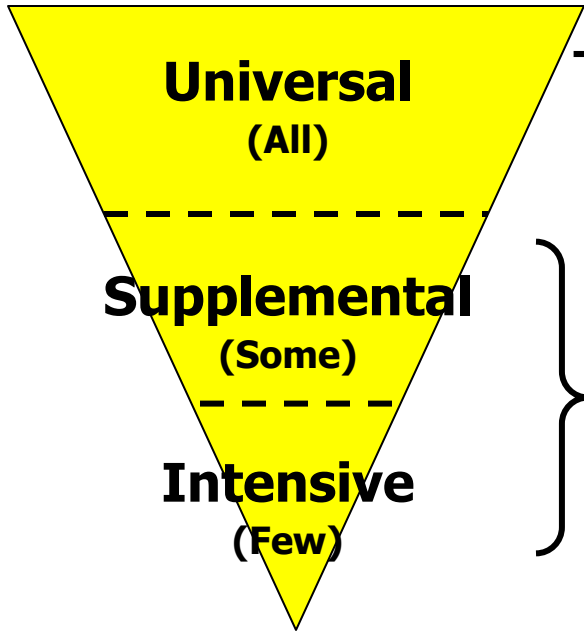
Range of Learners





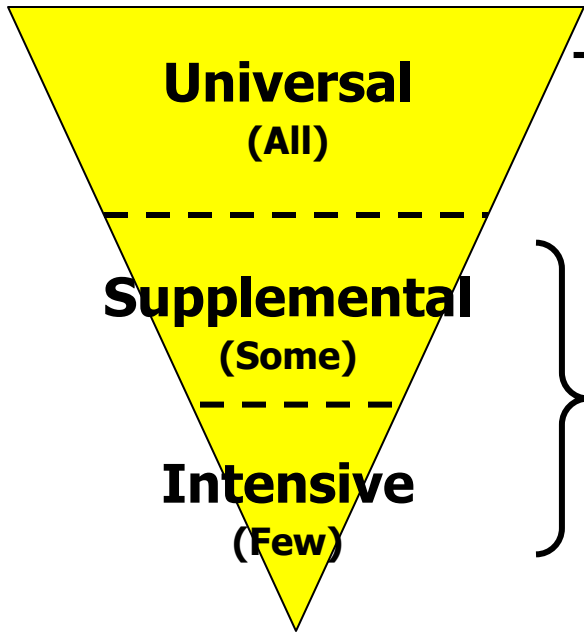
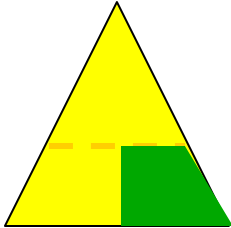
**Personal
Success**

