What will school be like next year? Visioning for the Future of Education

Date: June 15, 2020 @ 4:00 pm | A 3-part Guided Discussion Series

Presenters:
Christine Mason, PhD
Paul Liabenow
Melissa Patschke, EdD
Welcome: Session 3

What will school be like next year?
Visioning for the Future of Education
Information about CEUs will be sent in a follow-up e-mail.

Participant microphones will be muted at entry – you will be able to unmute during the discussion portion of our webinar.

If you have questions during the webinar, please use the chatbox or the “raise hand” feature during discussion to have your microphone unmuted.

This session is being recorded and it will be available on the MHTTC website within 24 hours of the close of this presentation.

If you have questions after this session, please e-mail: newengland@mhttcnetwork.org.
Gain Access to Childhood-Trauma Learning Collaborative Resources

**Topics**
- Visioning
- Mental Health Support Systems
- Trauma-Informed Practices
- Mindfulness
- Social Emotional Learning
- Equity in Education

**Resources**
- Researchers to answer questions/find resources
- Community of trauma-informed educators
- Webinars
- Articles
- Curricula
- Programs & Interventions

Center for Educational Improvement event participants, like you, can join select resource teams on our Basecamp platform.
“Learning is driven by vision.”

~ Peter Senge (2012)

Goals

- Problem solve about School Next Fall & Going Forward
- Research Exemplars
- Provide *ideas for you to share* with your visioning teams
- Plan for Mission, Sustainability, Action Plans, and Global Implementation
- Steps 5-8
Making a Difference

- Being fully present with the full reality of the moment
- Polyvagal Theory – Stephen Porges
- Destiny

Creating a Space that Opens Up Opportunities

Alan Searle, 2017

*Transformational Presence*
Mindfulness Heart Beaming Exercise for the Current Pandemic
How can we bridge scarcity and abundance, belonging and loneliness, rich and poor, fulfilled and unfulfilled individuals and societies?

~ Luis Gallardo

World Happiness Foundation
World Happiness Fest
Kevin Simpson, Global Entrepreneur
Poll Question: Increasing Equity  (Multiple choice)

What has your school or district done to address equity?

• Nothing. It hasn’t been discussed.

• We’ve talked about it, but no action has been taken.

• We have a task force/working group/team about diversity or equity, but I’m not sure what they are doing.

• We have had PD/training around the issue and many/most staff members use practices that promote equity.

• It’s one of our core values and we work diligently to become a more equitable school/district.
Visioning Process:
Steps 1-8

1. Form a Vision Steering Team
2. Determine who will be involved in visioning
3. Develop your first draft of your vision
4. Research exemplars and options
5. Refine your vision using an iterative visioning
6. Develop your mission and goal statements and determine how to measure progress process
7. Secure consensus
8. Develop an Action Plan to implement your vision
Visioning involves brainstorming with key stakeholders, gaining consensus, letting ideas incubate, and then revisiting.
# Exemplars

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<th>Innovative Approach/School</th>
<th>Description/Link for More Info</th>
<th>What Is Unique and Appealing?</th>
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Mapping Our Roles in A Social Change Ecosystem

Equity
Inclusion
Liberation
Justice
Solidarity
Resiliency
Interdependency

Guides
Weavers
Experimenters
Frontline Responders
Visionaries
Builders
Caregivers
Disrupters
Healers
Storytellers

Created by Deepa Iyer (Solidarity Is and Building Movement Project)
Available for individual and organizational use with attribution
Macro and Micro Elements

• Adaptive and Transformational Leadership

Drama → Situation ↔ Choice ↔ Opportunity

We live in a time that calls us to claim responsibility for our lives and the creation of a world in ways never witnessed before.

~ Alan Searle, Create a World that Works (2011, p. xviii)
Transformational Ways: Ari Wallach, The Longpath

• Transgenerational Thinking

• Futures Thinking

• Telos Thinking – the Ultimate Aim
  What will come after?
Addressing Trauma

Childhood Exposure to Trauma

Heightened fear, anxiety, and depression

Difficulty regulating emotions and behavior, learning, and interpersonal relationships

(Mason, Asby, Wenzel, Volk, & Staeheli, in press)
Compassionate School Mental Health Model

Prevention: Reduce the Causes

Support the Child

Identify those in need
Refer for service (therapy, counseling)

