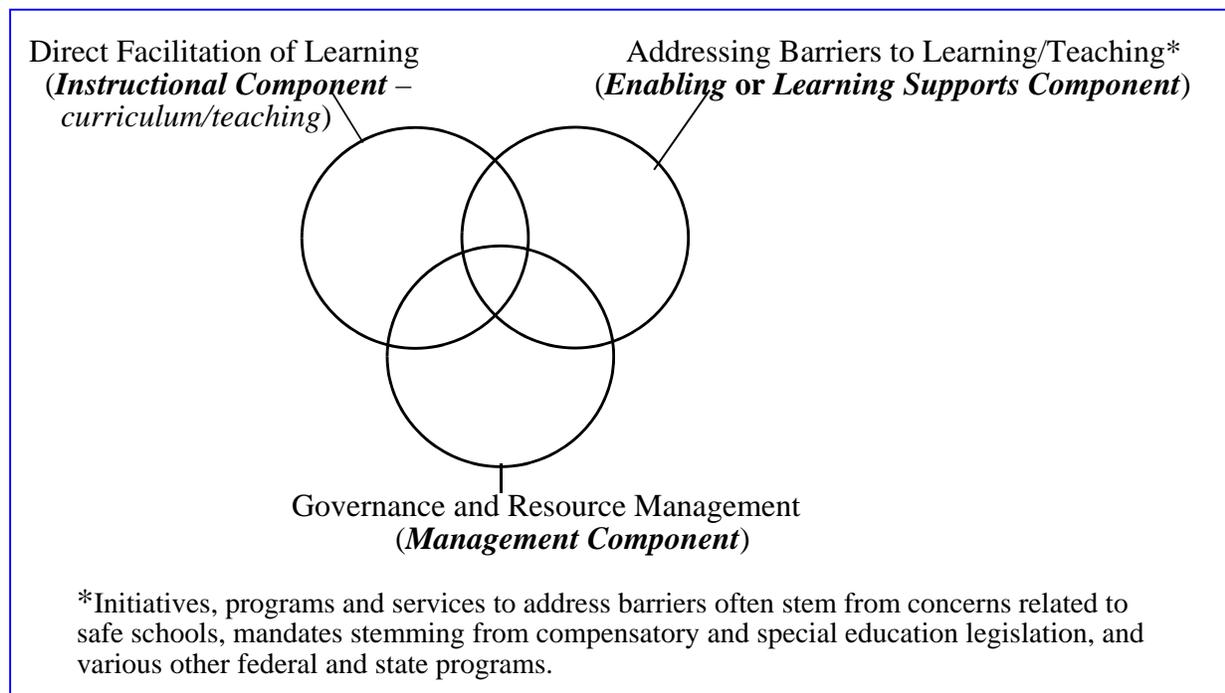## Common Core State Standards and Learning Supports

When policy makers introduce a new initiative for education reform, the tendency is to stress one facet of what schools deal with every day. Subsequently, the press to implement the new initiative often draws sparse resources away from other essential facets involved in improving and transforming schools. Currently, this appears to be happening with the *Common Core State Standards* movement.

To provide a big picture perspective of the major functional arenas schools pursue everyday, it is helpful to organize them into three primary and essential components: (1) instruction (including curriculum and teaching), (2) addressing barriers to learning and teaching, and (3) governance and management (see below).

Direct Facilitation of Learning
(***Instructional Component*** – *curriculum/teaching*)

Addressing Barriers to Learning/Teaching*
(***Enabling*** or ***Learning Supports Component***)

Governance and Resource Management
(***Management Component***)

*Initiatives, programs and services to address barriers often stem from concerns related to safe schools, mandates stemming from compensatory and special education legislation, and various other federal and state programs.

From this three component perspective, it is evident that the common core state standards movement currently is concerned with the *curriculum* facet of the instructional component. Indeed, the term common core state standards is used widely as synonymous with curriculum improvement (http://www.corestandards.org/). Focusing on curriculum standards certainly is necessary. However, with respect to improving and transforming schools, it is clearly insufficient. That is why the movement also is discussing model standards for *teaching*. Ultimately, the movement must develop interrelated standards for (a) curriculum and teaching, (b) learning supports to address factors that interfere with learning and teaching, and (c) school governance/management. And, in each instance, an emphasis on the term *core* needs to be maintained. This will leave room for states, districts, schools, and classrooms to add to core standards for curriculum content and teaching processes, learning supports, and governance.

