



 SCHOLASTIC

IT TAKES THREE:

BUILDING THE STRUCTURE TO
ENSURE EFFECTIVE
STUDENT SUPPORTS

SCASA SUMMER CONFERENCE
MYRTLE BEACH, SC
JUNE 20, 2022

Dr. Rhonda Neal Waltman
National Director | Learning Supports
Scholastic Education

SELECT A ROCK WITH A WORD
THAT HAS MEANING FOR YOU.

SHARE WITH A COLLEAGUE
WHY YOU CHOSE THAT ONE.



WHICH WORD IS FOR YOU?

1

Understand how a learning supports system addresses barriers to learning and improve student outcomes.

2

Explore how an expanded model can promote positive mental health for adults and students.

3

Analyze current district/school personnel and goals to align work in the three components.

EXPECTED OUTCOMES



**IF EVERYONE IS WORKING SO HARD,
WHY DON'T ALL STUDENTS SUCCEED?**





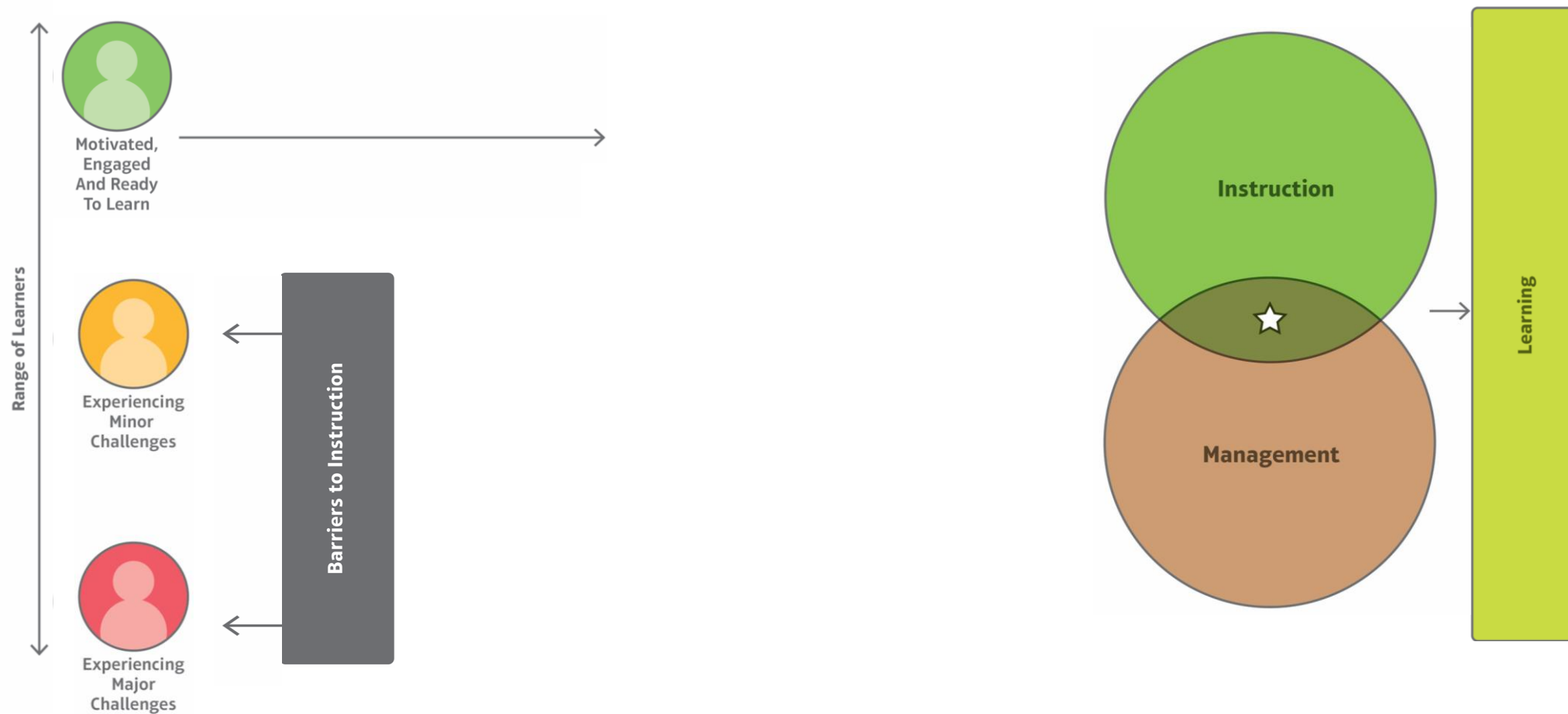
“Instruction alone is not enough
to help all students succeed.”

Paul Reville

Harvard GSE, Professor of Practice of Educational Policy and Administration
Former Secretary of Education for the Commonwealth of Massachusetts

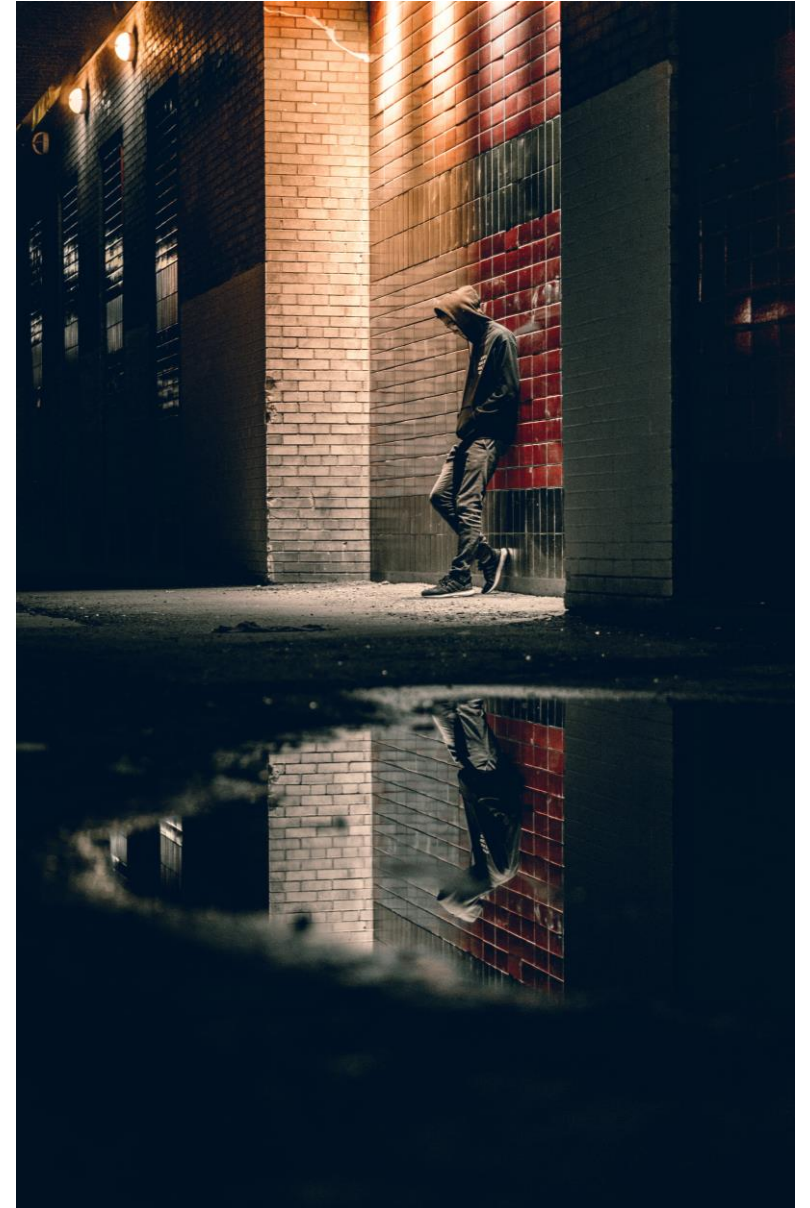
Reville, P. Instruction alone is not enough to help all students succeed. Retrieved November 27, 2017 from edu@scholastic (blog)
(<http://edublog.scholastic.com/post/instruction-alone-not-enough-help-all-students-succeed#>).

