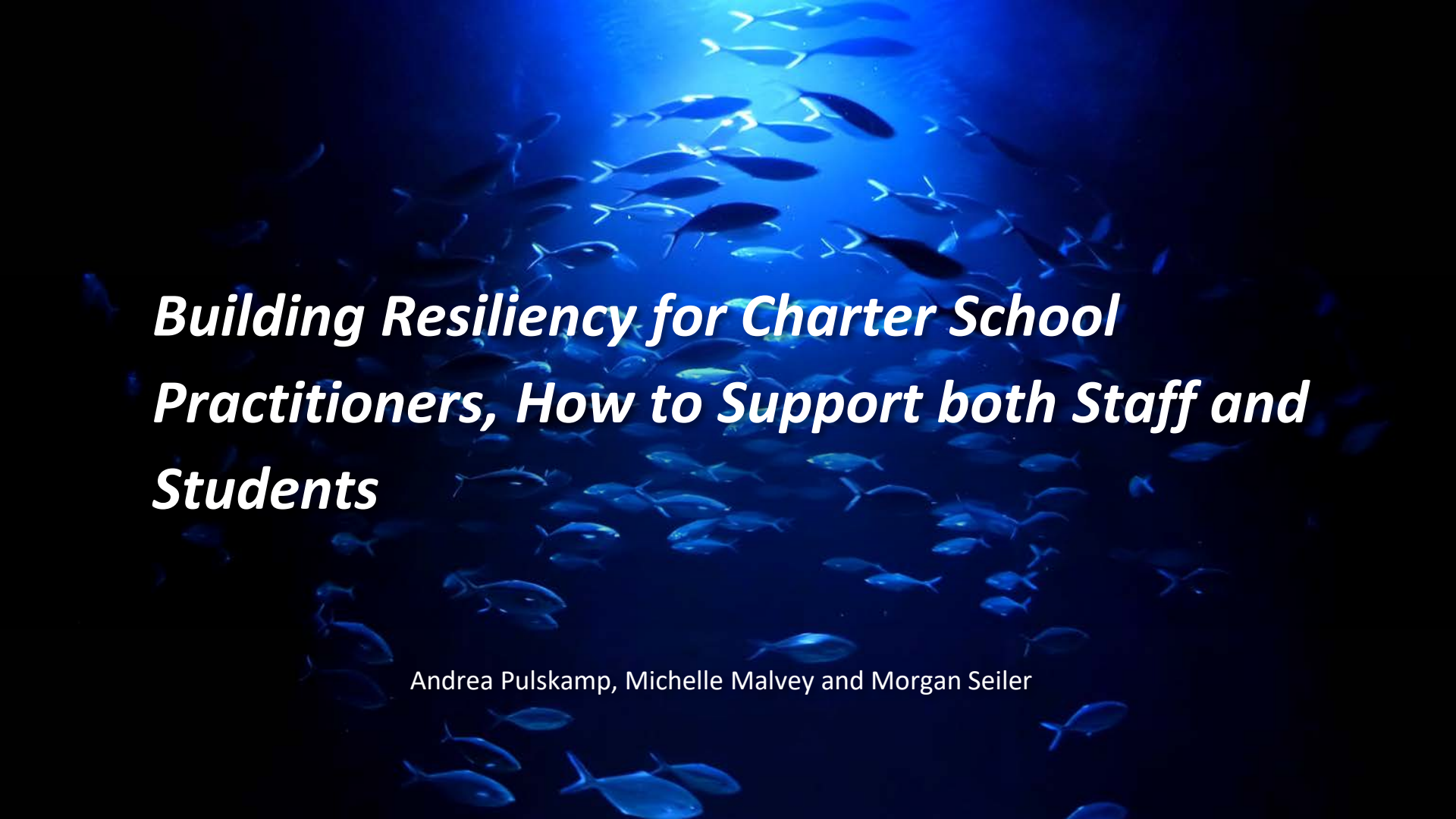


Building Resiliency for Charter School Practitioners, How to Support both Staff and Students

Andrea Pulskamp, Michelle Malvey and Morgan Seiler

While We Wait

- View the llama pictures to the left.
- Put the number you identify mostly with in the chat.

Educator Emotional Resiliency and Stress Reduction is Imperative

From “Self-Care” to “We-Care”

Basic Needs First, Then Psychological Needs

By addressing the basic safety needs at the bottom of the chart, you can help your employees move on to achieving psychological well-being and self-fulfillment.

Source: Maslow's Hierarchy of Needs, 1943.

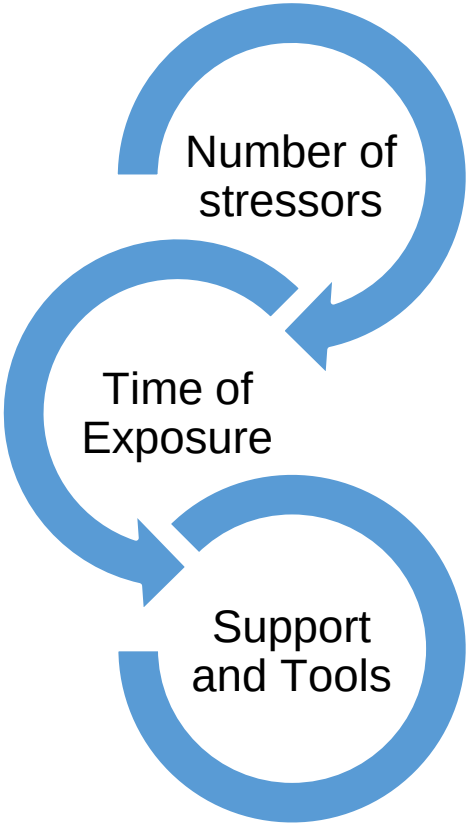
KAISER PERMANENTE®

CDE

What is Resilience?