There are, of course, ongoing debates about the state standards movement. For now, we set these aside. Our intent here is to expand the discussion of common core standards beyond its emphasis on curriculum. We highlight the work on effective teaching and stress the importance of infusing a focus on learning supports as an essential facet of the movement.

About Core Standards for Curriculum

The aim of common core state standards for *curriculum* is to develop internationally-benchmarked academic standards to improve educational outcomes by providing "a consistent, clear understanding of what students are expected to learn.... The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers."

Common core standards are not mandated federally, they are meant to be adopted voluntarily by states. With respect to common core state standards for curriculum, almost all states already have adopted core standards for English and math (Thatcher, 2012). Science standards have been proposed and are being debated. Others content areas will be developed, but it should be evident that educators are a long-way off from having common core state standards for all areas of school curriculum.

About Core Standards for Teaching

Aligned with the common core state standards for curriculum are the CCSSO *model core teaching standards* (CCSSO, 2011). CCSSO states that these "outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world." CCSSO emphasizes these standards are based on "common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement."

In 2010, our Center analyzed the draft that was offered for public comment (Center for Mental Health in Schools, 2010a). CCSSO has issued the 2011 version (see Exhibit 1).

Core State Standards for Curriculum and Teaching are Not Enough

It is noteworthy that common core state standards for curriculum include a brief "application to students with disabilities." As McNulty and Gloeckler (2011) state: "Language in the Common Core State Standards outlines the areas that must be available to students receiving special education services in order for them to demonstrate their conceptual and procedural knowledge and skills in English language arts (including reading, writing, listening, and speaking) as well as in mathematics." Areas emphasized are (1) supports and related services to meet unique needs of students with disabilities and "enable their access to the general education curriculum" (e.g., instructional strategies based on the principles of Universal Design for

Exhibit 1. *Model Core Teaching Standards: A Resource for State Dialogue*
Excerpted from: CCSSO (2011) Interstate Teacher Assessment and Support Consortium

CCSSO states: "A transformed public education system requires a new vision of teaching." "... one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners."

CCSSO offers ten individual standards organized into four priority areas:

I. *The learner and learning*
Standard #1: Learner Development
Standard #2: Learning Differences
Standard #3: Learning Environments

II. *Content knowledge*
Standard #4: Content Knowledge
Standard #5: Application of Content

III. *Instructional practice*
Standard #6: Assessment
Standard #7: Planning for Instruction
Standard #8: Instructional Strategies

IV. *Professional responsibility*
Standard #9: Professional Learning and Ethical Practice
Standard #10: Leadership and Collaboration

These standards are intended to "promote a new paradigm for delivering education and call for a new infrastructure of support for professionals in that system."

In applying the standards, it is emphasized that "while each standard emphasizes a discrete aspect of teaching, teaching and learning are dynamic, integrated and reciprocal processes. Thus, of necessity, the standards overlap and must be taken as a whole in order to convey a complete picture of the acts of teaching and learning."

Key themes running through the teaching standards are:

(1) Personalized Learning for Diverse Learners

(2) A Stronger Focus on Application of Knowledge and Skills

(3) Improved Assessment Literacy

(4) A Collaborative Professional Culture

(5) New Leadership Roles for Teachers and Administrators

Learning, accommodations, assistive technology devices and services), (2) an Individualized Education Plan (IEP) to facilitate attainment of grade-level academic standards, and (3) qualified personnel "to deliver high-quality, evidence-based, individualized instruction and support services."

Because of IDEA, applications to students with disabilities are mandated. But what about the many others who, at some time or another, bring problems with them that affect their learning and perhaps interfere with the teacher's efforts to teach? In some geographic areas, many youngsters bring a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities. Such problems are exacerbated as youngsters internalize the frustrations of confronting barriers and the debilitating effects of performing poorly at school. In some locales, the reality often is that over 50% of students are not succeeding. And, in most schools in these locales, teachers are ill-prepared and poorly supported to address the problems in a potent manner.