Increase sense of agency
Increase skill set

Nurturing Adults
Compassionate Environments

Build Resiliency

Develop Protective Factors

Home
Societal
School

(Mason, Wenzel, Asby, & Staeheli, 2020)
The 5 Cs of Heart Centered Learning

Consciousness, Compassion, Confidence, Courage & Community

Caring, Competent Leaders

Self-Care

Develop a Collective Vision

Staff Professional Development
Mental Health Literacy

Developing Community
Home-School Connections

Mental Health Model

Prevention: Reduce the Causes
Home School
Support the Child
Identify those in need
Nurturing Adults
Referral for service (therapy, counseling)
Compassionate Environments
Increase sense of agency
Develop Protective Factors
Increase skill set
Build Resiliency

(Mason, Asby, Wenzel, Volk, & Staeheli, in press)
EMPOWER YOUR SCHOOL
MEASURE COMPASSIONATE SCHOOL CULTURE
FACTORS IN 12-15 MINUTES
THE S-CCATE VALIDATION TOOL

LEADERSHIP & A COMPASSIONATE SCHOOL COMMUNITY
Strengthening how the principal, the school environment, and policies contribute to a compassionate school culture

CONSCIOUS AWARENESS OF EMOTIONS & STRESS
Using neuroscience and neuroplasticity to explain how trauma, stress, and vulnerability interact, and how mindfulness can support positive outcomes in traumatized populations

COURAGE & RESILIENCY
Demonstrating appropriate risk-taking, gratitude, and constructive feedback

CONFIDENCE & POSITIVITY
Applying teacher’s awareness of student stress and abuse to understanding how to adjust instruction to provide more student support

UNDERSTANDING OF EQUITY
Promoting student awareness of discrimination, poverty, and injustice.

AVAILABLE THROUGH THE CENTER FOR EDUCATIONAL IMPROVEMENT
Contact: Dr. Christine Mason cmason@edimprovement.org

S-CCATE
Validated with 814 educators

www.s-ccate.org
Sample S-CCATE Questions

- Students show empathy for others.
- Teachers and administrators further participation and a sense of belonging (e.g., connectedness to the larger school community) for all students.
Visioning and Self-Care for Staff, Students, and Families During this Pandemic
Coronavirus and the Classroom: Executive Summary
Recommendations for Prioritizing Equity in the Response to COVID-19

The COVID-19 crisis has disrupted nearly every aspect of our education system. Our most vulnerable students have been hit first and hardest by these disruptions. Without an intense and intentional focus on equity, they also will be the last to recover. The federal government has provided $31 billion to support state education systems during the pandemic, but this investment is modest relative to projected budget shortfalls. As resources grow scarce, states and districts must target their resources and design emergency response and recovery programs that prioritize our most vulnerable students from the beginning. Together, our organizations offer recommendations in six areas to support states and districts in crafting an equity-focused response to COVID-19.

Meeting Students’ Basic Needs
Schools are a vital resource for meeting students’ basic needs, including food and health care, and these needs will grow as the nation absorbs the economic hardship caused by COVID-19. States and districts should do the following:

- Ensure that students who rely on school meals continue to receive them, including through the summer of 2020 and into the fall, even if in-person instruction does not resume fully.
- Provide ongoing virtual access to mental health supports to students and families throughout the summer and fall of 2020.
- Coordinate and address students’ growing academic, economic, social, and emotional needs by expanding screening, mapping the availability of local services, and integrating student supports.

 Ensuring Equity in Fiscal Policies
States and districts should ensure that resources are distributed equitably to support vulnerable populations and are spent on practices with proven effectiveness. Such policies include the following:

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Equity and Education. Alliance for Excellence in Education
Education this Summer

• New York: In-person special education classes this summer

• American Institutes of Research: Recognizing the role of summer and afterschool programs.
Visioning: The Process
Steps 6-8

You receive virtual guidance to help you take our process back to your schools and districts, along with:

• Webinars
• Leader's Guide

All tailored with considerations of the impact of COVID-19
Case Study: Upper Providence Elementary
Shared Vision, Collective Efficacy, Sustainable Results
Case Study: Spring City Hybrid Elementary School
Building and Implementing a New Vision!
The Power of Visioning! COVID-19 UPE
Step 5: Refining your Vision Statement

Session 2 Reminders

Vision statements that are effective:

- Are Present Tense
- Are Vivid
- Are Inspirational
- Evoke Emotion
Our school is a foundational support to families and children, embedding compassion, self-care, equity and justice; alleviating trauma; and promoting cognition and academic learning. Safety is foremost as we connect in classrooms and virtually, with advanced technologies and innovations to meet the needs of each student in ways that are developmentally appropriate, that advance student metacognition, lead to resiliency, and are sensitive to ongoing global concerns.
Our Vision…

Through connecting, compassion, self-care, and student metacognition, we foster communities that reduce trauma, and enhance learning, equity, well-being, and resiliency.
Poll Question
(Single choice)

Have you refined your vision statement?