THE CASE FOR LEARNING SUPPORTS





**WHAT ARE SOME OF
THE BARRIERS FACED
BY YOUR STUDENTS?**



Environment

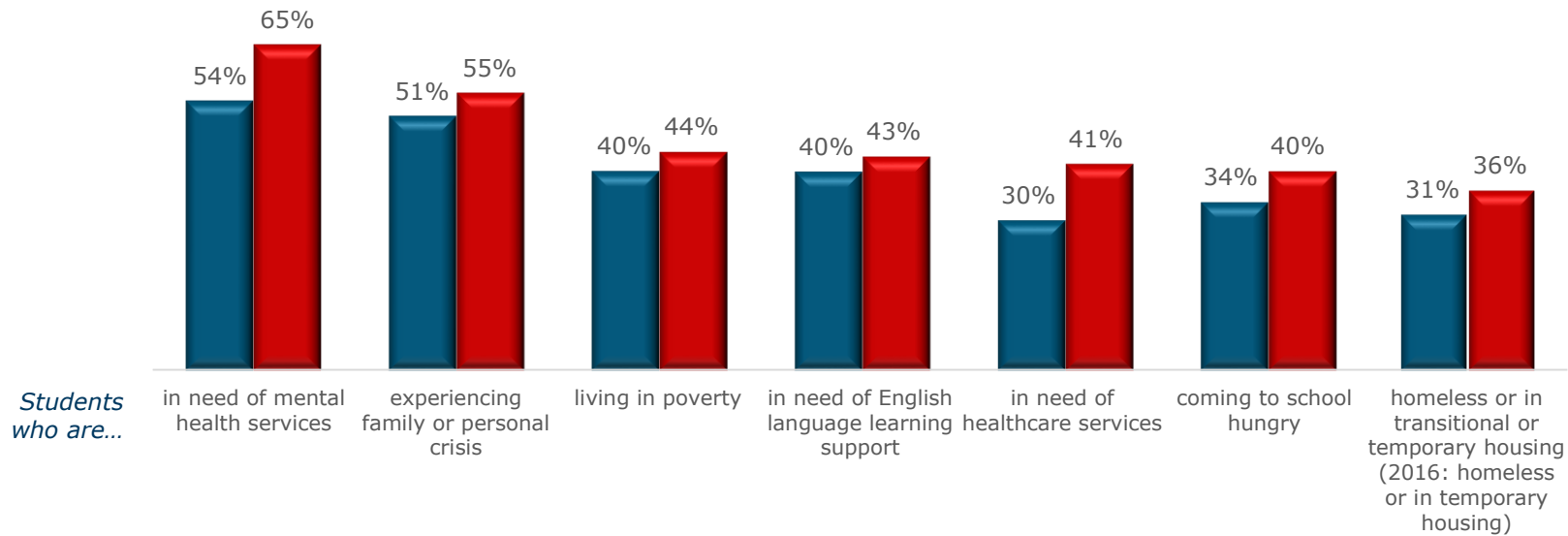


Individual

Environment	Family	School & Peers	Individual
<ul style="list-style-type: none">• Economic challenges• High rates of transiency and crime• Racial and ethnic conflicts• Affordable, available housing• Transportation challenges	<ul style="list-style-type: none">• Technology and connectivity challenges• Poverty, including situational• Domestic violence• Substance abuse• Childcare challenges• Immigration and refugee issues	<ul style="list-style-type: none">• Enrollment and attendance issues• Lack of resources• Negative encounters with school staff, including bias• Negative encounters with peers• English language challenges	<ul style="list-style-type: none">• Learning challenges• Lack of mental health services• Lack of preventive health care• Adjustment issues

(Winter 2020)

■ 2016 ■ Winter 2020



BARRIERS TO EQUITY IN EDUCATION

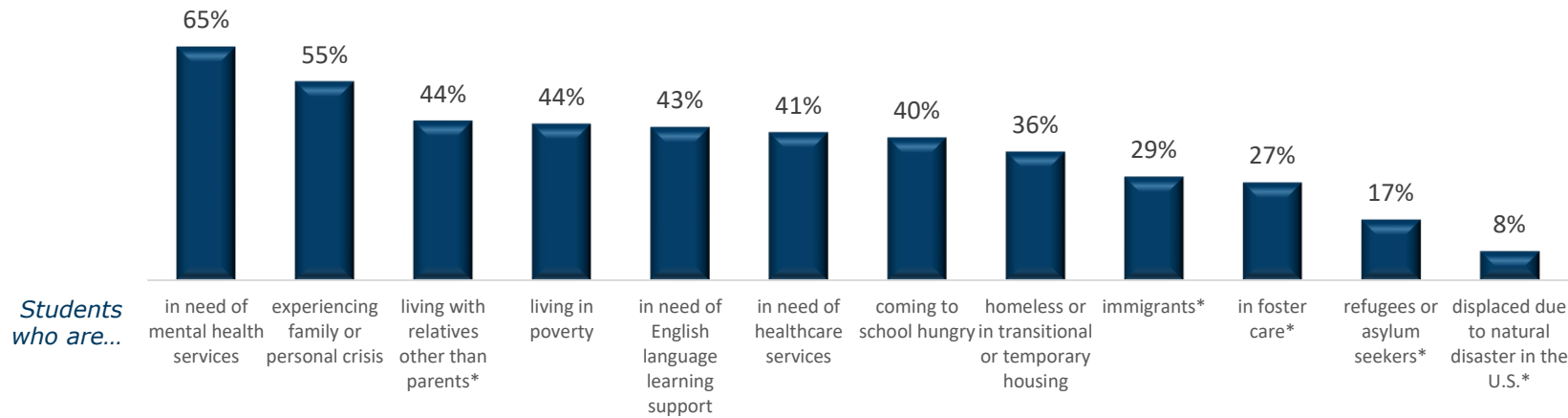
More educators are seeing an increase in populations of students who experience barriers to learning and are in need of services.