It is also noteworthy that both the common core standards initiative and CCSSO's proposed model core teaching standards have incorporated the concept of personalizing learning to further indicate their recognition of the need to address a broader range of student diversity. And policy makers have been quick to embrace the term (e.g., see the administration's 2010 National Education Technology Plan and the Race to the Top guidelines). Unfortunately, discussions of personalized learning often leave the impression that the process is mainly about incorporating technological innovations. For the most part, the discussions also fail to place personalized learning within the context of other conditions that must be improved in classrooms and schoolwide to meet "learners where they are."

In too many schools, teachers are ill-prepared and poorly supported to address the range of student problems they encounter.

Given that learning and teaching are nonlinear, dynamic, transactional, and spiraling processes, personalization must strive to match learner differences – *with respect to both current capabilities and motivation* (Center for Mental Health in Schools, 2012a). And while personalized learning provides a sound approach to teaching, classrooms also need to offer special assistance whenever students need something more. Moreover, schools need to develop a unified and comprehensive system to address common barriers to teaching and learning and to re-engage disconnected students.

Few researchers would claim that a focus on social emotional learning is sufficient to address the full range of barriers encountered each day in every school

Finally, the policy emphasis on safe and supportive schools has generated renewed interest in promoting social and emotional learning. The trend is to approach this arena of student functioning primarily as a curriculum content concern. The hope is that such learning will both promote better learning in other content arenas and help prevent many learning, behavior, and emotional. A focus on developing skills related to social and emotional functioning also is widely discussed as a strategy for ameliorating such problems when they arise.

Social emotional learning clearly is an important curriculum and teaching concern. And it overlaps to a degree with efforts to address barriers to learning and teaching. As such, some education reformers are touting this arena as one that can be readily aligned with the common core state standards for curriculum. At the same time, few social emotional learning researchers would claim that such a focus is sufficient to address the full range of barriers encountered each day in every school. (See below for examples of barriers.)

Examples of Risk-Producing Conditions that Can be Barriers to Learning

E n v i r o n m e n t a l   C o n d i t i o n s*   **Person Factors***

Neighborhood	*Family*	*School and Peers*	*Individual*
>extreme economic deprivation >community disorganization, including high levels of mobility >violence, drugs, etc. >minority and/or immigrant status	>chronic poverty >conflict/disruptions/violence >substance abuse >models problem behavior >abusive caretaking >inadequate provision for quality child care	>poor quality school >negative encounters with teachers >negative encounters with peers &/or inappropriate peer models	>medical problems >low birth weight/ neurodevelopmental delay >psychophysiological problems >difficult temperament & adjustment problems >inadequate nutrition

  *A reciprocal determinist view of behavior recognizes the interplay of environment and person variables.

In sum, our analyses indicate that, in general, the common core state standards movement for education does not offer applications that *enable all students* to have an equal opportunity to succeed at school. In particular, the movement is deficient with respect to the need for learning supports to enable learning. Because of this, it will not stem the tide of inappropriate referrals for special education; indeed, it is likely to increase the number of such referrals. The deficiency stems from a narrow vision for school transformation – a vision that does not directly address barriers to learning and teaching and does too little to re-engage disconnected students (Center for Mental Health in Schools, 2012b).

Our analyses in no way are meant to minimize the importance of core curriculum and teaching standards. Every teacher must have the ability and resources to bring a sound curriculum to life and apply strategies that make learning meaningful, and appropriately conceived core standards can contribute to this.

We also recognize that there will be inherent disconnects when curriculum and teaching standards are developed separately. The fundamental problem with the current core state standards movement, however, goes well beyond the disconnects. The problem is that the standards fail to deal with the reality of factors that *interfere* with successful teaching and working with students manifesting *moderate-to-severe learning, behavior, and emotional problems*. Thus, the curriculum and teaching standards fall far short of providing a basis for ensuring *all* students have an equal opportunity to succeed at school. In addition, the standards pay too little attention to specific concerns related to enhancing the professional and personal well-being of teachers and all other school staff (e.g., properly supporting efforts to enhance student engagement and re-engage disconnected students, assess motivation, assess interfering factors, ensuring a nurturing school climate).