**Some
youth are
successful
in school**



**Barriers to
Learning**



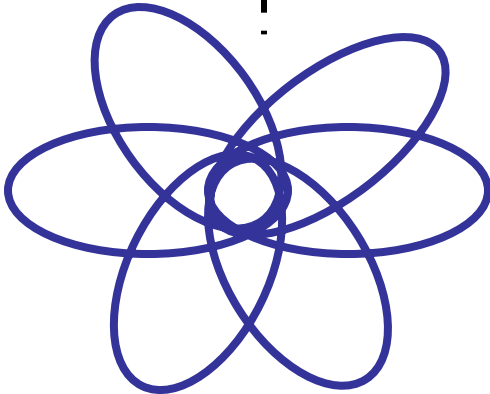


**Personal
Success**

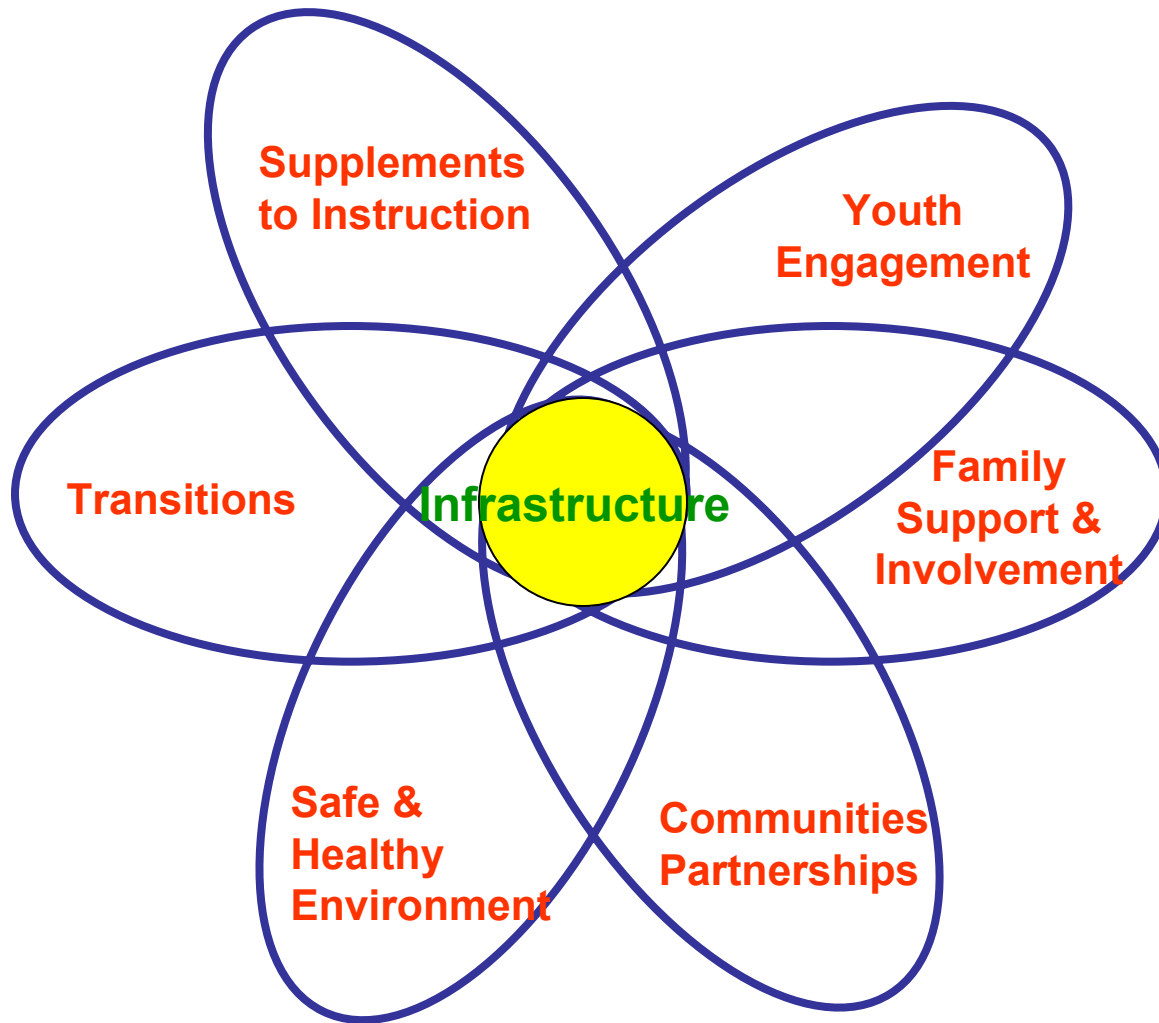
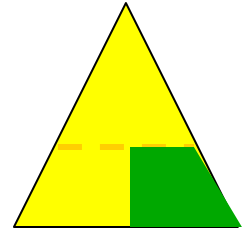
**All youth
are
successful
in school**

*Learning
Supports*

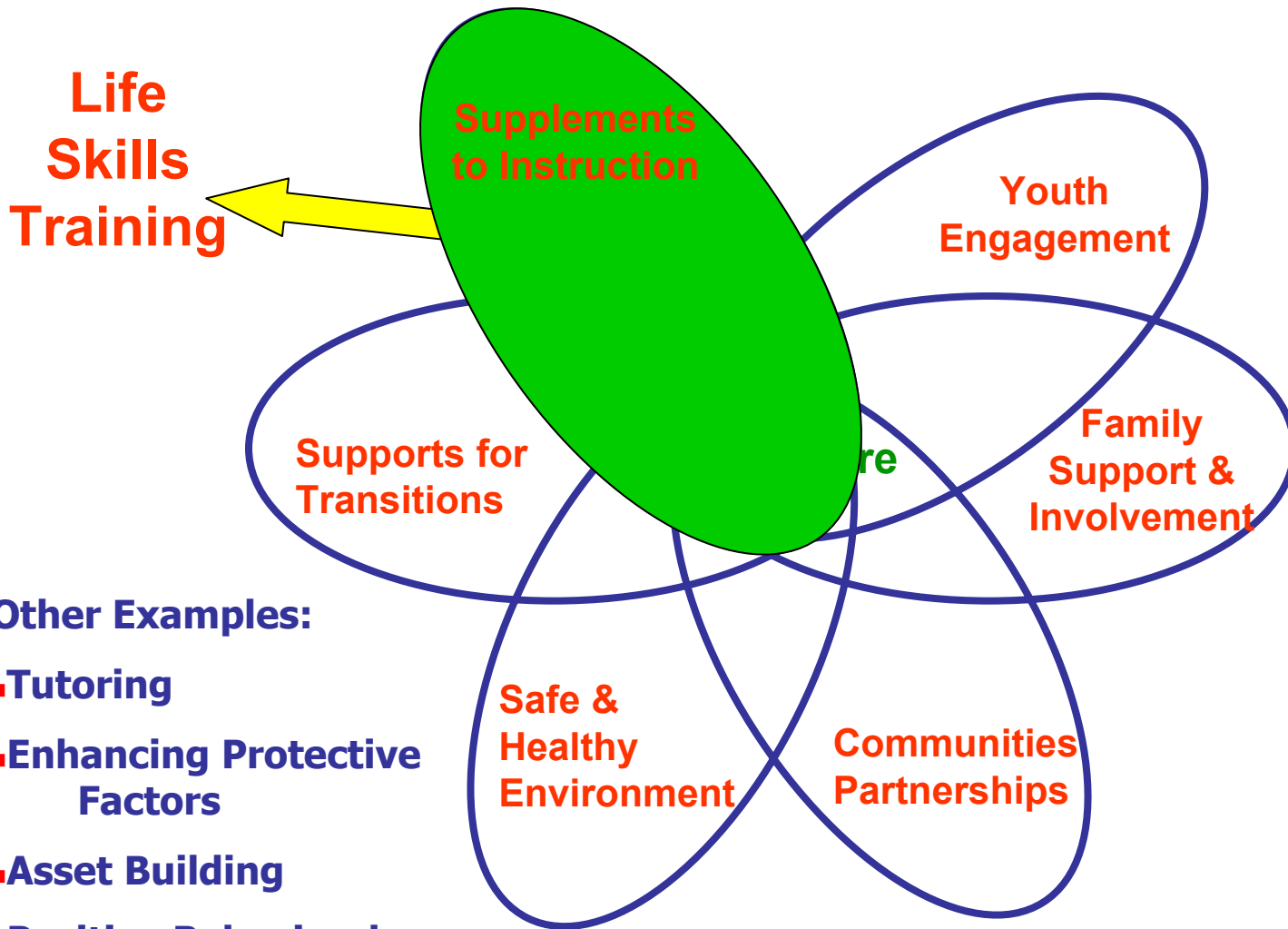
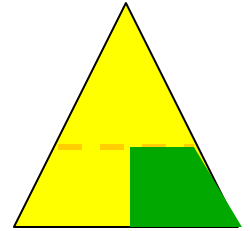
**Barriers to
Learning**