A. Yes
B. We are currently working on this.
C. We plan to soon.
D. We aren’t sure how important this is right now.
Mission Statement: A Stimulant to Your Work

Stein’s Criteria (2016):

- Short, concise and to the point
- Meaningful to all stakeholders
- Realistic and implementable
- Measurable
Mission Statement Example

Asheville, North Carolina

We develop accomplished, confident, and creative learners who are prepared to be compassionate leaders in building a socially just, spiritually connected, and environmentally sustainable world.
Goals and Action Plans

- Set Goals
- Determine How to Measure Progress
- Secure Consensus
- Develop an Action Plan
Obstacles Along the Path

- Life interferes.
- New needs emerge.
- Funding/budgets are cut.
- Leaders change.
- Apathy sets in.
- Conflicts arise.
- People lose trust.
- Outside resistance flares up.

(Airasian, 1989; Alsher, 2015)
Ways to Address Barriers and Sustainability

How to Infuse in School Culture

• Make your vision visible.
• Set aside time for team planning.
• Use website and social media.
• Provide professional development.
• Conduct a special event.
• Invite local newspapers and TV.
• Monitor progress and problem solving.
• Leverage resources.
Maintaining Momentum

- Considerations for lifelong tools
- Engaging community
- Being not only the catalyst, but the rock
Trends Across the Globe – The Drivers of Change

- Technology and innovation
- COVID-19/pandemics
- The role of remote learning
- Social distancing
- Toxic levels of stress
- Equity concerns
- Accelerating brains
  - Mindfulness and executive functioning
- The future of employment
Questions about Visions

Entrepreneur Kevin Simpson asks:

• Is it going to be worth it?
• Is it the right time?
• Are those taking the lead the right leaders?
• When your vision comes to fruition, how will it impact everything else?

(Visioning Onward, p. 183)
Mindfulness Considerations

Consciousness Exercise: Mirrors
Source: Adapted from Michie, 2014.

1. Discuss how mirrors can help deepen our understanding of self. Mirrors can come in any of a number of forms—someone who is our same age, who has the same or similar beliefs, who likes the same music, who has the same skin tone, or who serves as a role model (a teacher, a businessperson in the community, or even a character in a book).

2. Invite students to write down bullet points about who they are, the mirrors in their lives, and the role the mirrors play.

3. Students observe (or, if the mirrors are in a book, read and think about) their mirrors over several days.

4. Ask students to think and write about how the mirrors have influenced their thinking, including their views of themselves.

If a student seems not to have a mirror (consider a child who has just arrived from Somalia and finds no other Somalis at school), you can ask the student to write about the absence or to imagine and write about a person who could serve as a mirror.

(Mason, Rivers Murphy, & Jackson, 2020, p. 49)
Ivan Sellers: Soul of Education Initiative – A Vision Statement

...a global collaboration and network, bringing together educational experts, scholars, policymakers, researchers, innovators and activists from diverse countries and cultures—to share, explore, and redefine the essential core and purpose of education.

At the core of the initiative is an invitation to envision a more holistic and humanistic integrative education paradigm, and to realize the culture, practices and implementations needed to help create a more responsible, connected, sustainable, and ethically based society.
Sample Vision Statement: Education 2030

Education has a vital role to play in developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future.

To navigate [in the future] students will need to develop curiosity, imagination, resilience and self-regulation... they will need to cope with failure and rejection and move forward in the face of adversity... they will also need to care about the well-being of their friends and families, their communities and the planet.

... [Education should be] committed to helping every learner
• Develop as a whole person,
• Fulfill his or her potential and
• Help shape a shared future built on the well-being of individuals, communities, and the planet.

Companion Books & Virtual Book Study
With this guide, school leaders can implement recommendations from our guided discussion series in their own schools and districts.