What our analyses stress is that the current common core state standards movement needs to do much more to account for what is involved in *enabling* learning in the classroom. It is easy to say that schools must ensure that *all* students succeed. If all students came motivationally ready and able to profit from "high standards" curricula, then there would be little problem. But *all* encompasses those who are experiencing *external* and *internal* barriers that interfere with benefitting from what the teacher is offering. Thus, providing all students an equal opportunity to succeed requires *more than* higher standards and expectations, greater accountability for instruction, and better teaching (and certainly more than increased discipline, reduced school violence, and an end to social promotion).

The Common Core State Standards movement does too little to account for *enabling* learning in the classroom.

Standards clearly must account for student diversity (including interests, strengths, weaknesses, and limitations). Differentiated instruction is essential. However, differentiated instruction must account for more than developmental differences. An emphasis is needed on teaching in ways that also account for *motivational* differences. Besides differences in interests, this includes teaching that overcomes low or negative/avoidance motivation, provides structure in terms of personalized support and guidance, and designs instruction to enhance and expand intrinsic motivation for learning and problem solving. Some students also require added support, guidance, and special accommodations. For practices such *as Response to Intervention (Rti)* to be effective, all professional personnel working to improve schools must be grounded in such matters.

It is a given that many students need a variety of learning supports to help coping with interfering factors that keep them from benefitting from good instruction (Adelman & Taylor, 2006, 2008; Center for Mental Health in Schools, 2010b; Chu, 2010). The Exhibit on the next page is intended to portray that reality. As the Exhibit portrays, ensuring all students have an equal opportunity to learn at school requires a unified and comprehensive component that directly counters factors interfering with learning and teaching. Such an approach must enable learning by (1) addressing barriers and (2) re-engaging students in personalized learning in the classroom. (And as stressed previously, personalizing learning involves establishing a good match for *both motivation and developed capabilities*.)

The fundamental implications for the common core state standards movement are twofold:

- Minimally, curriculum and teaching standards must be expanded to include a focus on these matters so that teachers and other staff are prepared to play an effective role in addressing interfering factors – especially anything contributing to low or negative/avoidance motivation for schooling.