Base: Total Teachers and Principals Combined

Q11_1. Thinking about [your students/the students in your school], compared with three years ago, are there more, the same, or fewer students in each of the following student populations?

BARRIERS TO EQUITY IN EDUCATION

(Winter 2020)

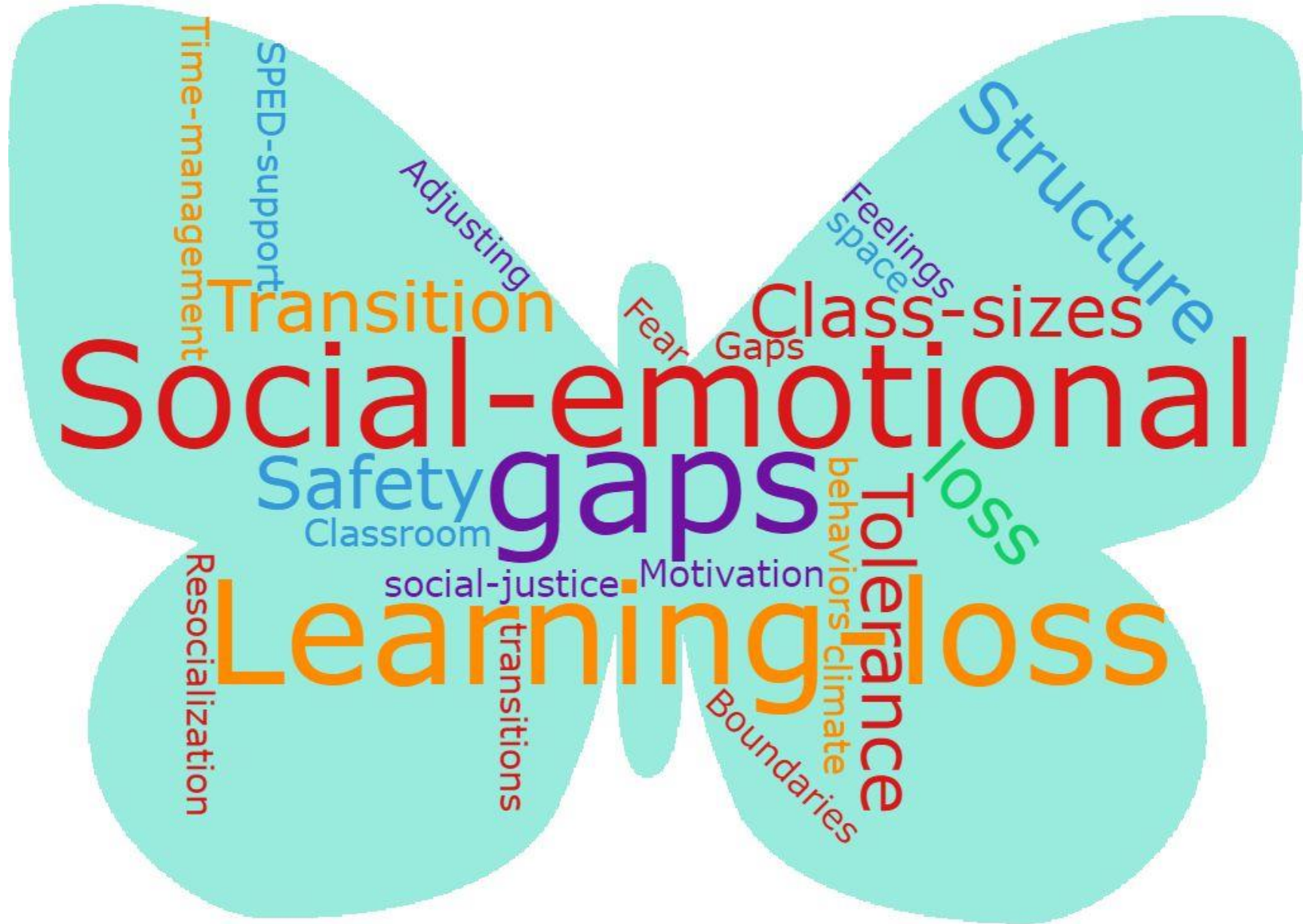


Educators are seeing more students who need specific resources.