A Framework for Organizing Learning Supports Interventions



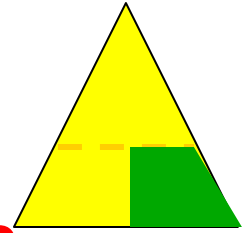
EXAMPLE:



Other Examples:

- Tutoring
- Enhancing Protective Factors
- Asset Building
- Positive Behavioral Supports
- Pre-referral Interventions

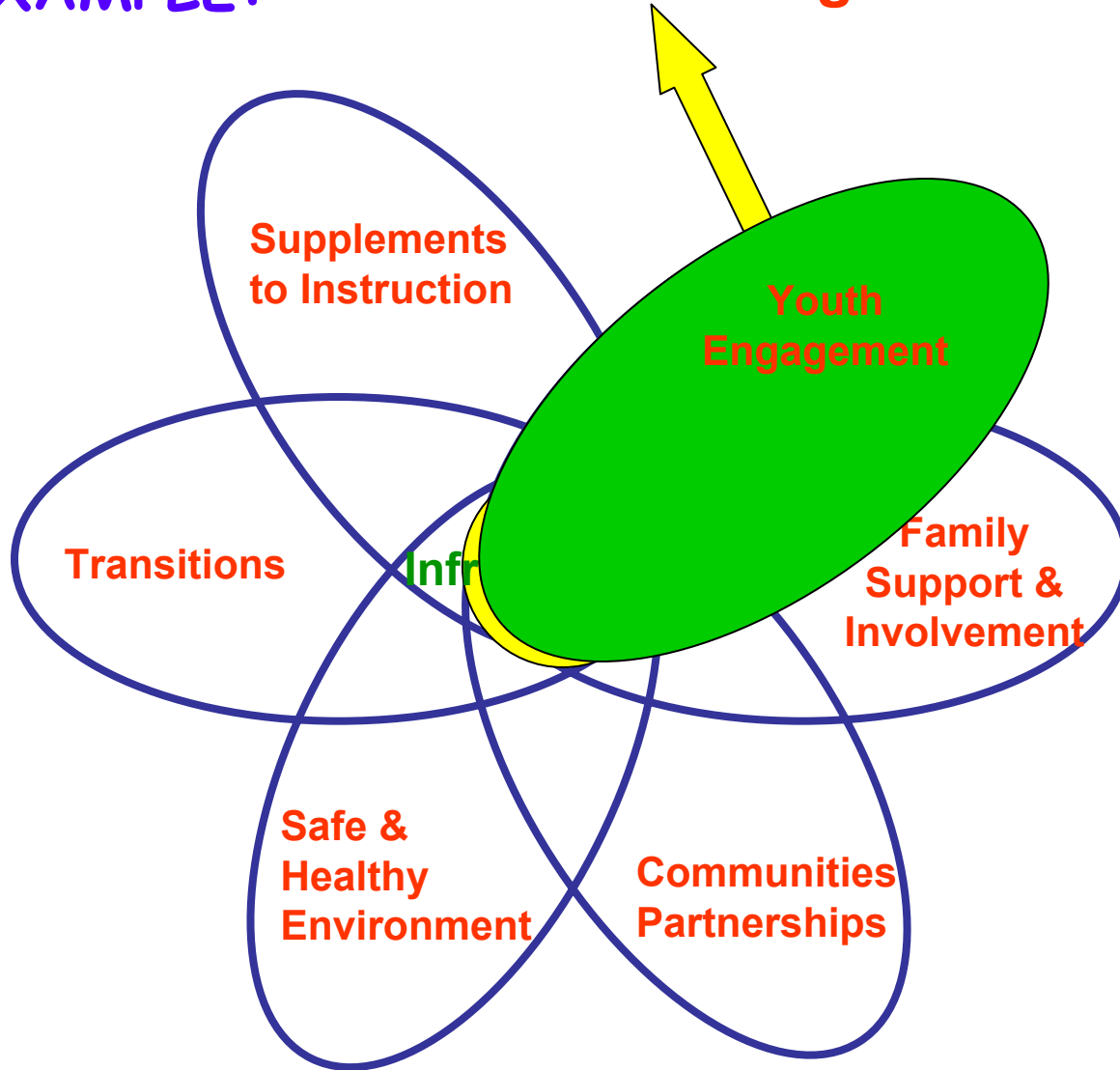
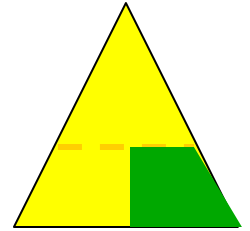
Supplements to Instruction