The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. (APA)

Resilience



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Impact on Resilience

Protective Factors for Teachers' Emotional Well-Being

The ability to:

- recognize emotions accurately
- understand their causes and consequences
- label them precisely
- express them comfortably
- regulate them effectively

Brackett and Cipriano, 2020

Suitcase Activity

What are you carrying with

https://bit.ly/checkedbagdeposit

Two Key Terms

Interoception: The ability to connect your emotion with the actual physical sensation in your body.

Neuroplasticity: The ability of the brain to modify its connections or rewire itself.

7 Keys to Increase Neuroplasticity

Relationships

Personal Relevance

Novelty

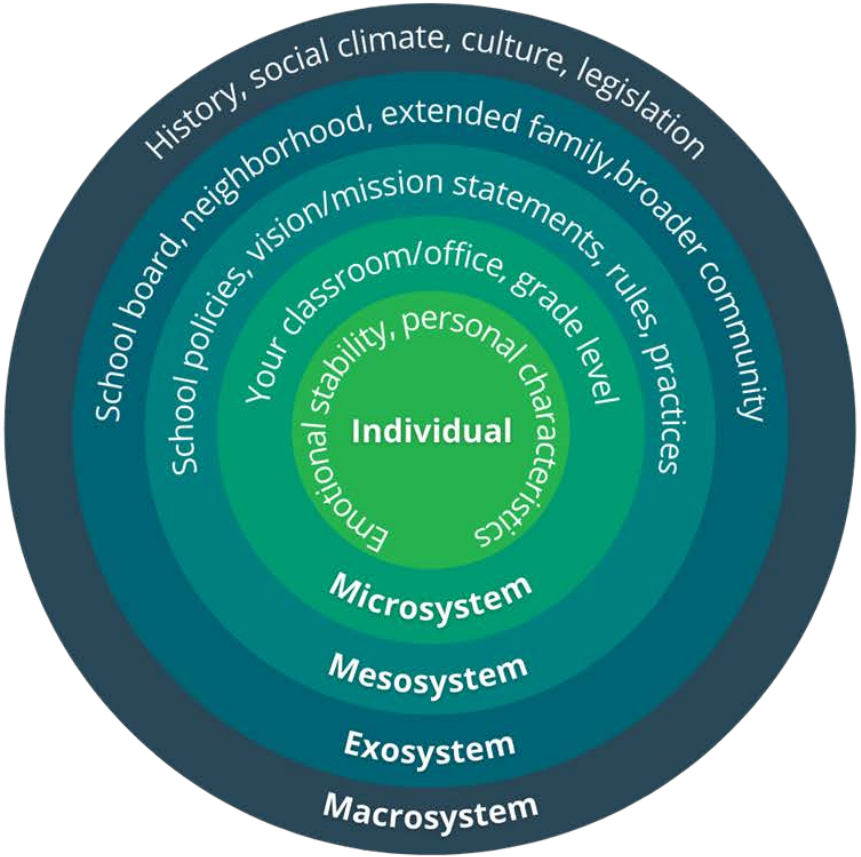
Focus and Attention

Practice & Mistakes

Play, Humor, & Movement

Rest

Locus of Control

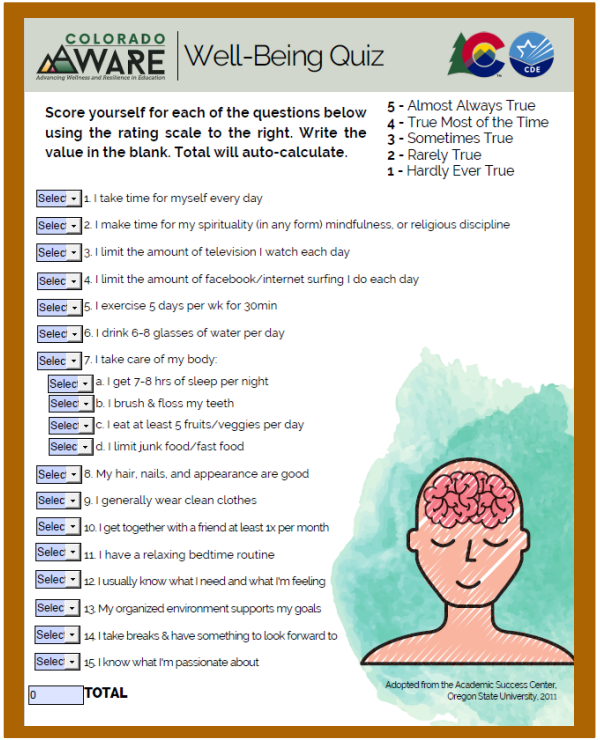


Well-Being Check

Download to complete the fillable PDF:

https://bit.ly/wellbeingquizcde

OR complete the quiz on your phone by scanning the QR code:



COLORADO AWARE | Well-Being Quiz

Score yourself for each of the questions below using the rating scale to the right. Write the value in the blank. Total will auto-calculate.