* New in Winter 2020

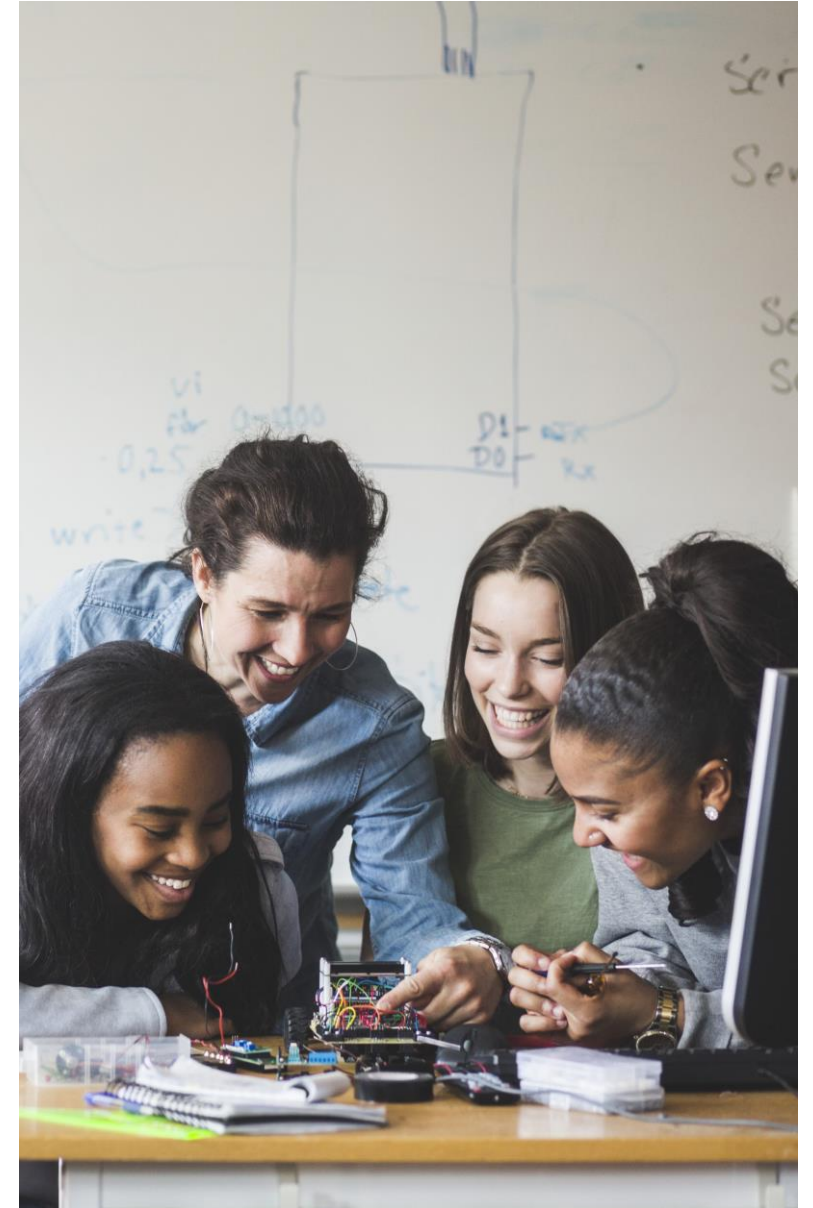
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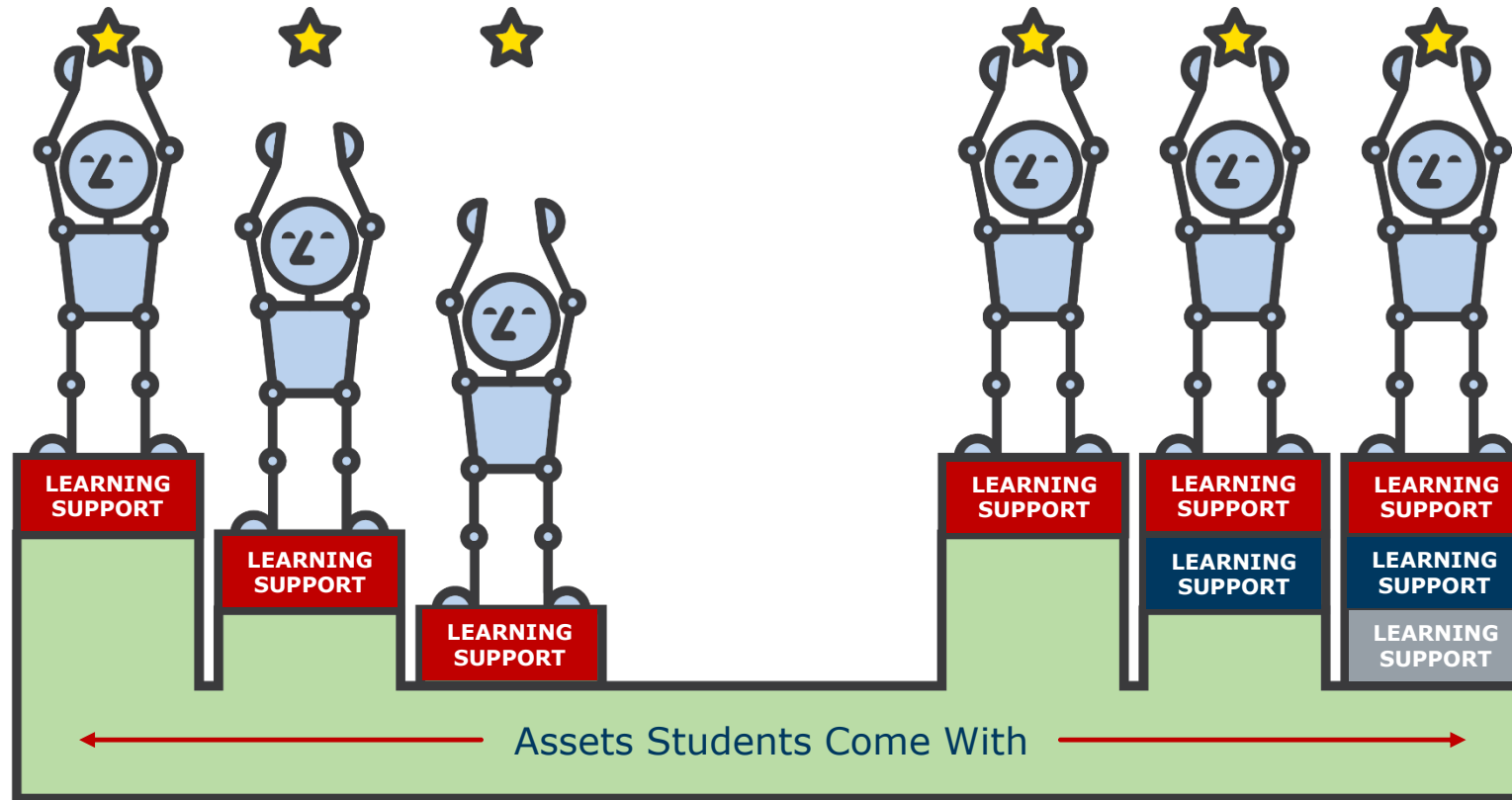
**WHAT DOES
EQUITY
MEAN TO YOU?**



EQUITY VS. EQUALITY

"Equity is not a guarantee that all students will succeed. Rather all students will have the opportunity and support to succeed. In an equitable system the barriers that inhibit student progress are removed."

—Singleton and Linton *Courageous Conversations About Race*.