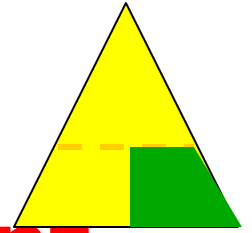
- **Programs and/or practices to foster social, emotional, intellectual, physical, ethical, and behavioral development of all children and youth**
- **During school and non-school hours**
- **Provided by school and/or community**

EXAMPLE:

Peer Mentoring

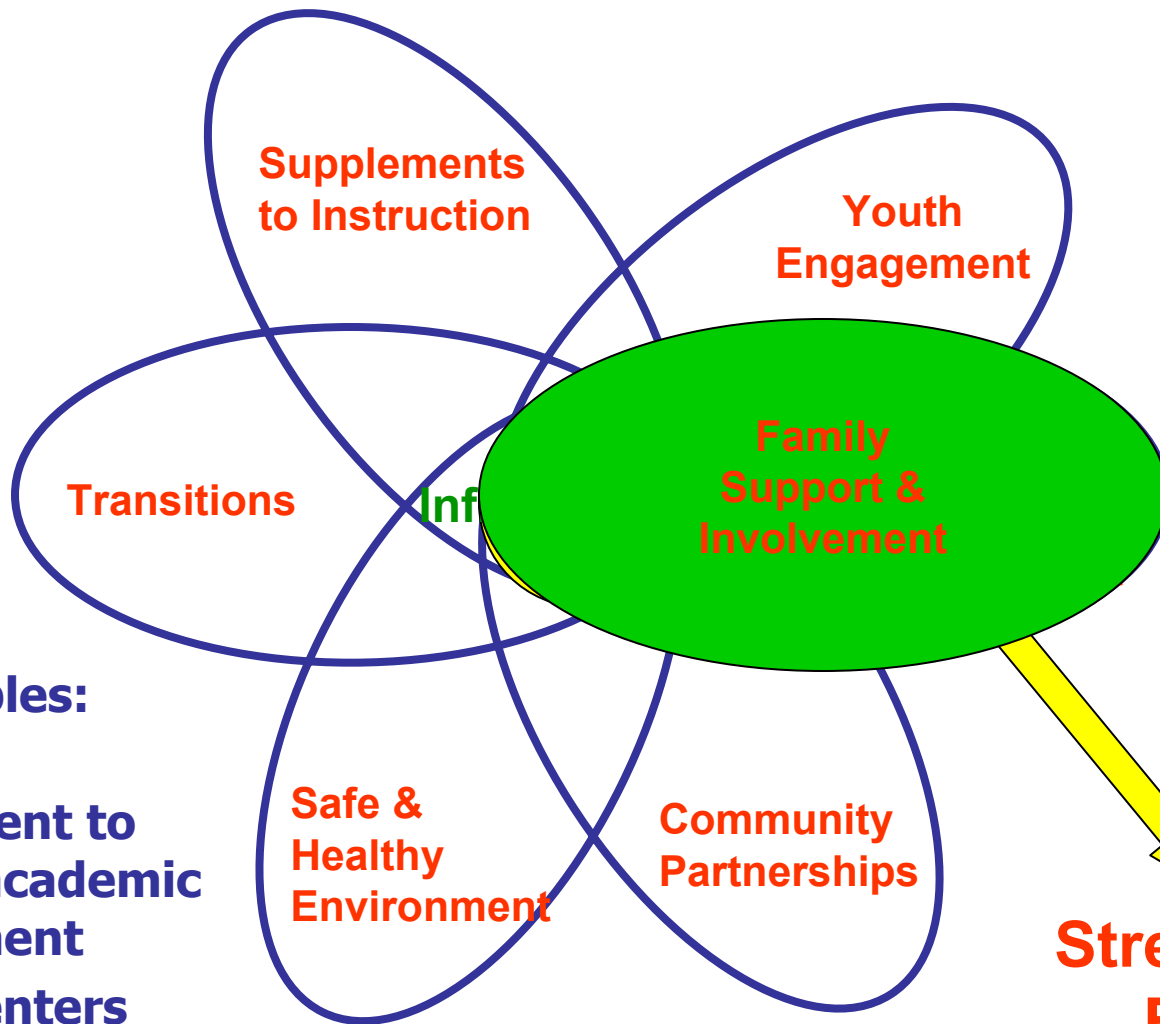
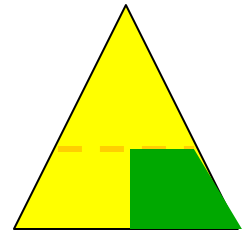


Child/Youth Engagement



- **Opportunities for children/youth to be engaged in and contribute to their communities**
- **Leadership and service opportunities**
- **Supports for youth/adult partnerships**
- **Building youth/adult relationships**

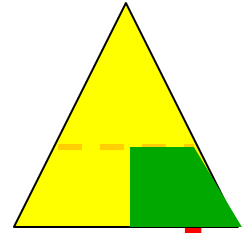
EXAMPLE:



Other Examples:

- Parent involvement to support academic achievement
- Parent centers
- Parent information campaigns

