Learning Supports

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Three Components for Guiding School Efforts to Enhance Student Outcomes

Academic Instruction Component (Direct facilitation of learning)

Leadership Component (Governance and Resource Management)

Learning Supports Component (Addressing Barriers to Development & Learning)

All Iowa youth are successful in school
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
- All youth are successful in school
- 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
Results for Iowa Youth

All youth succeed in school

All youth are healthy and socially competent.

All youth are prepared for a productive adulthood.

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

Education

4H, Scouts, YMCA, FFA, Youth Sports

Churches

Kiwanis, Lion’s Club, etc.

Park Program, Library

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

Parents

Mayor, Town Council, County Government

Doctor, Visiting Nurses

De-Cat.

Local Police, County Sheriff
Local:
A Community

Social, Emotional, Physical, Cognitive, Behavioral

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

All Iowa children & youth are successful in school

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

- Safe, Healthy School Environment
- Transitions
- Supplements to Instruction
- School-Family-Community Partnerships
- Family Support and Involvement
What’s Needed

Academic Activities

Learning Supports
What’s Needed

Universal/Schoolwide Activities
All students

Academic Activities
Learning Supports
What’s Needed

- **Supplemental Services**: 30% of students
- **Universal/Schoolwide Activities**: All students

Academic Activities - Learning Supports
What’s Needed

- **Intensive Services**: 5-7% of students
- **Supplemental Services**: 30% of students
- **Universal/Schoolwide Activities**: All students

Academic Activities

Learning Supports
Barriers to Learning Supports Success in School

Range of Learners

I = Motivationally ready & able what the teacher is prepared to teach

II = Some students who are not very motivated/ lacking prerequisite knowledge & skills

III = A few students with complex and intensive barriers to their learning

No Barriers

Barriers to Learning

Learning Supports

1. Classroom focused supplements to instruction
2. Safe, healthy, and caring learning environments
3. Support for transitions
4. Family support and involvement
5. Child/Youth engagement
6. Community partnerships
Personal Success

Some youth are successful in school

Universal (All)
Supplemental (Some)
Intensive (Few)

Barriers to Learning
All youth are successful in school

Learning Supports

Barriers to Learning

Universal (All)

Supplemental (Some)

Intensive (Few)
A Framework for Organizing Learning Supports Interventions

Transitions
Supplements to Instruction
Safe & Healthy Environment
Communities Partnerships
Family Support & Involvement
Youth Engagement
Infrastructure
EXAMPLE:

- Life Skills Training
- Supplements to Instruction
- Supports for Transitions
- Youth Engagement
- Family Support & Involvement
- Communities Partnerships
- Safe & Healthy Environment

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

- Transitions
- Supplements to Instruction
- Safe & Healthy Environment
- Communities Partnerships
- Youth Engagement
- Family Support & Involvement
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

Supplements to Instruction
Youth Engagement
Safe & Healthy Environment
Community Partnerships

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:

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

PBS Wrap Around
EXAMPLE:

- Transitions
- Supplements to Instruction
- Youth Engagement
- Family Support & Involvement
- Community Partnerships
- Safe & Healthy Environment
- School-wide PBS
Transitions

Supplements to Instruction

Communities & Partnerships

Family Support & Involvement

Safe & Healthy Environment

Youth Engagement

Infrastructure
Infrastructure

Functions
1. _____________
2. _____________
3. _____________
4. _____________
5. _____________
6. _____________
7. _____________
8. _____________
9. _____________
10. _____________

People

Mechanisms
Case Management
Resource Management
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