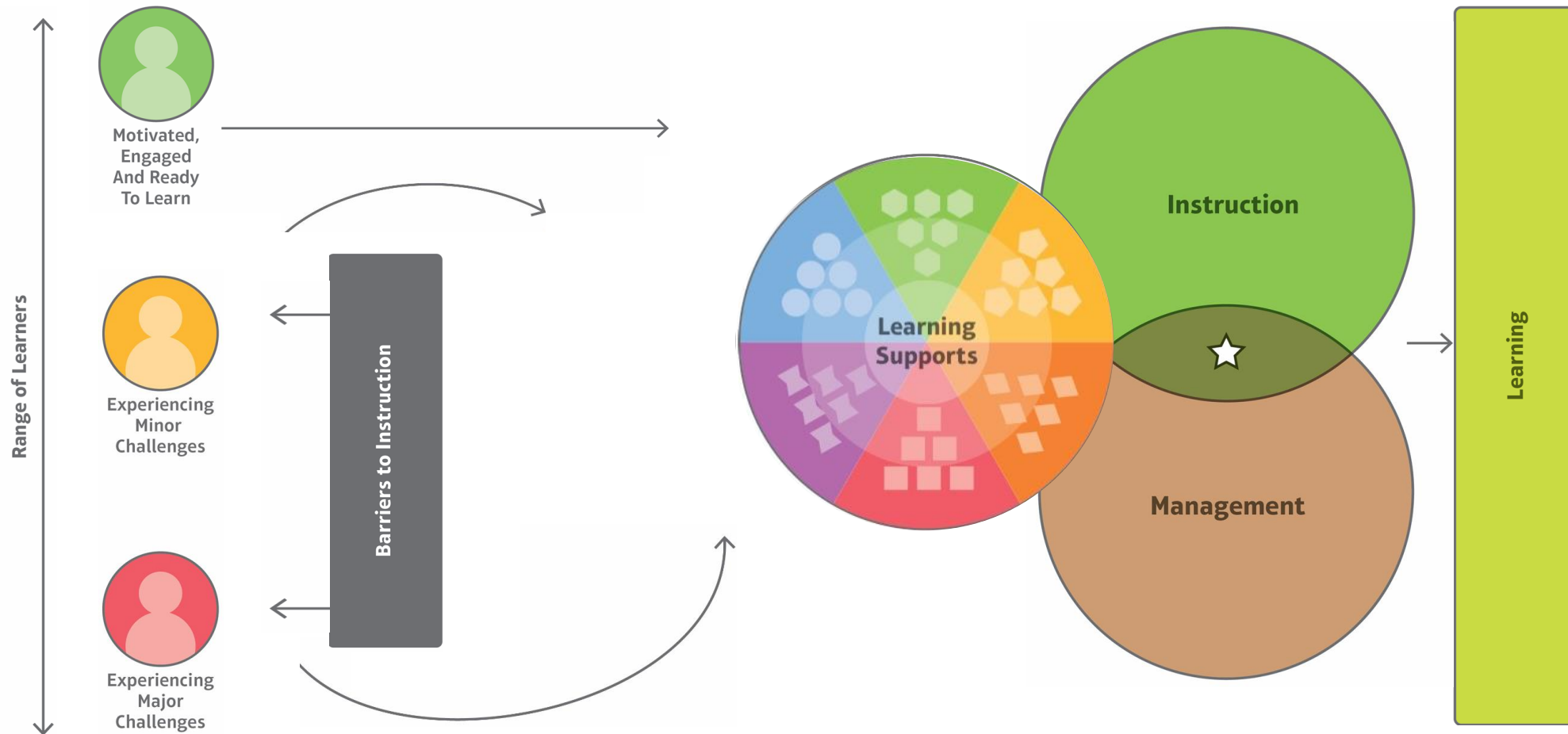


EQUALITY

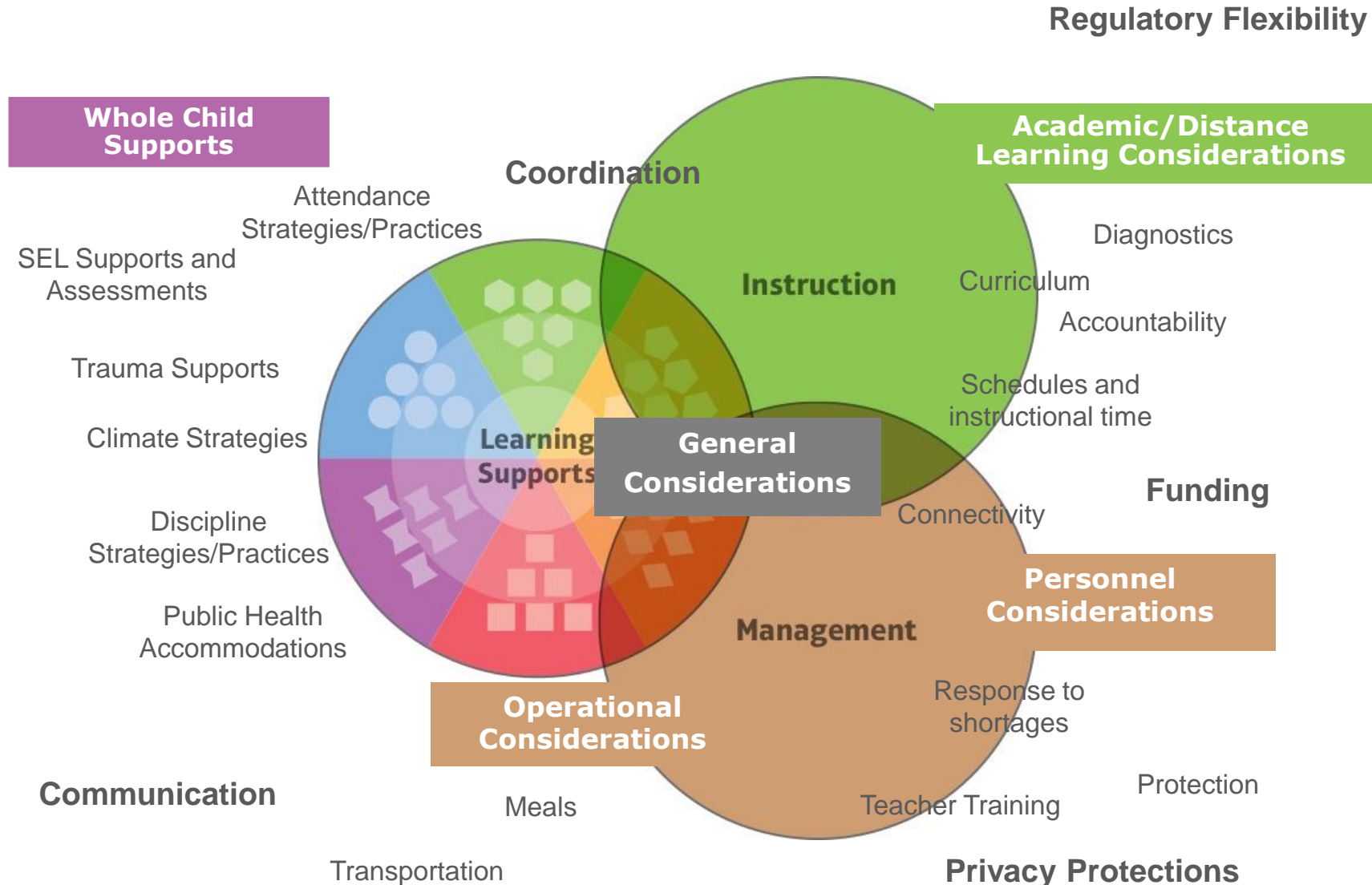
doesn't mean...

EQUITY

THE CASE FOR LEARNING SUPPORTS



3 COMPONENTS — COVID STYLE





THE LEARNING SUPPORTS PROCESS

LEARNING SUPPORTS

What are learning supports?