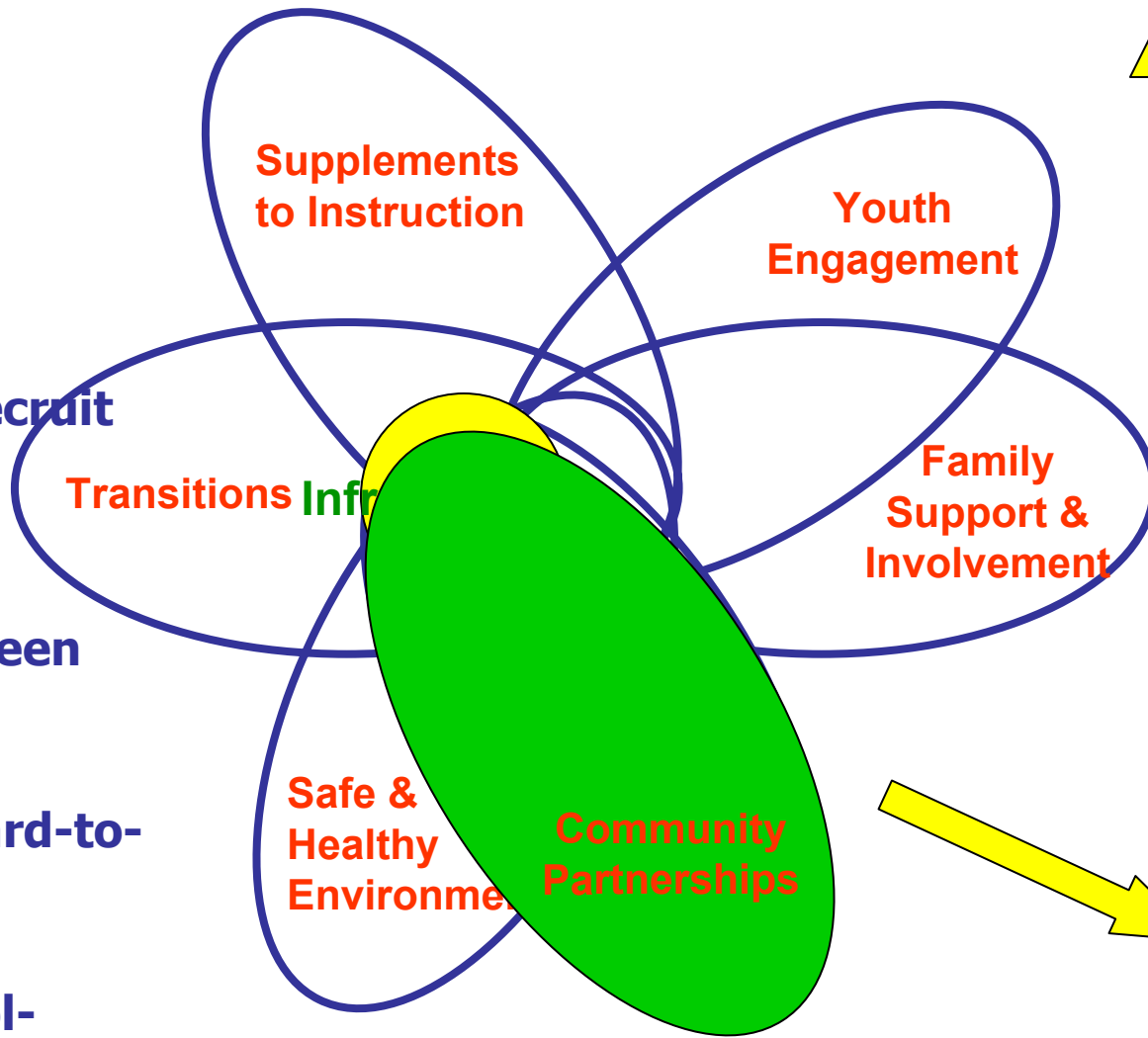
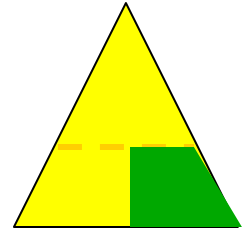
Strengthening Families



Family Support & Involvement

- **Helping families meet their basic obligations to their children**
- **Creating a sense of community between home and school**
- **Eliciting family help to meet classroom, school, & community needs**
- **Valuing family participation in decision-making**
- **Parent education**

EXAMPLE:

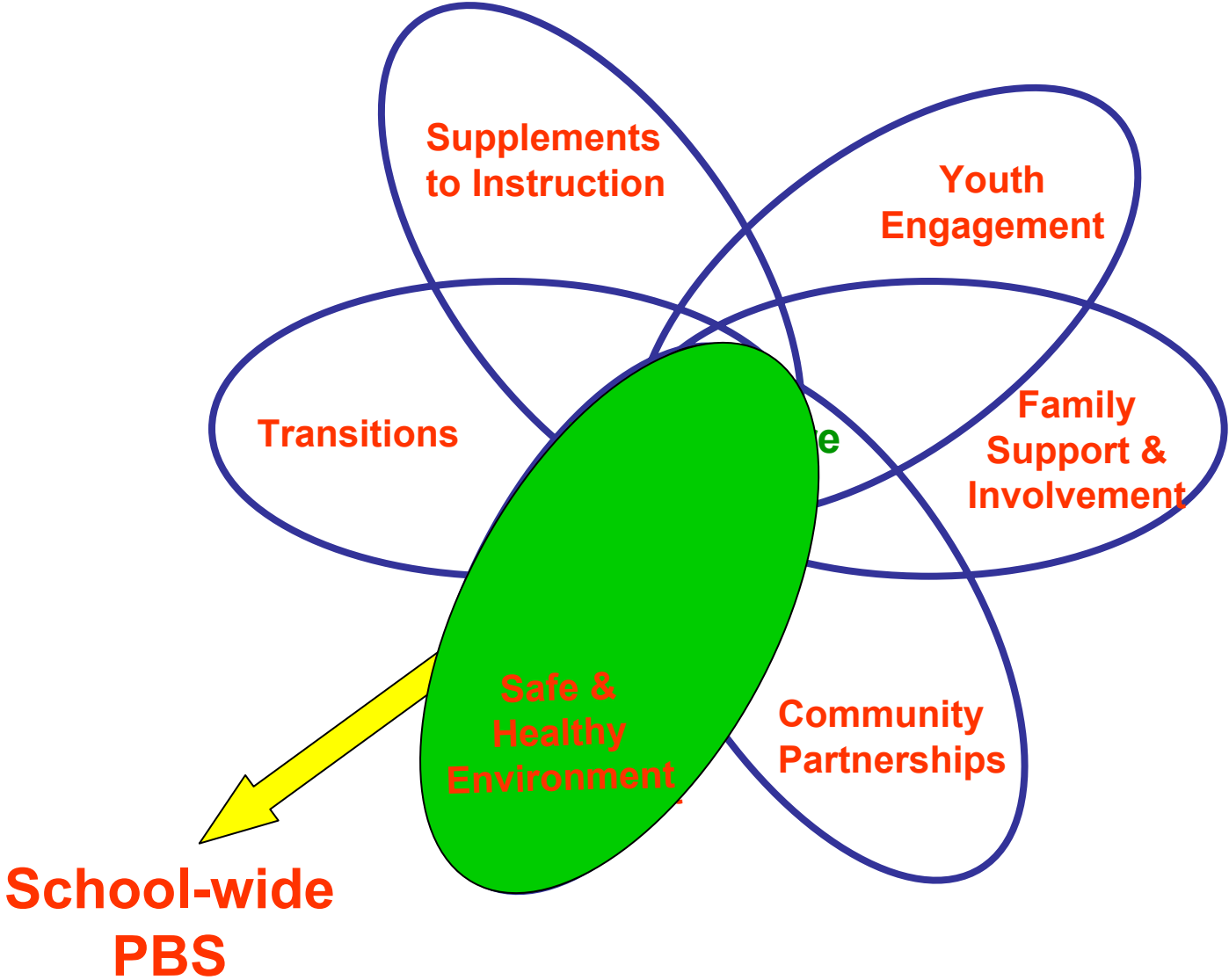
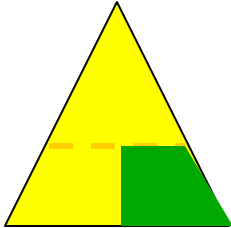


**PBS
Wrap
Around**

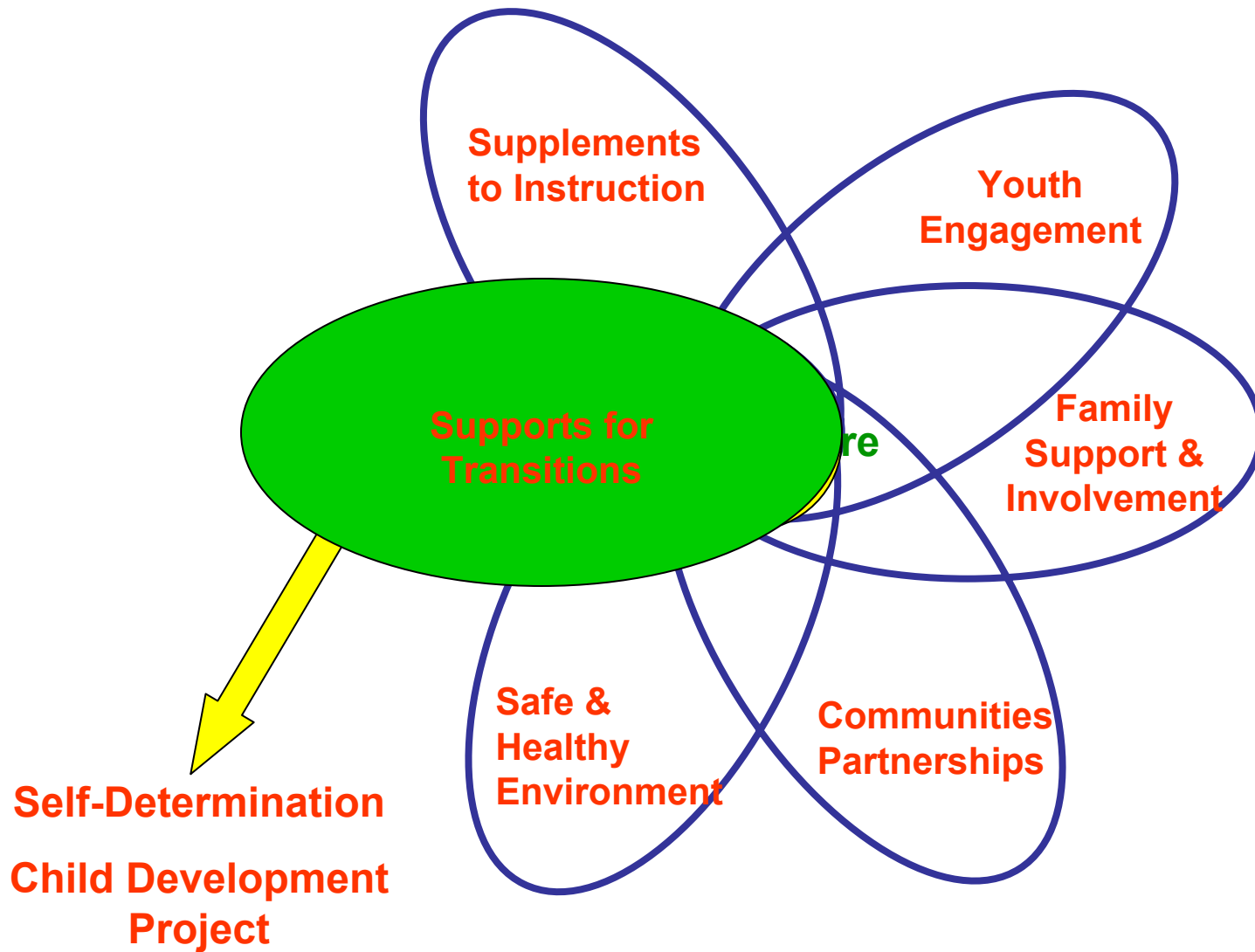
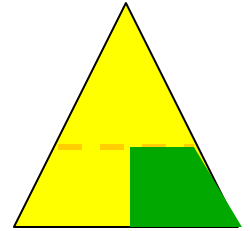
Other Examples:

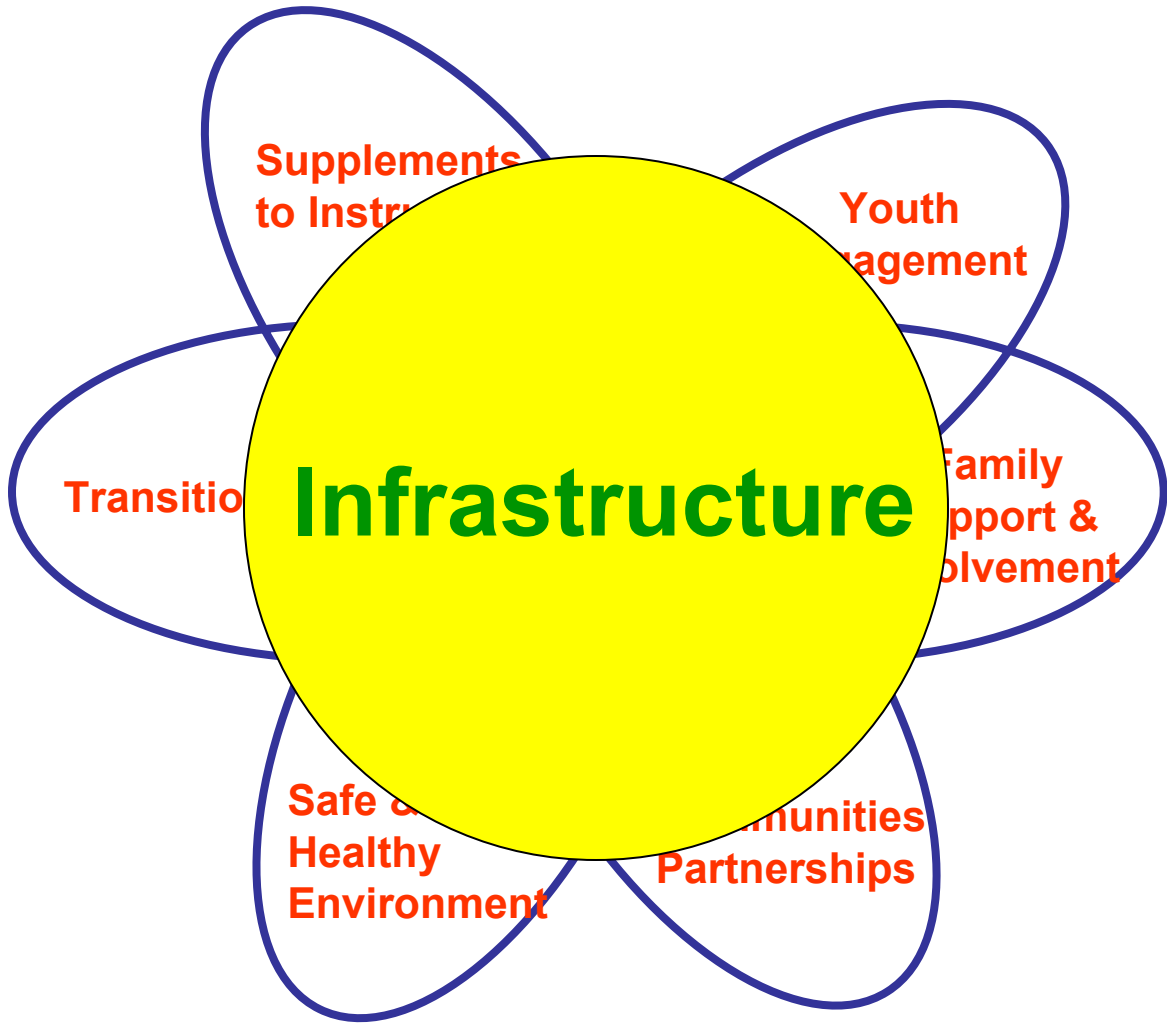
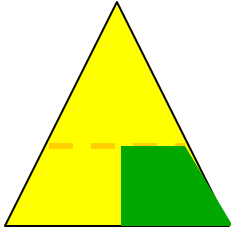
- Programs to recruit and enhance community involvement
- Systems to screen and maintain volunteers
- Outreach to hard-to-reach families
- Programs to enhance school-community connections