- Ultimately, common core state standards must also be developed for the enabling/learning supports component.
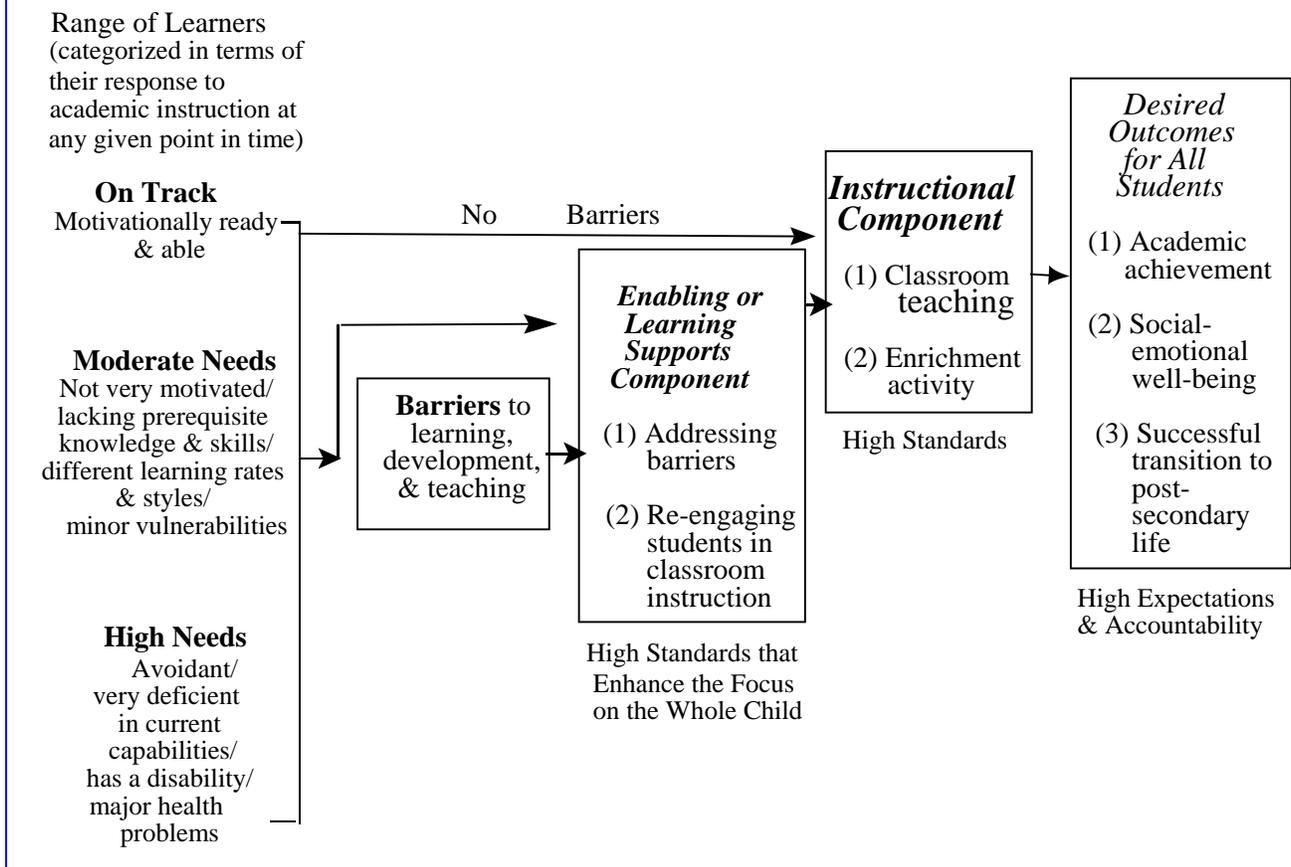
> The bottom line is that, for all students to have an equal opportunity to succeed at school, every teacher must work collaboratively with other teachers and student support staff in the classroom and schoolwide to help students around barriers and then re-engage them in personalized learning in the classroom.

We just missed the school bus.   **Don't worry. I heard the principal say
no child will be left behind!**

**Enabling or Learning Supports Component to Address Barriers
and Re-engage Students in Classroom Instruction***

Range of Learners
(categorized in terms of
their response to
academic instruction at
any given point in time)

On Track
Motivationally ready
& able

No   Barriers

***Instructional
Component***

(1) Classroom
teaching

(2) Enrichment
activity

High Standards

*Desired
Outcomes
for All
Students*

(1) Academic
achievement

(2) Social-
emotional
well-being

(3) Successful
transition to
post-
secondary
life

High Expectations
& Accountability

Moderate Needs
Not very motivated/
lacking prerequisite
knowledge & skills/
different learning rates
& styles/
minor vulnerabilities

Barriers to
learning,
development,
& teaching

***Enabling or
Learning
Supports
Component***

(1) Addressing
barriers

(2) Re-engaging
students in
classroom
instruction

High Standards that
Enhance the Focus
on the Whole Child

High Needs
Avoidant/
very deficient
in current
capabilities/
has a disability/
major health
problems

Concluding Comments

Given the accelerating policy attention to core standards, it is imperative to move forward quickly to develop a set of standards for student and learning supports and integrate them into the state standards movement for education. Over the last decade, a solid foundation was laid for developing common core standards for student and learning supports (see Adelman & Taylor, 2006, 2008; Center for Mental Health in Schools, 2012c). Based on this work, Appendices A and B offer prototype guidelines and standards to stimulate discussion and action. At the very least, these underscore what is missing in the current common core state standards movement.

As Carol Dwyer stresses in the introduction to the National Comprehensive Center for Teacher Quality's 2007 inaugural biennial report on preparing effective teachers for at-risk schools and students:

> "Even when teachers in these schools have the experience,
> credentials, and content expertise comparable to their counterparts in
> more successful schools, they often have not had the preparation or
> the ongoing support that is needed to handle the enormous

instructional challenges and learning environments presented by at risk schools. These challenges directly affect states' and districts' abilities to recruit and retain teachers to staff the nation's neediest schools and students."