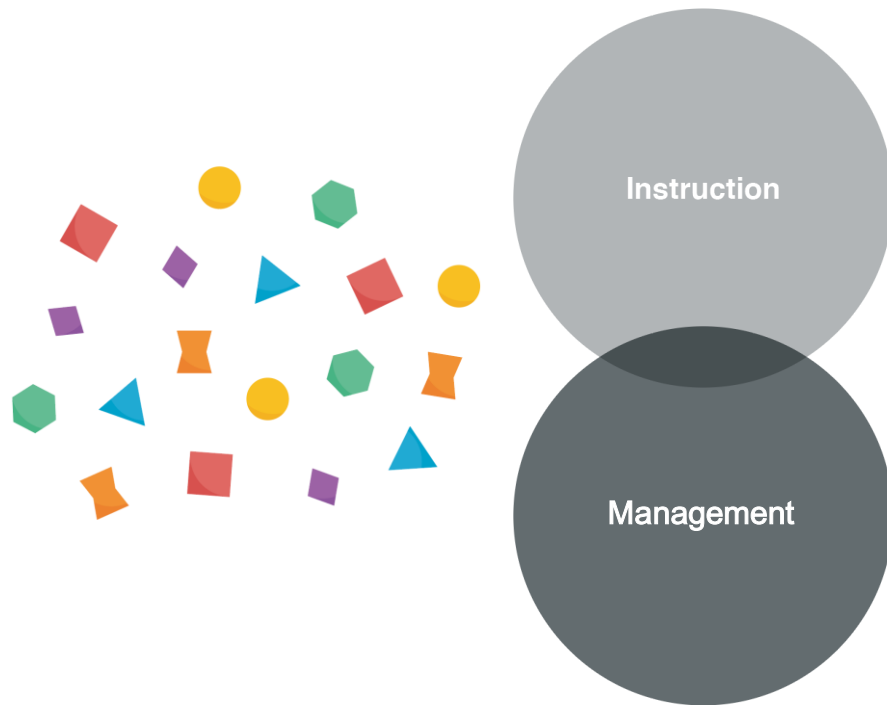
Learning supports are the resources, strategies, and practices that support intellectual, physical, social, and emotional development to ensure student success.

Where are learning supports?

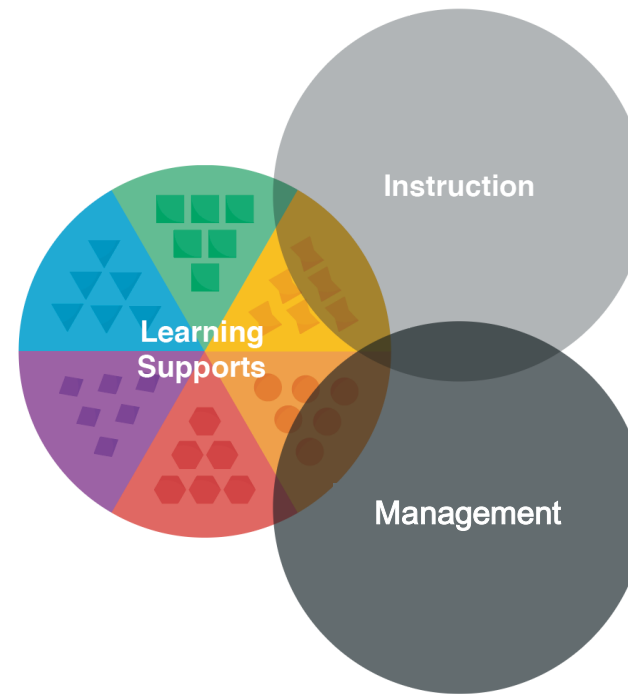
Learning supports are deployed in classrooms and schoolwide to address barriers to learning and teaching and to re-engage disconnected students.



Or this?

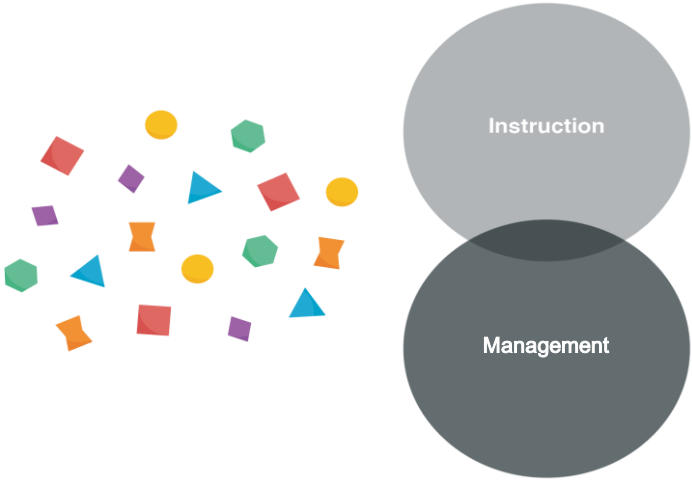


Is this your current reality?

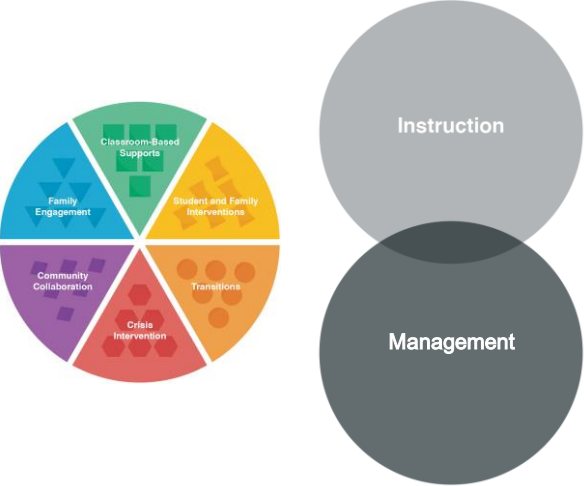


Where are you on the pathway?