5 - Almost Always True
4 - True Most of the Time
3 - Sometimes True
2 - Rarely True
1 - Hardly Ever True

Select 1. I take time for myself every day
Select 2. I make time for my spirituality (in any form) mindfulness, or religious discipline
Select 3. I limit the amount of television I watch each day
Select 4. I limit the amount of facebook/internet surfing I do each day
Select 5. I exercise 5 days per wk for 30min
Select 6. I drink 6-8 glasses of water per day
Select 7. I take care of my body:
Select a. I get 7-8 hrs of sleep per night
Select b. I brush & floss my teeth
Select c. I eat at least 5 fruits/veggies per day
Select d. I limit junk food/fast food
Select 8. My hair, nails, and appearance are good
Select 9. I generally wear clean clothes
Select 10. I get together with a friend at least 1x per month
Select 11. I have a relaxing bedtime routine
Select 12. I usually know what I need and what I'm feeling
Select 13. My organized environment supports my goals
Select 14. I take breaks & have something to look forward to
Select 15. I know what I'm passionate about

0 TOTAL

Adopted from the Academic Success Center, Oregon State University, 2011

Did you score higher, lower, or right where you thought you'd be?

Resistance to Self-Care

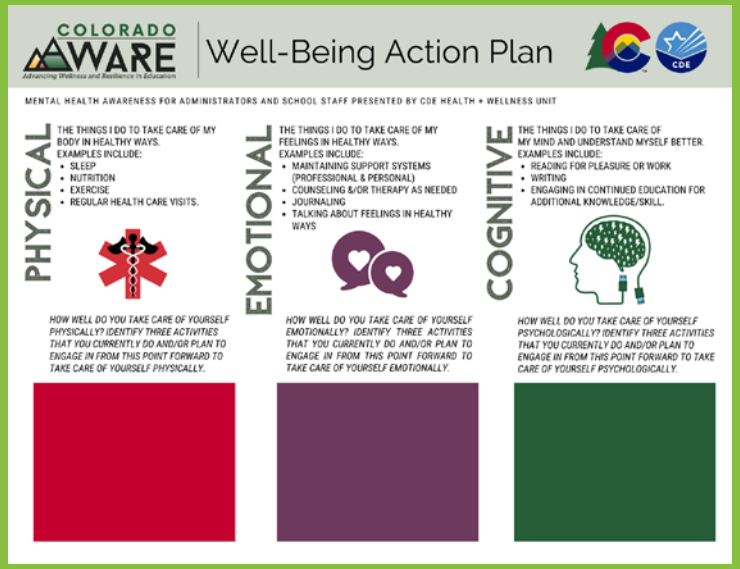
"I'm uncomfortable with touchy feely things."

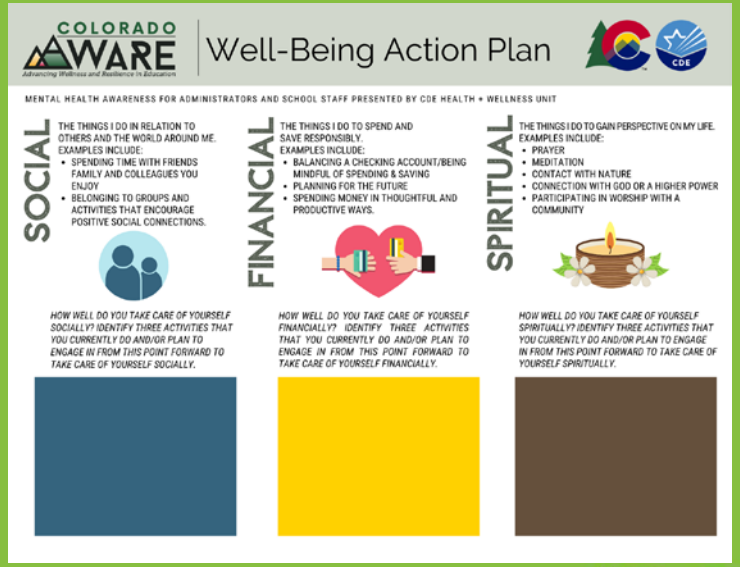
"I need to focus on my students."

"It seems selfish to take the time to do this."

"I don't have time."

"Is this the best use of my time?"





https://bit.ly/cdeactionplan

Creating a Culture of Emotional Wellness

Connected Teams Are…

- More empathetic
- More willing to innovate and create
- More willing to fail (forward)
- More likely to ask for help
- More productive

Mental Health Connectedness Best Practices

- In your workplace strategic/action plan create a strategy for wellness, team building and mental health to bring attention to the fact that this is an area of value
- Open meetings with well-being questions/check-ins
- Schedule regular one-on-ones with staff
- Model a “we-care” attitude in all settings
- Provide opportunities for processing emotions
- Demonstrate active listening
- Normalize struggle and stress
- Educate staff on programs and services available to them as employees
- Organize wellness and team building activities (i.e. challenges, etc.)

What will you do to promote psychological well-being and mental health connectedness in your work environment?

CDE COMPREHENSIVE HEALTH STANDARDS FOR SOCIAL AND EMOTIONAL WELLNESS

Students will utilize knowledge and skills to enhance their mental, emotional, and social well-being.