EXAMPLE:

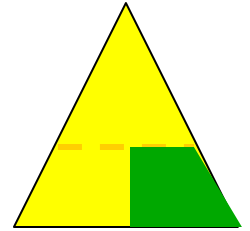


EXAMPLE:





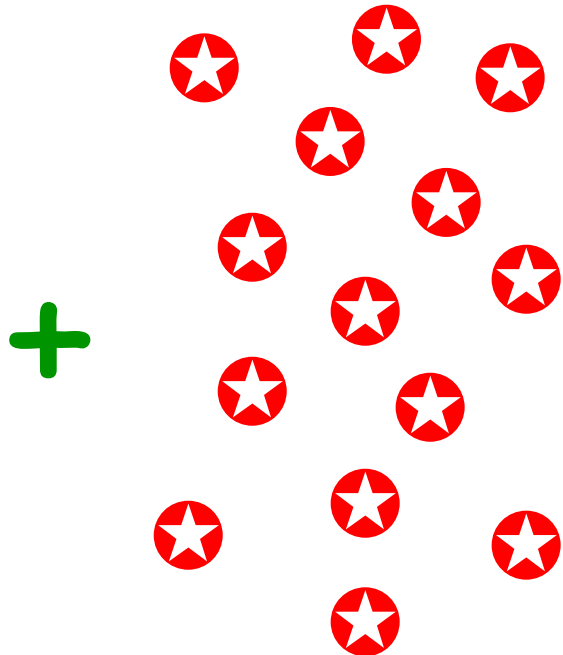
Infrastructure



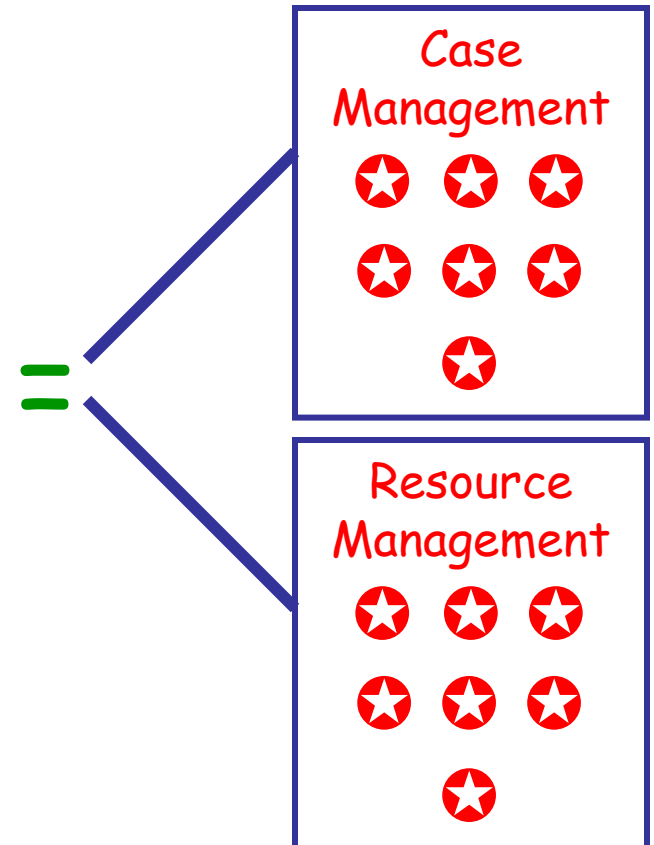
Functions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

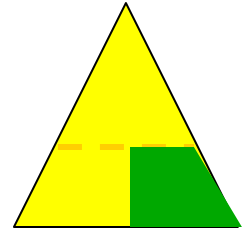
People



Mechanisms

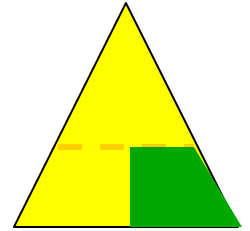


Resource Management Team Functions in a Learning Supports System



- **Capacity Building of Systems of Learning Supports**
 - **Leadership & oversight of development & implementation of a system of learning supports**
 - **Professional development in & communication of learning supports strategies & practices**

Resource Management Team Functions in a Learning Supports System



- **Developing a continuum of Learning Supports**
 - **Ongoing assessment of student needs & and audit of resources**
 - Analysis of student data
 - Mapping of resources
 - Identification of efforts that can be combined, stopped &/or replaced
 - **Planning**
 - Programs & system development
 - Priorities & allocation & redeployment of resources
 - **Implementation**
 - Implementation of evidence-based practices
 - Coordination & integration of resources w/ community partners
 - Social marketing & communication w/ stakeholders
 - Enhancement of system & personnel capacity
 - **Evaluation – formative & summative**

A Community That Cares !!!



A VISION