

Supporting the Whole Child:
Understanding SEL Data to Drive Supports for All Students
Indiana Department of Education

Notes & Questions

Throughout the session, **jot down notes & questions** you have!

| Notes | Questions |
|-------|-----------|
| | |

Reflecting on Successes and Tensions

What is one success and one tension when it comes to supporting students socially and emotionally?

| Successes | Tensions |
|-----------|----------|
| | |

Gaining Insights from the Data

Scavenger Hunt

1. Open up **your school's** survey results.
2. Search your reports for **insights using** the **clues** below.
3. Use **bookmarks** or **record data points** where indicated and save insights.
4. Remember: **Stay low on the ladder of inference.** Bookmark or record data points without yet drawing conclusions.

| Clues | | Data Point |
|----------|--|------------|
| 1 | One datapoint that is average or above average compared to other schools in the national benchmark. | |
| 2 | One datapoint that is below average compared to other schools in the national benchmark. | |
| 3 | One notable difference between how different groups of students responded on the survey. | |
| 4 | One example of an item (question) for which responses are notably lower than other questions in the same topic. | |
| 5 | One example of an item (question) for which responses are notably higher than other questions in the same topic. | |

Uncovering Your School's Story

Using the space below, write down your school's areas of strength and growth based on what you explored during the scavenger hunt.

| Areas of Strength | Opportunities for Growth |
|-------------------|--------------------------|
| | |

Smart & Static Groups

Smart Groups

Monitor groups of students with shared characteristics

Your group will update automatically depending on the results of the next survey

Example Smart Groups:

- All 9th grade girls
- Students who reported a strength in all SEL topics

1. Use filters on the left to select filters you'd like to save.

FILTERS

- Demographics
 - Gender
 - Female
 - Male

2. Once you select all relevant filters, you'll see them reflected under "Overview."

Viewing 20 of 526 students who match these attributes:

Gender Male x Grade Level 7 x Self-Efficacy Strength x Clear all

3. Click "Save" to the right of the filters.

Save

4. A window will appear confirming you that you'd like to save your smart group, click the green save button.

Save students to a smart group

20 students match these attributes:

Gender Male Grade Level 7 Self-Efficacy Strength

Cancel Save

Static Groups

Monitor specific set of students

Students added/removed manually

Example Static Groups:

- Advisory
- SEL Intervention Small Group
- Caseload
- Newly enrolled students

1. Use filters on the left to filter for students you'd like to put into your group.

Grade Level

- 6
- 7
- 8

2. Click the white box to the left of the student names you'd like to select.

Student Name

- B Beverly Aker
- D David Allemand

3. Once you've selected all the students you'd like in your group, click "Add to group" on the top right.

14 students selected Select all Add to group

4. Give your group a relevant name and click "create."

Ms. Conroy's Caseload Winter 2019 Create Cancel

Uncovering a Group's Story

Using the space below, write down the smart and static groups you created and why.

| What groups of students are top of mind for you? | What "smart" group did you create? Why? | What "static" group did you create? Why? |
|--|---|--|
| | | |

Uncovering a Student's Story

Using the space below, reflect on individual student data.

| What is this student telling you? What do you notice about their individual report? | How does this data help inform supporting them? |
|---|---|
| | |

Choosing a Priority

Guiding Questions

1. Based on what we see in the data, what topic or question with a topic can we work to improve using the available resources, systems and structures?
2. Does this topic/question align with existing school-wide focus area?
3. If we improve the data for that particular topic or question, would it have a significant positive impact on our existing school-wide priorities?

Our Team Priority Is:

y= actionability

| | |
|---|---|
| <i>Low Impact Highly Actionable</i> | <i>High Impact Highly Actionable</i> |
| <i>Low Impact Not Actionable</i> | <i>High Impact Not Actionable</i> |

x= impact

Action Planning Template

Explore the three options on pan-ed.com/idoesel. Based on your specific school community and context, what feels like the most relevant next step to explore and plan for? Have something different in mind, let us know what resources we can support you with!

Why? *How will you communicate the “why” of feedback data with your school team?*

Who? *Who are the key people who will lead this work on campus?*

How? *What activities and/or resources from this reflection will you share with school teams?*

When & Where? *When is the ideal time to introduce this work to school teams? What is the appropriate setting?*

Potential Challenges *What are some challenges you may face in this process?*

Resources Needed *What are some resources you may need to navigate through these different challenges?*

Immediate Next Steps *What needs to happen following today to get the wheels turning for your school? What key pieces of communication need to be undertaken or delegated?*