Students develop healthy relationships and interactions with adults and peers

Students explain the body's physical and psychological responses to stressful situations

Students develop self-concept and self-efficacy skills

Students develop self-regulation skills

Students develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors

Students recognize the relationship between emotions and actions

Students demonstrate how to effectively communicate and cooperate with others

Students demonstrate how to express emotions in healthy ways

Students utilize knowledge and skills to develop a positive self-concept

Figure 1. A model of the distinct and overlapping elements of school climate and social and emotional competence with illustrative components

“There are people who will say that ‘we don’t have time for school climate because we have so much on our plate,’ and my philosophy is that school climate actually is the plate that everything else has to go on.”

~Peter Dewitt

Positive School Climate

A positive school climate is **foundational** to the academic promise of the school and refers to the work of a school community to create a quality experience for all **students, staff, and families**. This is done by collectively fostering **social-emotional, physical, academic** and **identity safety** and promoting a supportive academic environment that encourages and maintains **respectful, empathetic, and trusting, relationships**; resulting in a **sense of belonging** for all.

POSITIVE SCHOOL CLIMATE

Interpersonal

Relationships

Equity and Inclusion

Student-Centered Discipline

Institutional

Safety

Bullying

Supports for Wellbeing

Instructional

Teaching and Learning

Engaging Classrooms

Behaviors, Skills, and Mindsets

Sense of Belonging

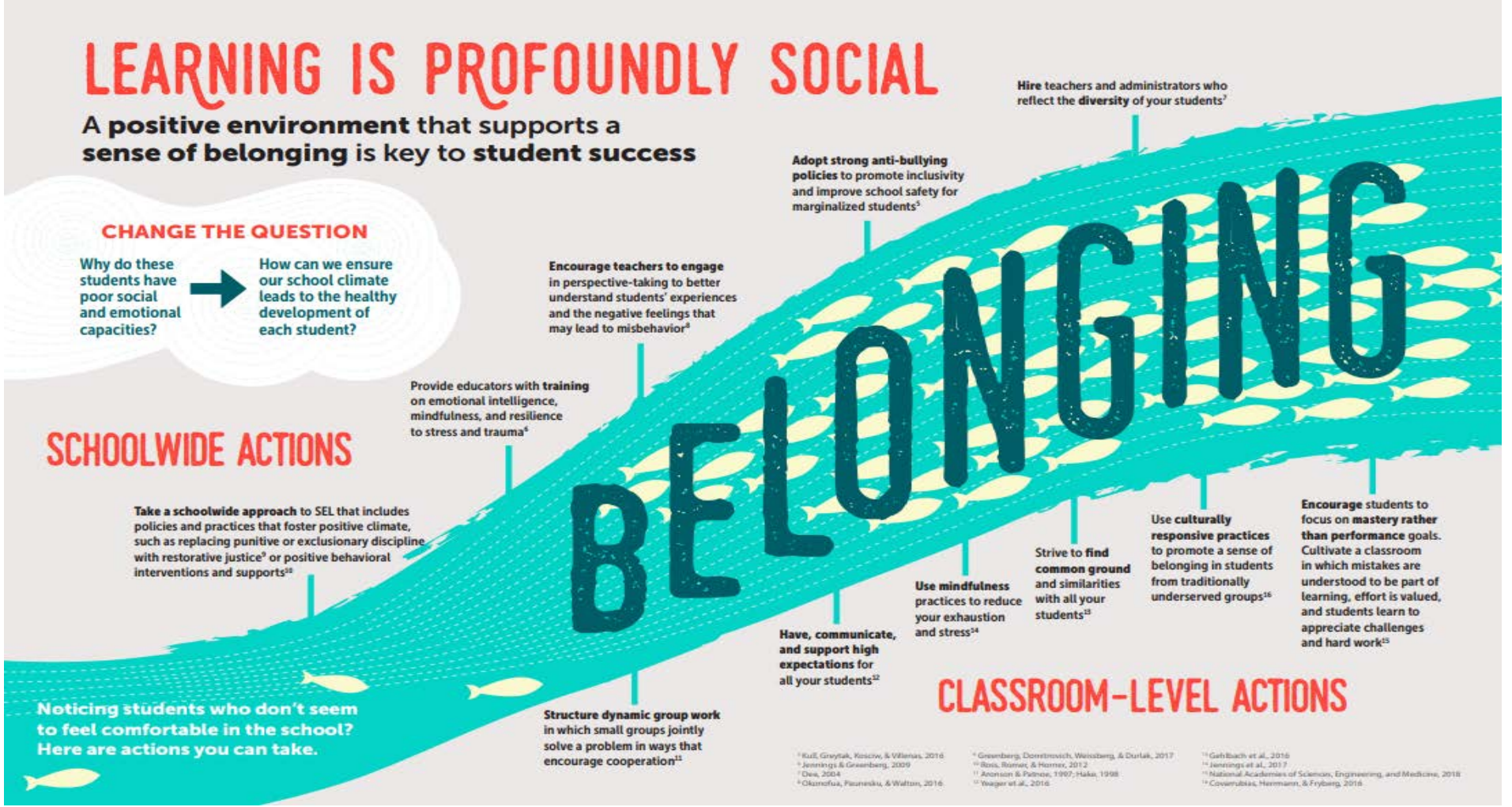
The extent to which all members of a school community (i.e., students, staff and families), feel accepted, respected, included and supported in the school environment.

