



# Learning Environment: Moving to Action

Pamela Emery: School Climate/Social Emotional Learning Consultant. PDE Office for Safe Schools

Jim McDonald: Director of Resolve Behavioral Health Services

# Moving to Action Goals

- How do we use our data?
- What is our data telling us (needs assessment)?
- What resources do we have in our district/school entity (resource mapping)?
- How do we address self-care as part of staff capacity?



# Session Prerequisite Assumptions

- Participants have viewed Learning Environments: Planning for Success
- District/school level teams...
  - Completed an assessment process
  - Have data available
- Data examples:
  - Chronic absenteeism, behavioral data, course performance, supplemental support data, communication planning, individual/system self-care



# Learning Environment Teams



Creation of a district or building level Learning Environment Team helps districts and teams to process and prioritize data into actionable steps that address potential gaps.

Suggested Team Members:

- Administration
- Teachers (multidisciplinary)
- School mental health professionals
- Supplemental student support staff
- Community health and behavioral health providers
- Professional support staff
- School nurse
- Nonteaching staff
- Law enforcement (SRO/law enforcement)

# Learning Environment Teams



Once the Learning Team is identified, next steps for consideration include:

- 1) Identifying one person as a point person.
- 2) Determine data sources to be reviewed.
- 3) Review the data and identify trends in strengths and concerns.
- 4) Prioritize 2-3 areas that the team would like to target.
- 5) Create actionable plans.

# Learning Environment Teams



Once the Learning Team is identified, next steps for consideration include:

- 6) Consider the impact of these plans with its connection to the district's Comprehensive Plan.
- 7) Review successes and celebrate.
- 8) Review on-going gaps and alter the actionable plan as needed.
- 9) Once goals are accomplished move on to items not originally prioritized.
- 10) Review Steps 1-7.



# Foster **Supportive Learning Environments**

*Why Use Data?*

# Why Use Data?

- Identify strengths and concerns
- Identify root causes
- Use energy and resources on needed solutions
- Focus solutions on data-indicated needs
- Support decisions
- Support equitable practices





# Common Data Format Gaps:



- SHAPE data
- PBIS data
- Student grades
- School climate data
- School attendance data
- Local assessments(PVAAS)
- SAP referrals
- School counseling interventions

# Common Data Format Gaps:



- Mental health referral
- Discipline referrals
- State assessments
- Pennsylvania Youth Survey (PAYS) data
- Local surveys
- Staff absenteeism rates
- Teacher turnover rates
- Future ready index

# Group Data Into Three Categories

- Universal
- Strategic
- Intensive



# Universal Sources of Data



School Attendance

Local Assessments(PVAAS)

SAP referrals

PBIS Data

PSSAs

PAYS

School Climate Data

SHAPE Data

Local Surveys (parents, staff,  
students)

Staff Absenteeism

Teacher Turnover Rates

Universal Screening for  
Academics

Early Warning Systems

# Universal Data Point Gap Resources



- Intermediate Unit for Consultation
- [PaTTAN](#) for Consultation
- [Regional SAP Coordinator](#)
- [PDE Resources](#)
- Guide from [CASEL](#) on using SEL critical practices to support equity-focused SEL strategies centered on relationships and built on the existing strengths of a school community.
- [MHTTC School Mental Health Curriculum](#)
- This resource offers a comprehensive list of vetted [SEL and Behavioral Health Research Based Curriculum](#).
- This resource offers information on [Trauma Informed Care and Trauma Informed SEL for Youth, Families, and Staff](#).
- This research-to-practice brief identifies teaching practices that promote student social-emotional learning to support student academics. [Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](#)
- [PAYS](#) is a bi-annual survey of students which asks questions about students' perspectives of their school environment, as well as attitudes, knowledge, and behaviors concerning alcohol, tobacco, other drugs, violence, depression, and other problem behaviors.
- This resource broadly emphasizes Social Emotional Wellness in the context of safely and equitably reopening schools [ED Covid-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs](#).