Over the next decade, there must be a fundamental transformation in how schools and communities address the many barriers to learning experienced by children and youth. Needed in particular are initiatives to transform how teachers and their many colleagues work to prevent and ameliorate barriers which contribute to designating so many students as learning, behavior, and emotional problems. Such a transformation is essential to enabling and enhancing achievement for all, closing the achievement gap, reducing dropouts, and increasing the view of schools as treasures in their neighborhood.

None of this argues against the necessity of improving standards for curriculum and teaching. The problem is that limiting the focus to curriculum and teaching means that too little is done to address barriers to learning and teaching. What our analyses underscore is the need for directly and systematically addressing interfering factors and re-engaging disconnected students. To meet this need, the common core state standards movement must expand its focus to encompass the development and integration of standards for this primary and essential component of school improvement and transformation. Such standards must ensure that student and learning support personnel learn more about how to work with teachers and other staff (and to do so in classrooms as much as is feasible), as well as how to work more productively with a wider range of district and community resources.

Standards for the third component of education reform will take time to unfold. In the meantime, curriculum and teaching standards should be expanded to ensure teachers learn more about how to work collaboratively with other teachers and with student and learning support staff to increase student engagement, address interfering factors, re-engage disconnected students, and enhance practices for prevention and for responding quickly when common problems arise.

And, as standards for governance and management are developed, it is essential to ensure a focus on expanding policy, enhancing operational infrastructure, and redeploying resources to ensure development of a unified and comprehensive system of learning supports for addressing barriers to learning.

Appendix A

Guidelines For an Enabling/learning Supports Component

The following guidelines are based on a set of underlying principles for designing comprehensive, multifaceted, and cohesive approaches to student support (for specific rationale statements and references for each guideline, see http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf). Clearly, no school currently offers the nature and scope of what is embodied in the outline. In a real sense, the guidelines define a comprehensive vision for defining and implementing student support in schools. They also provide the basis for developing standards, quality indicators, and accountability measures.

1. Major Areas of Concern Related to Barriers to Student Learning

1.1 Addressing common educational and psychosocial problems (e.g., learning problems; language difficulties; attention problems; school adjustment and other life transition problems; attendance problems and dropouts; social, interpersonal, and familial problems; conduct and behavior problems; delinquency and gang-related problems; anxiety problems; affect and mood problems; sexual and/or physical abuse; neglect; substance abuse; psychological reactions to physical status and sexual activity; physical health problems)

1.2 Countering external stressors (e.g., reactions to objective or perceived stress/demands/ crises/deficits at home, school, and in the neighborhood; inadequate basic resources such as food, clothing, and a sense of security; inadequate support systems; hostile and violent conditions)

1.3 Teaching, serving, and accommodating disorders/disabilities (e.g., Learning Disabilities; Attention Deficit Hyperactivity Disorder; School Phobia; Conduct Disorder; Depression; Suicidal or Homicidal Ideation and Behavior; Post Traumatic Stress Disorder; Anorexia and Bulimia; special education designated disorders such as Emotional Disturbance and Developmental Disabilities)

2. Timing and Nature of Problem-Oriented Interventions

2.1 Primary prevention

2.2 Intervening early after the onset of problems

2.3 Interventions for severe, pervasive, and/or chronic problems

3. General Domains for Intervention in Addressing Students' Needs and Problems

3.1 Ensuring academic success and also promoting healthy cognitive, social, emotional, and physical development and resilience (including promoting opportunities to enhance school performance and protective factors; fostering development of assets and general wellness; enhancing responsibility and integrity, self-efficacy, social and working relationships, self-evaluation and self-direction, personal safety and safe behavior, health maintenance, effective physical functioning, careers and life roles, creativity)

3.2 Addressing external and internal barriers to student learning and performance

3.3 Providing social/emotional support for students, families, and staff

4. *Specialized Student and Family Assistance (Individual and Group)*

    4.1   Assessment for initial (first level) screening of problems, as well as for diagnosis and intervention planning (including a focus on needs and assets)