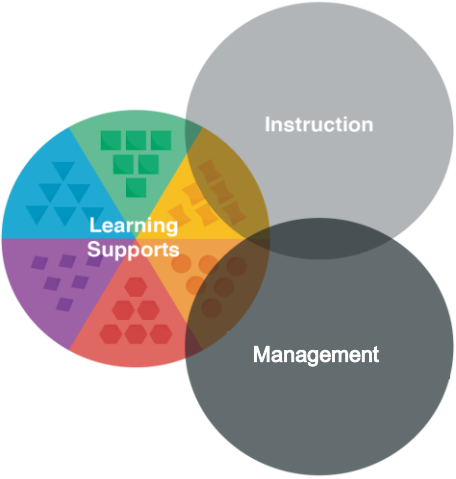
Disconnected Supports Services



Organized but Separate



Integrated with Instruction & Management

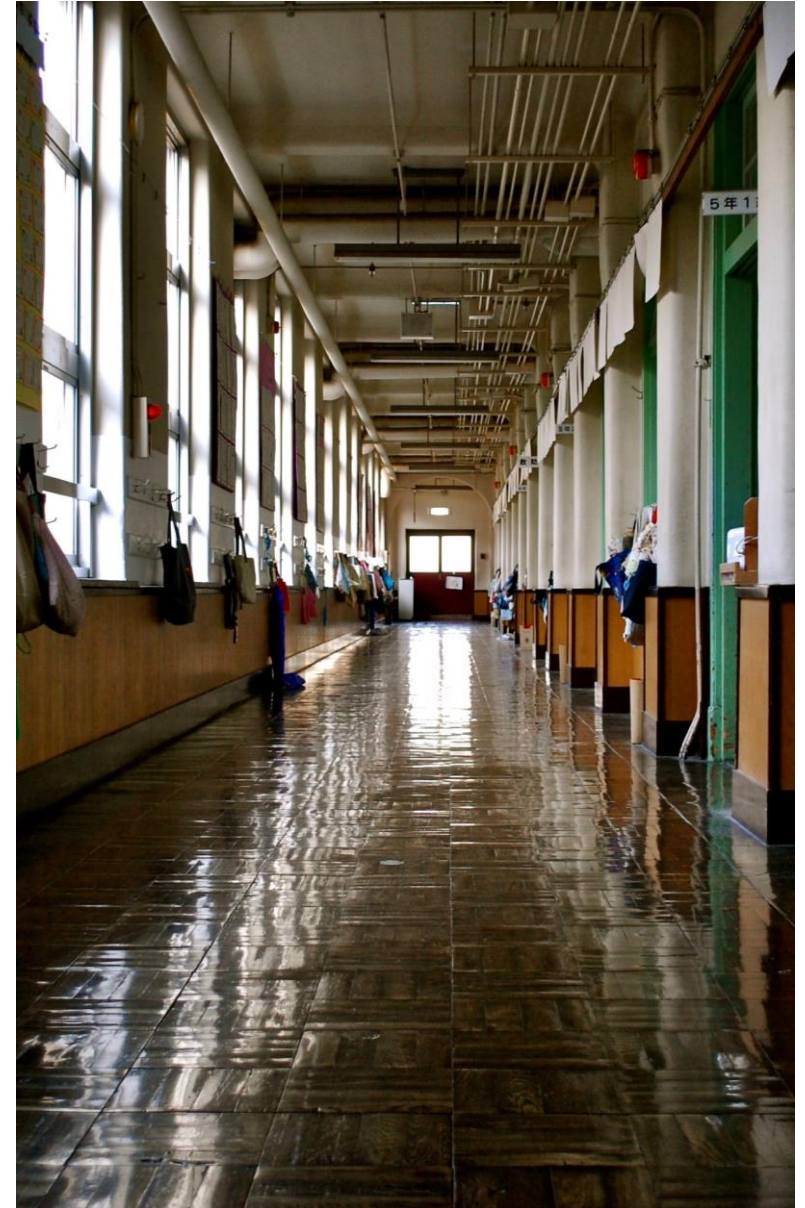
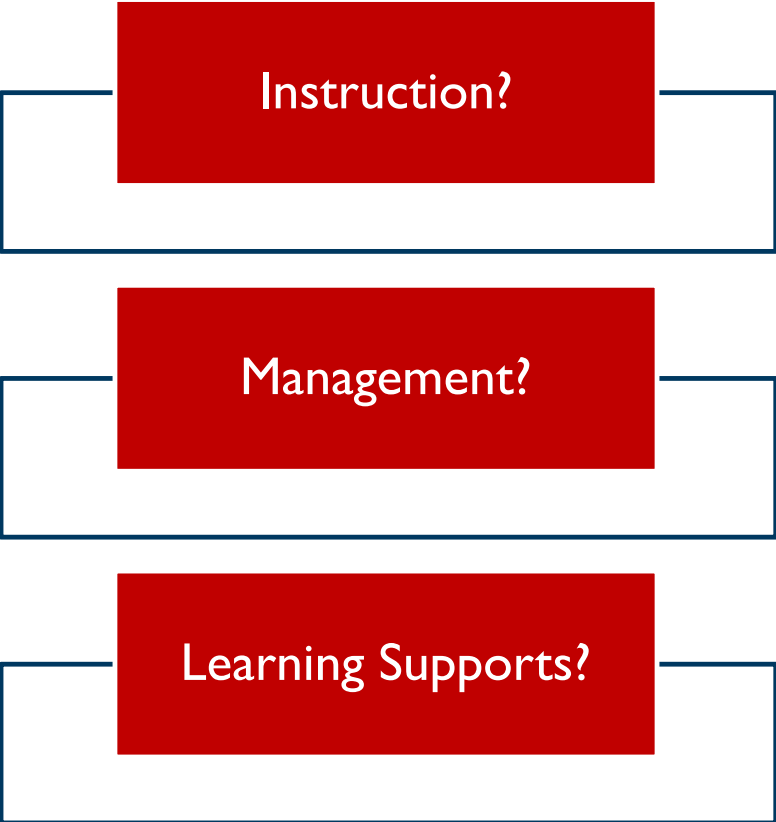




HOW DO WE WORK AS A TEAM?



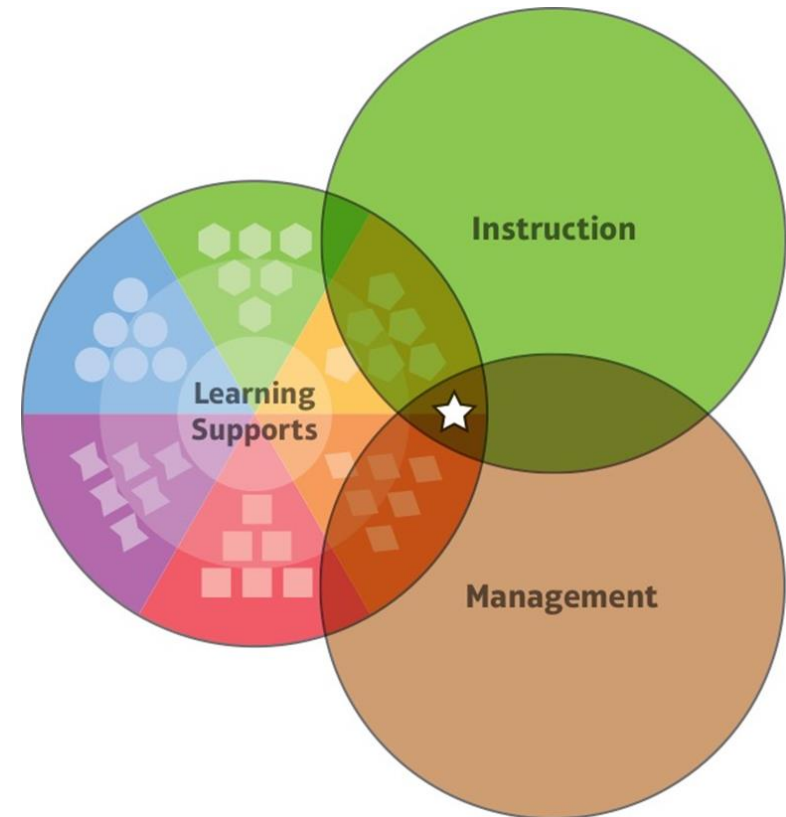
THINK ABOUT YOUR DISTRICT. WHO LEADS...