- Improved behavior
- Improved attendance
- Increased engagement
- Increased school connected-ness
- Decreased discipline issues
- Decreased drop out rates
- Increased academic achieve-ment

- Cohen, J., et al. (2009).
- Taylor, R. D., et al. (2017).
- Loukas, A. (2007).

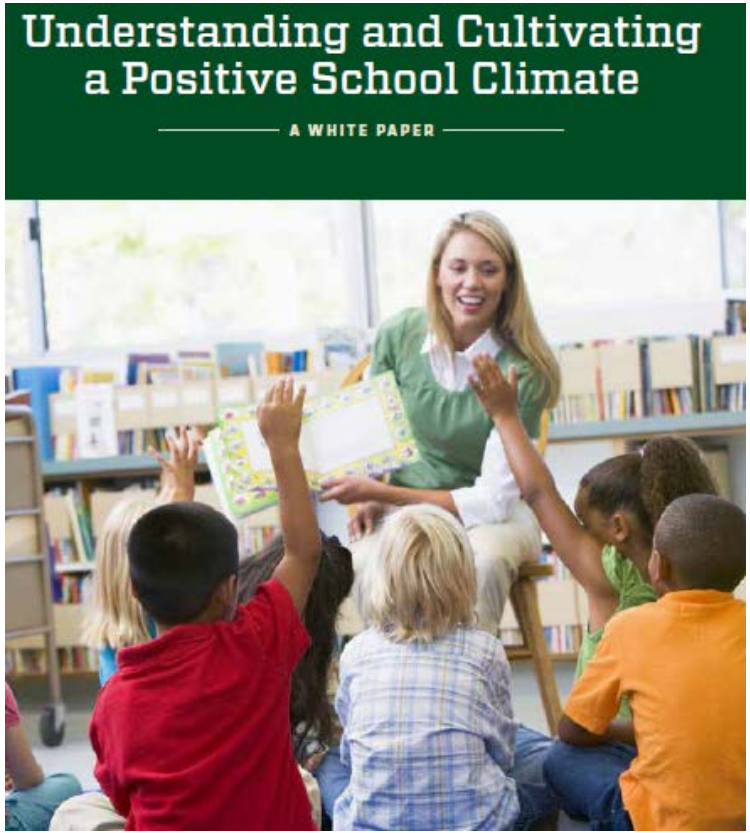
Positive School Climate on Teacher Outcomes

Increased	Reduced	Improved
• Teacher Retention • Teacher commitment to work • Job satisfaction • Sense of personal accomplishment • Perceived ability to positively affect students	• Exhaustion and burnout • Teacher attrition • Student discipline issues	• Sense of agency • Relationships and collaborations • Voice in decision-making • Sense of community