    4.2   Referral, triage, and monitoring/management of care

    4.3   Direct services and instruction (e.g., primary prevention programs, including enhancement of wellness through instruction, skills development, guidance counseling, advocacy, school-wide programs to foster safe and caring climates, and liaison connections between school and home; crisis intervention and assistance, including psychological and physical first-aid; prereferral interventions; accommodations to allow for differences and disabilities; transition and follow-up programs; short- and longer- term treatment, remediation, and rehabilitation)

    4.4   Coordination, development, and leadership related to school-owned programs, services, resources, and systems – toward evolving a comprehensive, multifaceted, and integrated continuum of programs and services

    4.5   Consultation, supervision, and inservice instruction with a transdisciplinary focus

    4.6   Enhancing connections with and involvement of home and community resources (including but not limited to community agencies)

5. *Assuring Quality of Intervention*

    5.1   Systems and interventions are monitored and improved as necessary

    5.2   Programs and services constitute a comprehensive, multifaceted continuum

    5.3   Interveners have appropriate knowledge and skills for their roles and functions and provide guidance for continuing professional development

    5.4   School-owned programs and services are coordinated and integrated

    5.5   School-owned programs and services are connected to home & community resources

    5.6   Programs and services are integrated with instructional and governance/management components at schools

    5.7   Program/services are available, accessible, and attractive

    5.8   Empirically-supported interventions are used when applicable

    5.9   Differences among students/families are appropriately accounted for (e.g., diversity, disability, developmental levels, motivational levels, strengths, weaknesses)

    5.10 Legal considerations are appropriately accounted for (e.g., mandated services; mandated reporting and its consequences)

    5.11 Ethical issues are appropriately accounted for (e.g., privacy & confidentiality; coercion)

    5.12 Contexts for intervention are appropriate (e.g., office; clinic; classroom; home)

6. *Outcome Evaluation and Accountability*

    6.1   Short-term outcome data

    6.2   Long-term outcome data

    6.3   Reporting to key stakeholders and using outcome data to enhance intervention quality

I. Rationale and Prototype Standards for
a Unified and Comprehensive System of Learning Support

Based on the guidelines outlined in Appendix A and prototype frameworks developed by our Center (see reference list), the following draft standards are offered as a basis for discussion and eventual establishment of common core state standards for student and learning supports.*

RATONALE: School improvement discussions across the country are standards-based and accountability driven. Establishing standards for student and learning supports is essential to moving school improvement policy and practice from the way learning supports currently are marginalized to pursuing such work with a high level priority. The following is a beginning step in eventually establishing common core state standards for student and learning supports. Such a core will provide a base to which various professional specialties and localities can add unique considerations.

Learning supports are defined as the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports to enable all students to have an equal opportunity for success at school by directly addressing barriers to learning and teaching and by re-engaging disconnected students. Learning supports are designed to *enable* learning by addressing external and internal factors that interfere with students engaging effectively with instruction.

STANDARDS: The following standards and quality indicators are formulated around five areas of concern confronting schools in developing a unified and comprehensive system of learning supports: (1) *Framing and Delineating Intervention Functions*, (2) *Reworking Operational Infrastructure*, (3) *Enhancing Resource Use*, (4) *Continuous Capacity Building*, and (5) *Continuous Evaluation and Appropriate Accountability*.

AREA: *FRAMING AND DELINEATING INTERVENTION FUNCTIONS*

Standard 1. Establishment of an overall *unifying intervention framework* for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching and re-engaging disconnected students.

An *Enabling or Learning Supports Component* is a systemic approach that is fully integrated into the school's strategic improvement plan. The Component is operationalized into a comprehensive, multifaceted, and cohesive intervention framework. One facet of this framework is the *continuum* delineating the scope of desired intervention. The other facet is a conceptualization that organizes the *content arenas* for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote assets and healthy development. Because of the importance of each of the content arenas, specific standards for each are delineated below:

Standard 1 addendum: Specific standards for the content arenas of an enabling or learning supports component

While the number and labels for designated content arenas may differ, as Standard 1 states: Schools need to deal with a conceptualization that organizes

12

the "content" arenas for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote assets and healthy development. (As one of the quality performance indicators for Standard 1 indicates, rather than a fragmented, "laundry-list" of programs, services, and activities, the learning supports need to be organized into a concise content or "curriculum" framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning.)

