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Social Emotional Wellness: Data into Practice
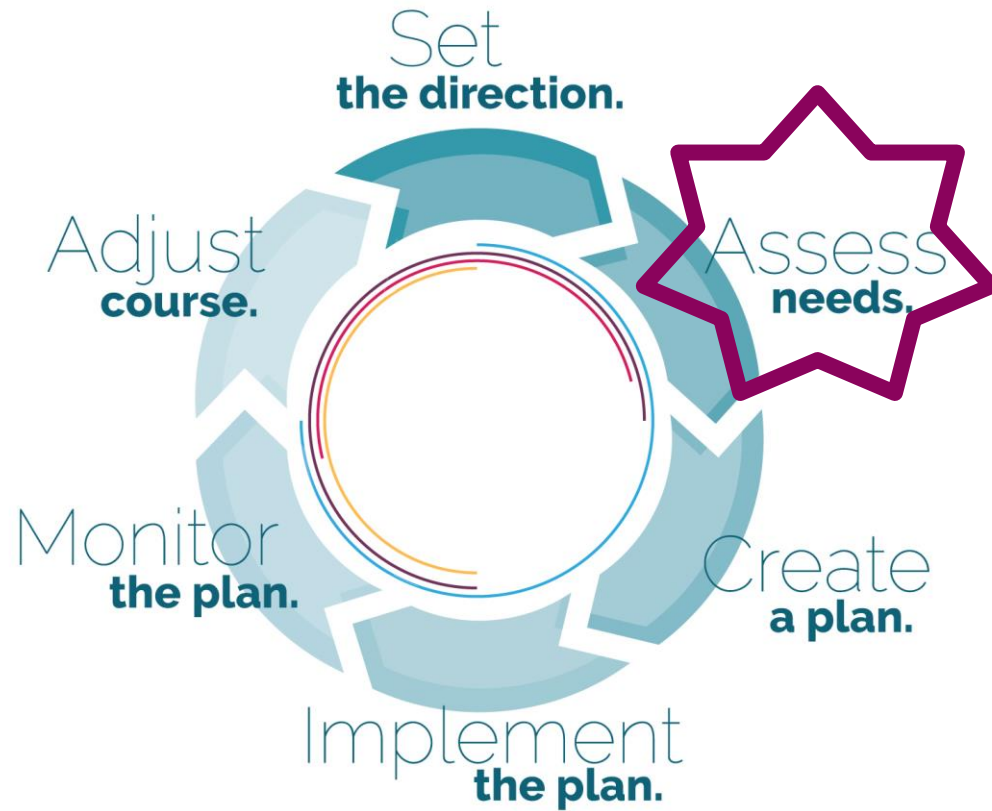
December 21, 2021