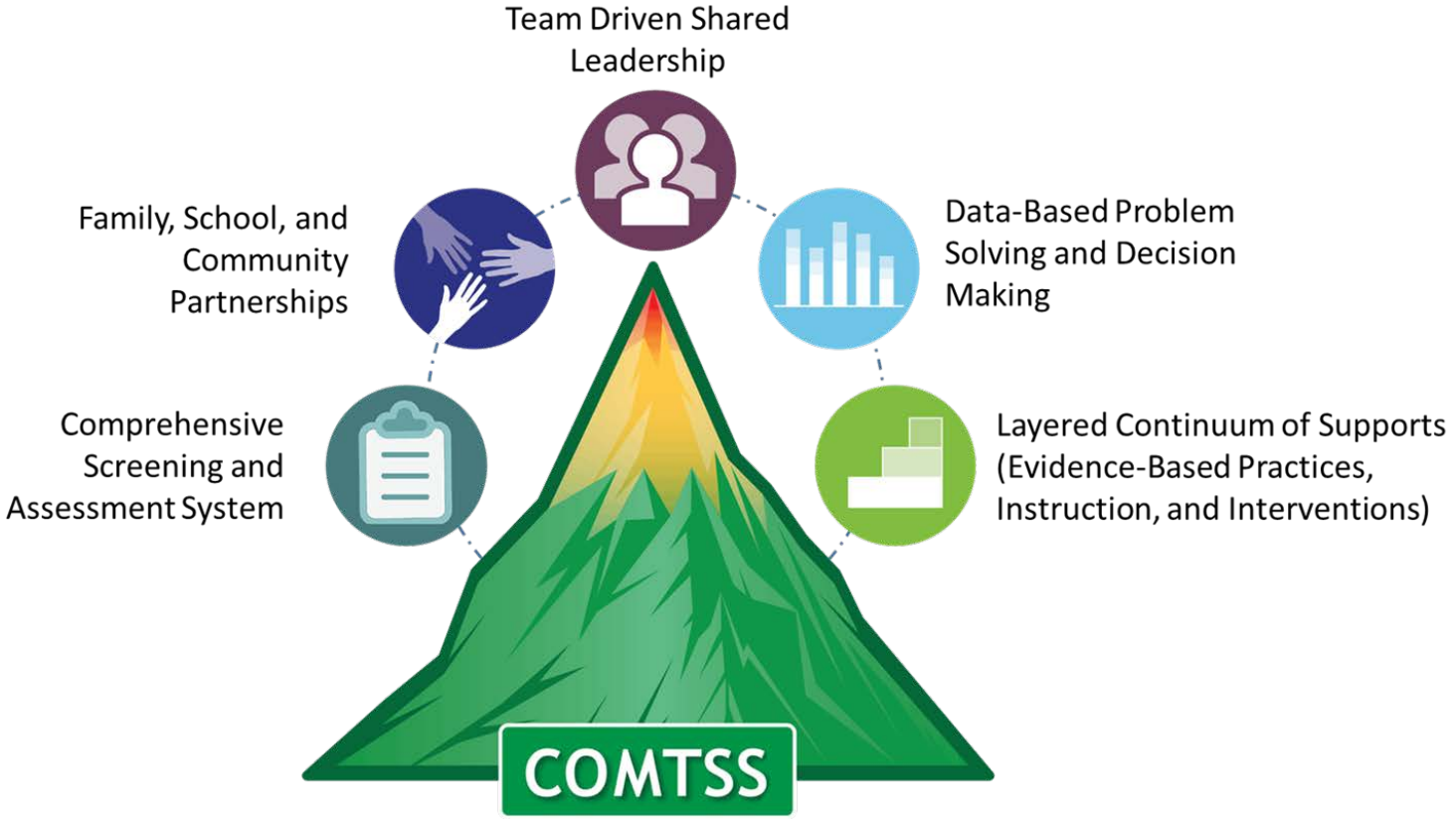


https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/social-emotional-learning.pdf

School Climate White Paper



Colorado Multi-Tiered System of Supports (COMTSS)



Team-Driven Shared Leadership (TDSL)

*Teaming processes and structures that focus on **distributing responsibility** and **shared decision-making** across and within regions, districts, and schools to effectively design and use systems of training, coaching, resources, implementation, and evaluation.*

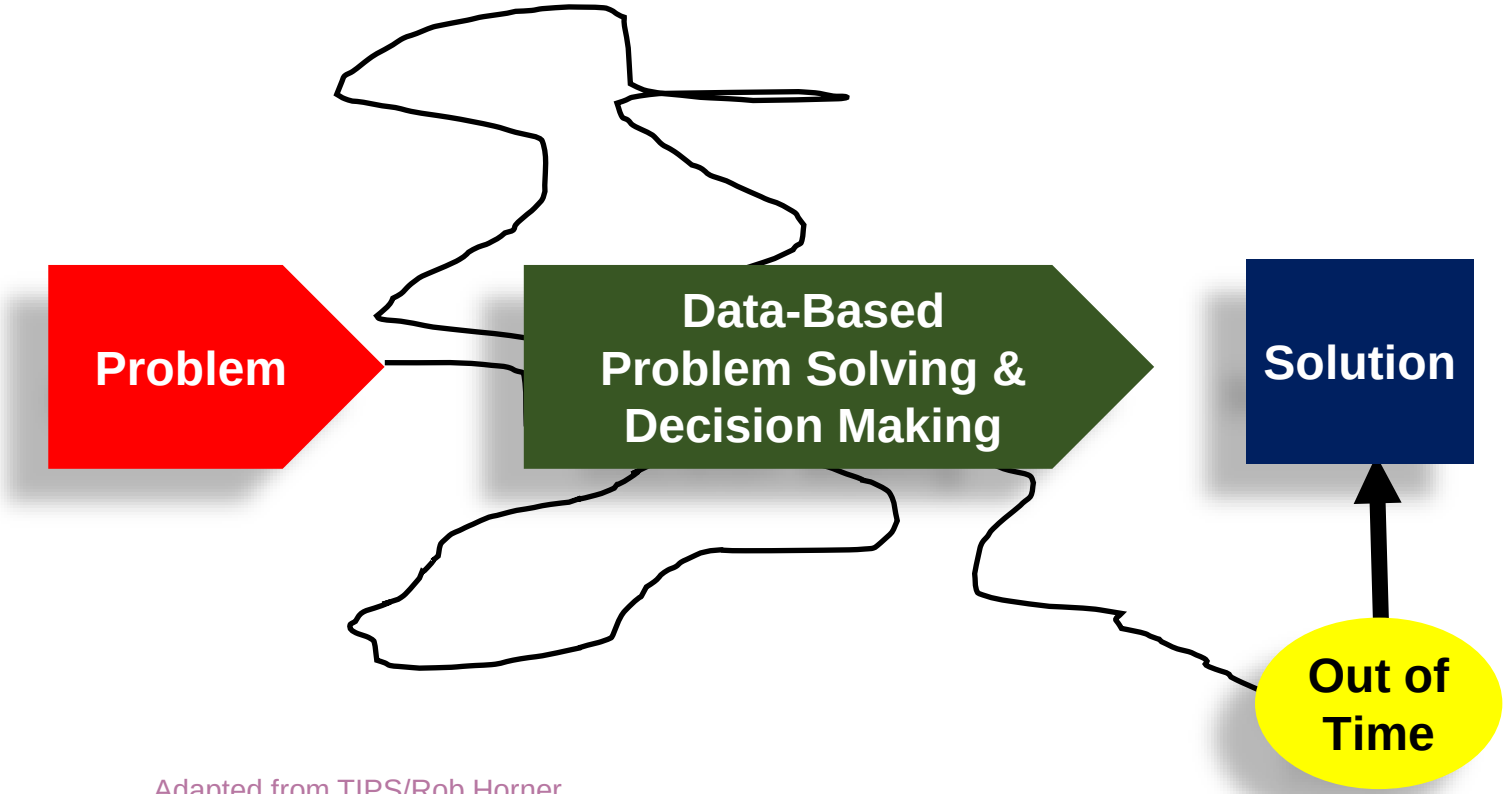
Do you have a school-wide team that includes representation from all stakeholders? This team examines data and makes decisions about how to address school climate needs. How are you ensuring all members feel a sense of belonging?