To illustrate content standards here, content is formulated in this addendum as encompassing six arenas of intervention activity.

> *Standard 1a.* **Continuous enhancement of regular** *classroom strategies to enable learning* (e.g., personalizing learning for students with mild-moderate learning and behavior problems and to re-engage those who have become disengaged from learning at school)

> *Standard 1b.* **Continuous enhancement of programs and systems for a full range of** *transition supports* (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, program transitions, etc.)

> *Standard 1c.* **Continuous enhancement of programs and systems to increase and strengthen** *home and school connections*

> *Standard 1d.* **Continuous enhancement of programs and systems for responding to, and where feasible, preventing** *school and personal crises* (including creating a caring and safe learning environment)

> *Standard 1e.* **Continuous enhancement of programs and systems to increase andstrengthen** *community involvement and support* (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

> *Standard 1f.* **Continuous enhancement of programs and systems to facilitate** *student and family access to effective services and special assistance as needed.*

AREA: *REWORKING OPERATIONAL INFRASTRUCTURE*

Standard 2. **Establishment of an** *integrated operational infrastructure* **for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching and re-engaging disconnected students.**

Developing and institutionalizing a unified and comprehensive system of learning supports requires mechanisms that are integrated with each other and are fully integrated into school improvement efforts. The need at all levels is to rework operational infrastructure to support efforts to address barriers to learning in a cohesive manner and to integrate the work with instruction and with the management/governance mechanisms. This requires dedicated administrative and staff leadership (with such leadership fully involved in governance, planning and implementation) and work groups (focused on school improvement and intervention development functions such as mapping, analysis, and priority setting for resource allocation and integration, system and program development, communication and information management, capacity building, and quality improvement and accountability).

AREA: *ENHANCING RESOURCE USE*

Standard 3. **Appropriate resource use and allocation for developing, maintaining, and evolving the component**.

Use of resources is based on up-to-date gap and outcome analyses and established priorities for improving the Component. Resource allocation involves (re)deployment of available funds to achieve priorities. Cost-efficiencies are achieved through common purpose collaborations that integrate systems and weave together learning and student support resources within a school, among families of schools, from centralized district assets, and from various community entities.

AREA: *CONTINUOUS CAPACITY BUILDING*

Standard 4. **Capacity building for developing, maintaining, and evolving the component**.

Capacity building involves enhancing ongoing Component and stakeholder development and performance. The work requires allocation of resources to provide effective and efficient mechanisms and personnel to carry out a myriad of capacity building functions.

AREA: *CONTINUOUS EVALUATION AND APPROPRIATE ACCOUNTABILITY*

Standard 5. **Formative and summative evaluation and accountability are fully integrated into all planning and implementation of the component.**

Formative evaluation provides essential data related to progress in improving processes and achieving benchmarks and outcomes. In the initial phase of component development, formative evaluation focuses heavily on feedback and benchmarks related to specific developmental tasks, functioning of processes, and immediate outcomes. Formative evaluation is pursued as an ongoing process with an increasing focus on intermediate and then long-range outcomes. Summative data on intermediate outcomes are gathered as soon as the Component is operating as an integrated system. Summative data on long-range outcomes are gathered after the Component has operated as an integrated system for two years. Accountability indicators should fit each phase of component development. This means the primary focus is on developmental benchmarks in the early phases. When the accountability focus is on student impact, the primary emphasis is on the direct enabling outcomes for students that each arena of the component is designed to accomplish. As these accountability indicators show solid impact, they can be correlated with academic progress to estimate their contribution to academic achievement.

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*Note: Performance indicators for each standard are delineated in a Center document entitled: *Standards & Quality Indicators for an Enabling or Learning Supports Component* online at –
http://smhp.psych.ucla.edu/summit2002/qualityindicators.pdf

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