Calendar of Events

October 12
Welcome Session

OCT 26
SEW IU Lead Kick-off

Nov 30
Action Call

Dec 21
Learning Session

YOU ARE HRE

2022

Jan 25
Action Period Call

Feb 22
Learning Session

March 29
Action Period Call

April 26
Learning Session

May 24
CELEBRATION

June 28
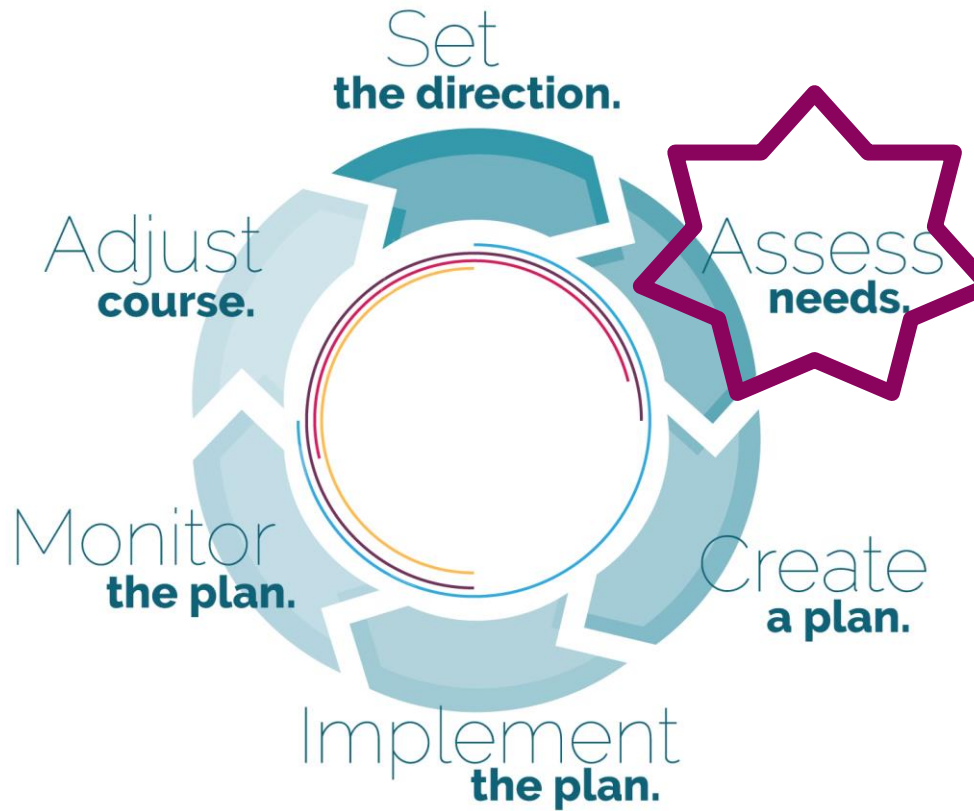Planning & Training

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Continuous Improvement

Cyclical process intended to help groups of people in a system to set goals, identify ways to improve, and evaluate change.
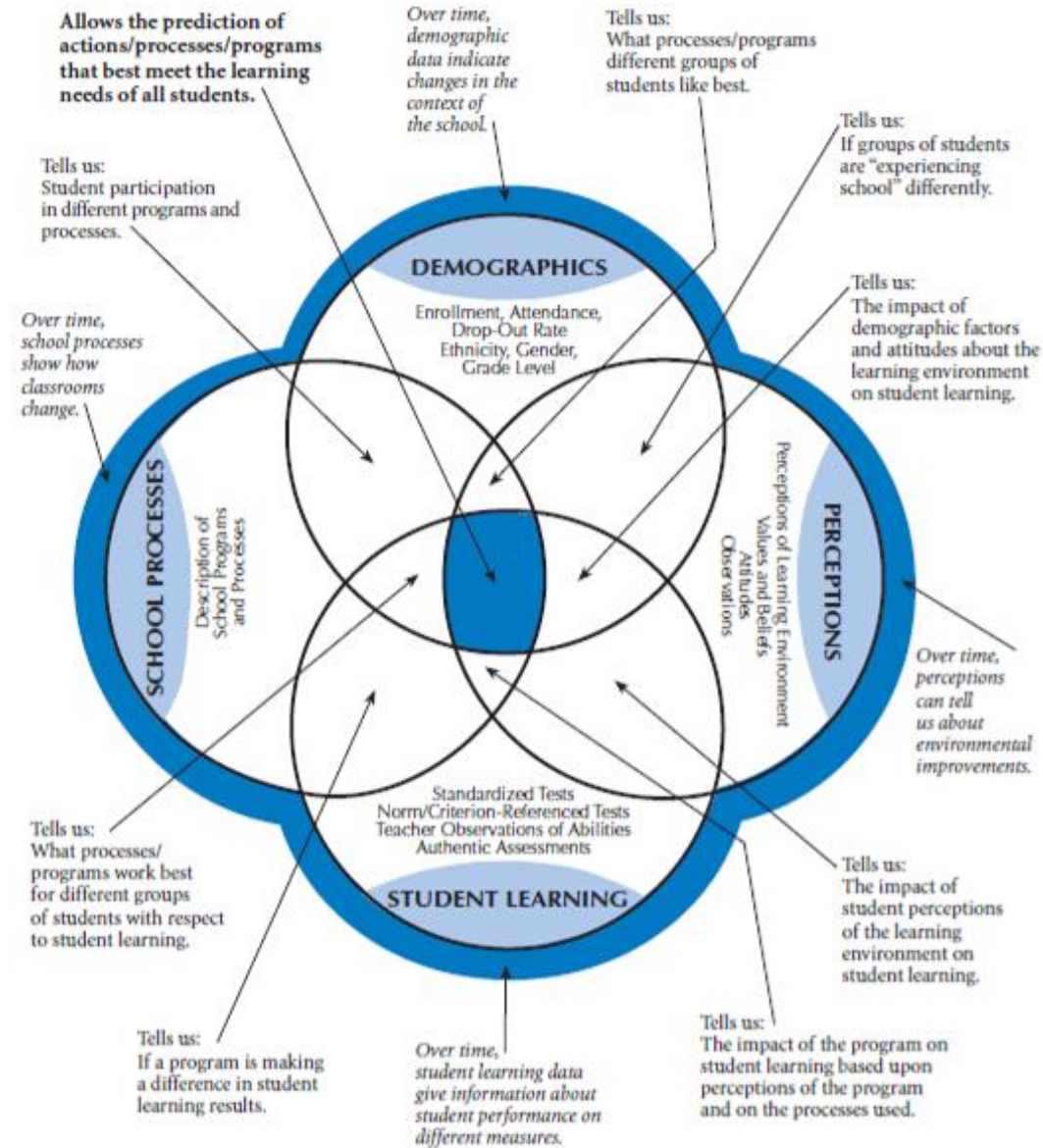
Set the direction.