Data-Based Problem-Solving and Decision-Making (DBPSDM)

*A continuous improvement process used by teams to **collect**, **analyze**, and **evaluate** information to inform decision making at the system and student levels*

How are you using appropriate data to drive decisions about improving school climate and sense of belonging for all members of the school community (school climate surveys, disproportionality in discipline data, other staff, student, and family surveys, etc.).

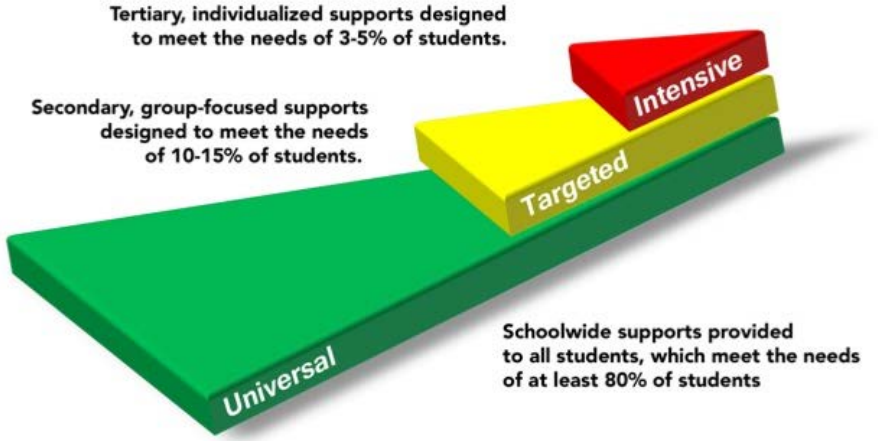
Improving decision-making for student, staff, family, and systems-level improvements



Adapted from TIPS/Rob Horner

Layered Continuum of Supports (LCS)
(Evidence-based practices, instruction, and interventions)

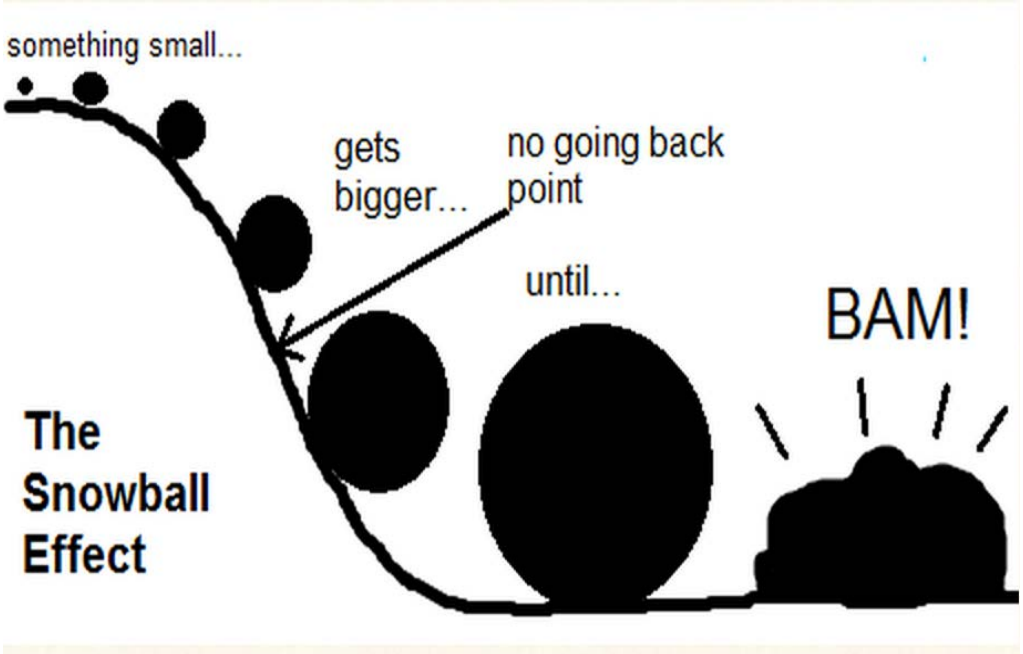
Ensuring that every student receives equitable whole child supports that are evidenced based, culturally responsive, matched to need, and developmentally appropriate through layered supports.



How are you layering academic, behavioral and social emotional supports for students, staff, and families to improve safety and sense of belonging?

Comprehensive Screening and Assessment System (CSAS)

The coordinated effort of gathering information across multiple measures to support decision making at the system, student and staff level.



How are you using screening and assessment data to improve safety and sense of belonging for students?

Family, School, and Community Partnerships (FSCP)

Families, early childhood programs, schools, and communities ACTIVELY PARTNERNING to develop, implement, and evaluate EFFECTIVE and EQUITABLE PRACTICES to improve educational outcomes for children and youth.