Virtual learning participants will also receive accompanying slide decks and have access to our videos to use in their schools and communities.
Today's Presenters: Chris Mason, PhD, Paul Liabenow, and Melissa Patschke, EdD
Childhood-Trauma Learning Collaborative (C-TLC)

Is your school trauma-informed? Are you/your colleagues looking for mental health resources to better support your students? Join the Center for Educational Improvement (CEI) for a series of online events hosted by the New England Mental Health Technology Transfer Center (New England MHTTC).

Our complimentary webinar series is designed to strengthen mental health supports that address the needs of children who have experienced/are at risk of experiencing significant trauma.
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<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>June 16</td>
<td>4:00 p.m.</td>
<td><strong>Trauma-Informed Yoga in Schools</strong></td>
<td>Dana Asby, MA, MEd, Director, Innovation and Research Support Center for Educational Improvement</td>
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<tr>
<td>June 22</td>
<td>4:00 p.m.</td>
<td><strong>National Visioning Discussion: Back to School after COVID-19 – Supporting Student and Staff Mental Health</strong></td>
<td>Dana Asby, M.A., M.Ed., Director, Innovation and Research Support Center for Educational Improvement</td>
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Thank you for attending!

Questions? Contact Us:

Center for Educational Improvement
info@edimprovement.org

Share news of our National Discussion Session: Monday, June 22 @ 4:00 p.m.
C-TLC Community Building

2019 Childhood-Trauma Learning Collaborative Fellows
Image captured as a part of the C-TLC Kick Off Meeting, April 29, 2019
The College of the Holy Cross, Worcester, MA

Photo Credit: Dana Asby, 2019
Visioning Onward Session 3: Notes

Slides 8 and 15

Slide 16

General Resources
- Turnaround for Children [Household and Remote School Routines and Procedures Checklist](#)
- [Routines Planner](#)
- Kentucky Department of Education [An adjusted curriculum](#)
- American Federation of Teachers [A Plan to Safely Reopen America’s Schools and Communities](#)
New York authorizes in-person special education services for summer.

Equity in Education. Alliance for Excellence in Education

Luis Gallardo
https://becommunity.teachable.com/p/the-exponentials-of-happiness

American Institutes of Research. Recognizing the role of afterschool and summer programs in systems reopening and rebuilding

https://www.air.org/resource/navigating-summertime-experiences-2020-helpful-resources-and-support-program-providers
OUR TEAM

- Yale Program for Recovery and Community Health

- in partnership with

- C4 Innovations,
- Harvard University Department of Psychiatry, and Center for Educational Improvement
New England MHTTC

Mission
To use evidence-based means to disseminate evidence-based practices across the New England region.

Area of Focus
Recovery-Oriented Practices, including Recovery Support Services, within the Context of Recovery-Oriented Systems of Care.
To ensure the responsiveness of our work, we will actively develop and maintain a network of government officials, policy makers, system leaders, administrators, community stakeholders, providers, researchers, youth and adults, and family members from each of the six states to guide the New England MHTTC’s activities.
Resilience and recovery are based on respect.

Resilience and recovery emerge from hope.

Resilience and recovery are family- and person-driven.

Resilience and recovery occur via many pathways.

Resilience and recovery are community-based and promoted through collaboration.

Resilience and recovery are holistic.

Resilience and recovery are supported by peers and allies.

Resilience and recovery are supported through relationships and social networks.

Resilience and recovery are culturally-based and influenced.

Resilience and recovery are supported by addressing trauma.

Resilience and recovery involve individual, family, and community strengths and responsibility.
Upcoming Events

**June 3**

**Collective Citizenship in Action: Peer to Peer Community Building**

This webinar will discuss the foundations of collective citizenship framework and some ideas for

**June 15**

**What will schools be like next year? Visioning for the Future of Education - 3-part Series**

Join the authors of Visioning Onward for inspiration, insights, exercises, and Q&A to prepare you to

**June 24**

**EPLC Online Discussion Series | Payment Decision Support Tool for Coordinated Specialty Care**

6/24 Session - Sustained implementation of Coordinated Specialty Care (CSC) calls for innovative
Outreach, Outreach, Outreach, Outreach

Newsletter

Twitter: Follow us and retweet our posts (@NE_MHTTC)

Facebook: Like and share our posts (Facebook.com/NewEnglandMHTTC)

Products, Curriculum, Materials

Share MHTTC information with your networks by distributing flyers, sharing on your website, including announcements in newsletters, talking about MHTTC at staff meetings, etc.
To learn more about us
https://mhttcnetwork.org/centers/new-england-mhttc/home