Assess needs.

Create a plan.

Implement the plan.

Monitor the plan.

Adjust course.

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	Problem Solving	Capacity Building
Purpose	Helping to solve problems	Enabling the pursuit of vision
	Linear process - Problems are defined, analyzed and resolved.	Cyclical process – each stage provides insight into the nature of the school community and how to pursue a vision.
Commitment	Short-term fulfillment of contractual organizations	Long-term fulfillment of social obligations, as part of a community/school partnership.
		Building capacity to help school achieve vision.

Assess the Need

"Every system is perfectly designed to get the results it gets."

If we want different results, we must understand what's working and what's not, for whom and why.

MULTIPLE MEASURES OF DATA

Allows the prediction of actions/processes/programs that best meet the learning needs of all students.

Over time, demographic data indicate changes in the context of the school.

Tells us: What processes/programs different groups of students like best.

Tells us: Student participation in different programs and processes.

Tells us: If groups of students are "experiencing school" differently.

Over time, school processes show how classrooms change.

Tells us: The impact of demographic factors and attitudes about the learning environment on student learning.

DEMOGRAPHICS
Enrollment, Attendance, Drop-Out Rate Ethnicity, Gender, Grade Level

SCHOOL PROCESSES
Description of School Programs and Processes

PERCEPTIONS
Perceptions of Learning Environment Values and Beliefs Attitudes Observations

Over time, perceptions can tell us about environmental improvements.

STUDENT LEARNING
Standardized Tests Norm/Criterion-Referenced Tests Teacher Observations of Abilities Authentic Assessments

Tells us: What processes/programs work best for different groups of students with respect to student learning.

Tells us: The impact of student perceptions of the learning environment on student learning.

Tells us: If a program is making a difference in student learning results.

Over time, student learning data give information about student performance on different measures.

Tells us: The impact of the program on student learning based upon perceptions of the program and on the processes used.

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Data and Supports for Building Learning Environments

- Use data to inform decisions
- Include stakeholder input
  - Voices of students
  - Voices of families
  - Voices of educators and administrators
- Solution focused

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Now we have data...what's next:

- 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?

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It is better to take many small steps in the right direction than to make...

... a great leap forward only to stumble backward.

~ Old Chinese Proverb

http://photoquoto.com

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Ground the work in a clear purpose

Current State

Problem Statement

What factors are contributing to this problem?

What problem are we trying to solve?

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Developing SMARTIE Goals

- Strategic

- Measurable

- Ambitious

- Realistic

- Time-Bound

- Inclusive

- Equitable

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Goal Setting

1. Using data, help districts determine priority areas

- Integration of systems
- Integration of social emotional supports/learning into instruction
- Integration of teams to promote staff capacity
- Staff wellness
- Communication
- Relationship building with community supports

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Goal Setting

2. Evaluate the system's capacity to implement changes in identified priority areas

3. Evaluate the system's motivation to implement changes in identified priority areas

4. Focus in on 2-3 goals for implementation

Action Planning: Action Step

- Identify discrete changes to day-to-day activities, practices, or processes that are predicted to directly or indirectly help district meet their goal

- Eliminate duplication/create efficiency/improve workflow

- Change learning environment

- Reduce variation/improve consistency

- Manage time

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Action Planning: Planning for Success

Plan for:

- ✓ Start date/completion date (start small)

- ✓ Lead person

- ✓ Materials/resources/support needed

- ✓ Plan for Professional Development, as necessary

- ✓ Create communication plan

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Action Planning: Making Plans Count

- Anticipated Outcome
  - ❖ 2-3 tangible events, milestones, shifts that will occur
  - ❖ Anticipated outcomes should be small shifts that make a powerful change

- Monitoring/Evaluation
  - ❖ Test each anticipated outcome
  - ❖ What did you learn from each test?
  - ❖ Act: Decide to Abandon/Adapt/Adopt

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Setting Action Steps

- [Accelerated Learning Planning Template](#)

- Plan Do Study Act Cycle (PDSA)
  - Involve Change Ideas

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Break Out Room Practice

- As a team:
  - Look at the data
  - Pull out top 2 challenges
  - Write a goal for one of those
  - Identify one Action step

- Complete **ONE** template
  - Accelerated Learning
    - Challenges, goal and one action item
  - PDSA: Plan section only

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Resources

- [Accelerated Learning Through an Integrated System of Support](#)

- [Science of Improvement: Selecting Changes](#)