- How are you including families in shared leadership and decision-making regarding school climate? Do they feel a sense of belonging in the school community?
- CDE's Strategy Guide

Quantitative

- Perception Surveys
  - Students (e.g., school climate surveys, HKCS)
  - Staff (e.g., staff wellness surveys, TLCC)
  - Families (e.g., needs assessments, satisfaction surveys)
- Behavior Data and Referrals
  - Discipline Incidences/Referrals
  - Suspensions/Expulsions
  - Referrals to Counselor/Mental Health Supports
- Universal Screenings for Social, Emotional, and/or Mental Health Needs
- Attendance/Chronic Absenteeism Data

Quantitative and Qualitative

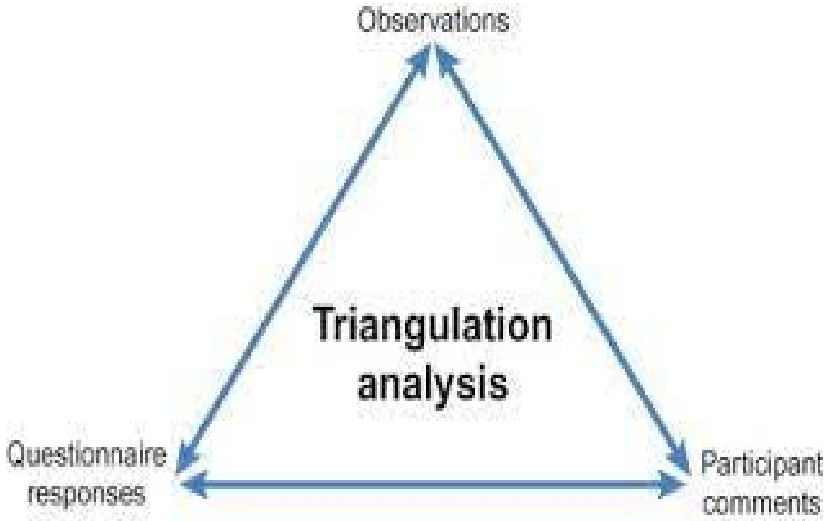
- Policy and Practice Inventories
  - School Climate Self-Assessment and Action Planner
  - CO Healthy Schools Smart Source
  - Trauma Responsive Schools Implementation Assessment
  - PBIS Self-Assessment Survey

Qualitative

- Observational data of classrooms and other school settings
- Focus Groups/Interviews
- Other Ideas in this Toolkit

Data-Use Process

Identify	Identify which data sources you have and/or want to use
Review	Review data and describe notable trends
Triangulate	Different data sources that show a convergence about a particular trend or potential strategy
Determine	Determine what you want to change via goal/target setting.
Develop	Develop an action plan complete with timelines, activities and persons responsible and interim measures
Monitor and improve	Continually monitor progress against interim measures and make improvements



TLCC Data

- Teacher Leadership
  - Teacher's professional expertise is valued
- Managing Student Conduct
  - Student have the behavioral supports needed to focus on learning.
- Support
  - Students' social and emotional learning is adequately supported in this school.
- Professional Development
  - I receive ongoing support and coaching to improve my practice.
- Time
  - My time is protected from duties that take time away from teaching.
- NEW! COVID Wellbeing Questions
  - I am getting adequate social emotional support for myself during this time.
  - Our school's system of support for students makes my job easier.

http://www.cde.state.co.us/site/tlccsurvey/

School Climate Data Resource

COLORADO
School Climate Transformation

COLORADO
Department of Education

ASSESSING SCHOOL CLIMATE USING MULTIPLE MEASURES

Positive School Climate

A POSITIVE SCHOOL CLIMATE IS FOUNDATIONAL TO THE ACADEMIC PROMISE OF THE SCHOOL AND REFERS TO THE WORK OF A SCHOOL COMMUNITY TO CREATE A QUALITY EXPERIENCE FOR ALL STUDENTS, STAFF, AND FAMILIES. THIS IS DONE BY COLLECTIVELY FOSTERING SOCIAL, EMOTIONAL, PHYSICAL ACADEMIC AND IDENTITY SAFETY AND PROMOTING A SUPPORTIVE ACADEMIC ENVIRONMENT THAT ENCOURAGES AND MAINTAINS RESPECTFUL, EMPATHETIC, AND TRUSTING RELATIONSHIPS; RESULTING IN A SENSE OF BELONGING FOR ALL.

Let's Make a List: Where is the Data in our School(s)?

List data sets that are currently collected at your school (for help use the chart above).	**Who is reflected in this data?** Who is not represented, underrepresented or overrepresented in the data set?	**What type of data is it?** Quantitative or Qualitative?	**How is this data currently used?** Is this data used reactively proactively or both?	**With whom is this data shared? How?**	**How can this data be used in our school climate improvement process?**

How is our data being used?

List data sets that are currently collected at your school (for help use the chart above).	Who is reflected in this data? Who is not represented, underrepresented or overrepresented in the data set?	What type of data is it? Quantitative or Qualitative?	How is this data currently used? Is this data used reactively proactively or both?	With whom is this data shared? How?	How can this data be used in our school climate improvement process?

Thank You!

Technical Assistance and Support is available:

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