

Policy Notes – from UCLA Center*

Why aren't Student and Learning Support Staff Seen as School Leaders?

Student and learning support staff (including those now designated in ESSA as specialized instructional support personnel) continue to be marginalized as ESSA guidance and plans are formulated. The latest indication of the problem is seen in the U.S. Department of Education's non-regulatory guidance for Title II, Part A released on September 27.

Title II focuses on *Preparing, Training, and Recruiting High-quality Teachers, Principals, or Other School Leaders*. A "Fact Sheet" from the Education Department states that it "Encourages Support for Educators and Teaching Profession." Then it states that "The guidance encourages states and districts to prepare, train, and recruit high-quality teachers and principals to increase student academic achievement.

Only teachers and principals? What happened to the *other school leaders*? And where are the advocates for ensuring that the term *other school leaders* embraces leadership for student and learning supports?

Note that Title II's purposes in providing grants to State educational agencies and subgrants to local educational agencies include —

- >improving the quality and effectiveness of teachers, principals, and *other school leaders*;
- >increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and providing low-income and minority students greater access to effective teachers, principals, and *other school leaders*. (italics added)

Use Title II to Help Transform Student and Learning Supports*

As Secretary King states: "With the enactment of Every Student Succeeds Act (ESSA), states and districts have the opportunity to reimagine the way Title II, Part A funds can be used through driving innovation and building on evidence to better support educators."

Related to this, one of the matters covered in the federal non-regulatory guidance is:

"Transformative School Leadership: Describes how states can work to improve school leadership by: (a) devoting a significant portion of its state activities funds; and (b) considering its flexibility to reserve an additional three percent of Title II, Part A district subgrants for state activities to improve school leadership.

So, now is the time to ensure there is a focus on

- transforming student and learning supports in all teacher, principal, and other leader personnel development planning
- developing student and learning support staff as leaders for transforming student and learning supports.

With this in mind, see:

> **What Do “Teachers, Administrators, and Other School Leaders” Need to Learn about Transforming Student and Learning Supports?** --
<http://smhp.psych.ucla.edu/pdfdocs/teachers2.pdf>

*For more on transforming student and learning supports, see
<http://smhp.psych.ucla.edu/newinitiative.html>

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Please forward this to a few colleagues you think might be interested.
The more who join, the more we are likely to receive to share.

For those who have been forwarded this and want to receive information
and resources from the Center at UCLA, send an email to Ltaylor@ucla.edu

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Note: In keeping with the National Initiative for Transforming Student & Learning Supports, this is being sent to over 114,000 concerned about (1) daily matters confronting schools, (2) the transformation of student and learning supports, and (3) promoting whole child development and positive school climate.