# Strategic Sources of Data



- SAP referrals
- School Counseling Interventions
- Mental health referrals
- Discipline referrals
- Chronic absenteeism and chronic truancy
- Local surveys (parents, staff, students)
- Universal Screener for Academics
- Response to Intervention at the Strategic Level
- Special Education Referrals

# Strategic Data Point Gap Resources



- Intermediate Unit Consultation
- PaTTAN Consultation
- [Mental Health Technology and Transfer Center \(MHTTC\)](#)
- Local Mental Health Agencies
- Health Care Providers
- Local Faith Based supports

# Intensive Sources of Data

- SAP referrals
- Mental health referrals
- Mental health interventions
- Discipline referrals
- Local Surveys (parents, staff, students)
- Special Education Referrals
- Response to Intervention at the Intensive Level





# Intensive Data Point Gap Resources



- Intermediate Unit Consultation
- Local Mental Health Providers
- [County Offices of Mental Health and Developmental Services](#)
- County Healthchoices Representative
- [County Managed Care Organizations](#)
- Local Hospital Networks
- Local Non-Profit Providers



# Foster **Supportive Learning Environments**

*Create an Action Plan*

# Benefits of an Action Plan



- Clear direction
- Goals assist teams in staying motivated and committed throughout the project
- Track your progress toward your goal
- Prioritize your tasks based on effort and impact

# Action Plan Elements



- Description of the goal to be achieved
- Tasks/steps that need to be carried out to reach the goal
- People who will be in charge of carrying out each task
- When will these tasks be completed (deadlines and milestones)
- Resources needed to complete the tasks
- Measures to evaluate progress

# Self Care and Staff Capacity



- Self Care and Wellness are critical to staff as a first step in being effective with their students.
- In order to determine staff need in self-care and wellness, all staff should participate in the needs assessment.
- Both short and long term strategies should be created to ensure this is a primary and critical initiative.
- Wellness activities should be designed using a Universal, Strategic, Intensive Framework.



*Accelerated Learning* can be accessed on the PDE website, [Roadmap for School Leaders](#)

# Development of Supportive Learning Environments



- Planning for Success (Posted April 29)
- Moving to Action (Posted April 29)
- Teaming for Success (Posted April 29)
- Mobilization of Staff and Student Wellness (Posted April 29)

# Collaborative Check-In Sessions



- May 10: 11:30-12:30 pm
- May 20: 2:30-3:30 pm
- June 2: 7:30-8:30 am



# Action Planning Resources for Staff Wellness



**Creating Staff Shared Agreements** (CASEL Guide to Schoolwide SEL) This tool provides a process for co-developing agreements about how all staff will work together, communicate, and interact to achieve a shared vision.

**Educator Resilience and Trauma-Informed Self-Care: Self-Assessment and Planning Tool** (Center on Great Teachers and Leaders at AIR) This self-care assessment asks teachers to first reflect on their current self-care practices and then helps them build a plan for the future.

**Listening as a Leadership Strategy: Getting Started With Constructivist Listening** (National Equity Project) These slides introduce **constructivist listening** and include a practice activity to try with staff.

**Compassion Resilience Toolkit for Schools** (Wisconsin Initiative for Stigma Elimination) This toolkit addresses teacher compassion fatigue and how to build resilience.

**The Educator Context and Stress Spectrum** (Center on Great Teachers and Leaders at AIR) This tool supports educators in gaining a greater awareness of how their current personal and professional context affects their levels of stress in the time of COVID-19.

**Support for Teachers Affected by Trauma** (STAT) This online curriculum supports teachers dealing with secondary traumatic stress.

# Action Planning Resources for Data Analysis



The Equitable Practices Hub establishes a coherent collection of resources that an educational community may use in promoting intentional equity in their communities. [Equitable Practices Hub](#)

The contents of the Staff and Student Wellness guide is designed to highlight five elements that should be considered as part of the school entity's overall school-level action planning. [PDE Staff and Student Wellness Guide](#)

This site provides practices to consider when planning for mental health services. [Best Practices for Comprehensive School Planning for Mental Health Service](#)

This site provides a resource guide for trauma-informed practices in schools. [Trauma Informed Practices In Schools](#)

This site provides common language used in PA for trauma informed approaches in schools. [Empowerment Through Common Language in Pennsylvania: A Dictionary of Terms Related to Trauma-Informed Approaches in Schools](#)

This equity-focused tool presents a structured reflection process for SEL teams and other school stakeholders to observe trends and discuss ideas for continuous improvement of SEL implementation. [SEL Data Reflection Protocol - Casel Schoolguide](#)

4/29/2021

## Social & Emotional Wellness: Moving to Action

Submit your attendance for this session using this Google Form: [tinyurl.com/PDEaccelerate](https://forms.gle/KcwcPwgT5gXguaKSA)

If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPwgT5gXguaKSA> (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is: 1 3 9 4 8