LEADERSHIP INFLUENCE ON STUDENT SUCCESS

Considerations for Instructional Leaders

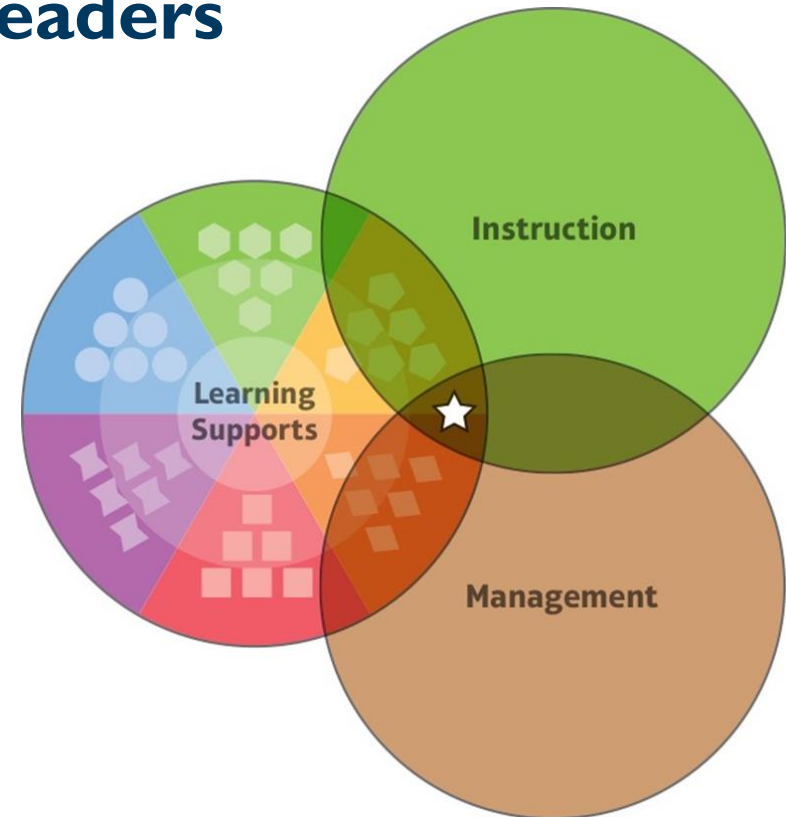
- Adequacy for time to teach and learn
- Intensity to data-driven instruction – frequency of assessment to individualize learning
- Attention to time to plan, collaboration, job-embedded professional development, class size



LEADERSHIP INFLUENCE ON STUDENT SUCCESS

Considerations for Learning Supports Leaders

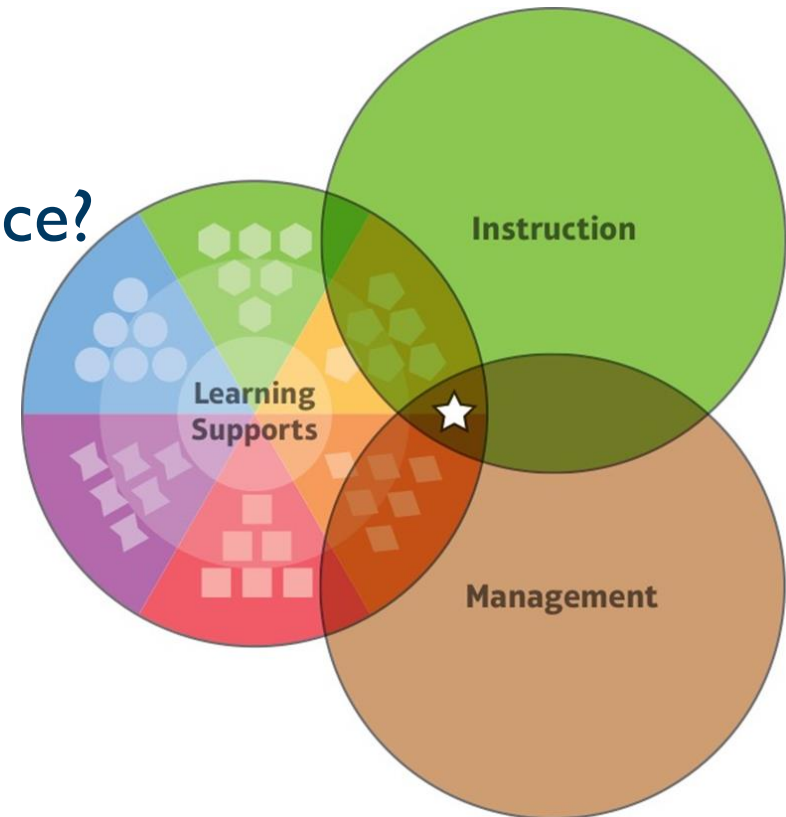
- Relationships/Connectedness
- Creating Community within the School
- Communicate clear expectations
- Social-emotional learning needs
- Family engagement



LEADERSHIP INFLUENCE ON STUDENT SUCCESS

Considerations for Management

- Do we have the right people in the right place?
- Use of time to support goals
- Availability of resources and leveraging of resources to address barriers



THREE COMPONENT FRAMEWORK

People

Instruction

-
-
-
-

Learning Supports

-
-
-
-

Management

-
-
-
-

Strategic Goals

Instruction

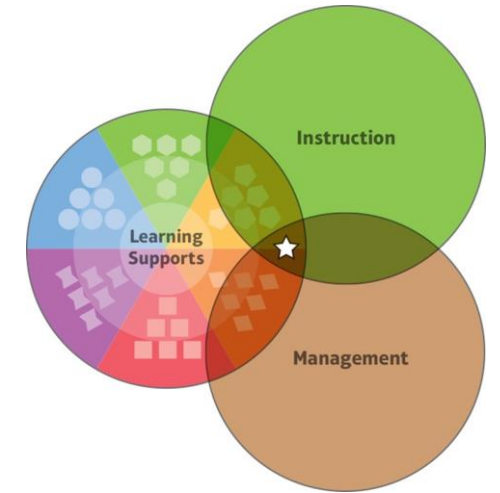
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Learning Supports

-
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Management

-
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THANK YOU FOR YOUR PRESENCE!



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