

Overview: The Whole-Child Design Inventory Suite



WHOLE-CHILD DESIGN BLUEPRINT

The Whole-Child Design Blueprint provides a structure (a way to think about, organize and integrate educational practices) and content on what is non-negotiable in settings designed for equitable whole-child learning and development. Each component is scientifically grounded in a substantial body of research from diverse fields. All are vital, but the whole is greater than the sum of the parts. The components of the Blueprint are interdependent and when intentionally developed and integrated, they create settings rich in protective factors that ignite the developing brain, promote wellness and protect children from the damaging effects of stress all at the same time.

The five components are: **Whole-Child Purpose, Supportive Environment, Developmental Relationships, Knowledge Skill and Mindset Building, and Shared Leadership and Ownership.** Within components are a set of thirteen core practices intended to guide the development of a long-term coordinated approach to create integrated developmental settings that support learning and thriving. Key themes cross and integrate the core practices including an understanding that students are active agents in their own learning, recognition of socio-cultural-historical context and an awareness that creating better conditions for learning and development must build from the needs and assets of the young people who have been most marginalized by the system and directly address institutional racism and discrimination based on race, class, language, disability, and/or gender.

For educators who commit to a whole-child approach for school design and practice, a strong first step is to examine and reflect on all of the existing systems and practices in place and identify strengths and growth areas. The Whole-Child Design Inventories (WCDI) are a suite of measurement tools designed to prompt that reflection and spark new thinking by signaling specific high-leverage areas within each core component that research shows support healthy whole-child development in educational settings. **Three versions of the Whole-Child Design Inventory are available for use: School WCDI, Classroom WCDI, and Student WCDI.** The three WCDI tools vary slightly in their purpose/use, item wording, and intended audience, but all three include a comprehensive set of evidence-based indicators of a school designed to support whole-child learning and thriving. A sliding response scale captures how educators or students experience that particular practice or system in their school and items are summed for a scale score. The Inventories are completed online via the Qualtrics survey platform. Respondents receive a WCDI data report which highlights areas of strength and areas for growth. Used together, the three versions help leaders of change to capture multiple stakeholder experiences of existing school conditions and practices, creating a useful and equitable 360 degree view of strengths to leverage and growth areas to target.

The Whole-Child Design Inventory Suite

School WCDI

Schoolwide Perceptions of School Conditions and Practices

The School WCDI is designed to help staff across a school community reflect on the existing conditions of their school *and* determine which key systems and practices are strengths and which may be important focus areas for improvement.

The WCDI is administered to a sample of individuals across the school, who reflect on their individual experiences. Responses are aggregated into a school-wide WCDI report, which school teams review and discuss to create action plans for improvement.

- For all school staff (leaders, teachers, student support staff, instructional support staff)
- The School WCDI is comprised of 13 core practice areas and 47 indicators or items
- Respond on a sliding scale, ranging from 0 (Not at all True) to 100 (Completely True)
- Sample item: *Our school's goals focus on holistic student development, not just academic proficiency*

Classroom WCDI*

Teacher Reflections for Individual Practice

The Classroom WCDI supports teachers in applying a whole-child lens to their individual practice and prompt new thinking about the conditions they create in their classrooms. Indicators are reflective of practices, behaviors and action that occur in classrooms.

- For classroom teachers
- The Classroom WCDI is comprised of 10 core practice areas and 32 indicators or items
- Respond on a sliding scale, ranging from 0 (Not at all True) to 100 (Completely True)
- Sample item: *In my classroom, I prioritize holistic student development, not just academic proficiency.*

Student WCDI*

Student Perceptions of School Conditions and Educator Practices

Having a student-centered school means valuing and respecting students as active, contributing community members. **The Student WCDI leverages the power of student voice by capturing students' experiences of existing school conditions and educator practices,** which can be different than those of the educators in the learning environment.

- For students grades 6+
- The Student WCDI is comprised of 10 core practice areas and 36 indicators or items
- Respond on a sliding scale, ranging from 0 (Not at all True) to 10 (Completely True)
- Ideally administered to a sample of at least 10 students
- Sample item: *My school cares about my growth as a person, not just about my grades.*

**The School version of the Whole-Child Design Inventory is available for use on the Toolbox site. Please reach out if you would like to learn more about our Classroom and Student versions.*

Tool Snapshot

The WCDI is...	The WCDI is not...
A measurement tool designed to support reflection and capture how diverse sets of school stakeholders typically experience key school systems and practices.	An evaluative observation rubric intended to be used for accountability.
A set of high-leverage indicators.	An exhaustive and prescriptive checklist for every single practice and structure that could possibly be in place in order to create a school centered on whole-child development.
Framed using a strengths-based approach, with a focus on promoting growth.	Framed from a deficit-oriented perspective, which can perpetuate inequities.

Completing the Inventory Online

To complete the School WCDI or the Classroom WCDI online, an educator accesses the survey via a Qualtrics survey link provided by Turnaround. The first page includes an introduction to the purpose and use of the tool, as well as instructions on how to respond using the 0-100 sliding scale. Students completing the Student WCI respond on a 1-10 sliding scale.

Click and drag the bar to record your response.

Not at all True 0 50 100 Completely True

1. Our school has norms and expectations that were co-created with students 81

2. Skills, habits, and mindsets that support learning are intentionally included in instruction

The WCDI Data Report

Once the survey is completed and responses are submitted, a data report is automatically generated. Results can be visualized at the individual response level, or a school teams' collective responses can be aggregated using the School WCDI Scoring Tool (available on the Toolbox). De-identified Student WCI data are aggregated and reported at the classroom or school level.



Core Practices

Whole-Child Purpose

Cohesive School Vision

A cohesive school vision that names a set of holistic and integrated outcomes for students is co-constructed with the broader school community, and used to shape school design, culture and decision making at all levels of practice.

Developmental Relationships

Student Relationship Structures

The intentional structuring of time and space, embedded from the classroom to the district level, to ensure that relationships among students and with adults can flourish.

Family, Caregiver and Community Partnerships

Inclusive partnership and shared power that values a wide network of adults as co-educators and community builders with valued perspectives, skills and contributions.

Trust-Building Interactions

Bi-directional and responsive actions and experiences in which individuals experience care and support, share power and challenge growth, all in the context of cultural and identity inquiry and recognition.

Supportive Environment

Expectations, Norms & Routines

Co-created expectations, norms and routines which represent the diverse perspectives and shared values of the larger school community, setting the stage for safety and belonging.

Culturally Affirming and Sustaining Practices

Practices that challenge inequity by building awareness of, embracing, and promoting the identities and cultures of all school community members, particularly those historically silenced and oppressed.

Co-regulatory and Restorative Practices

Responses to conflict, dysregulation, or breaking agreed-upon norms that seek to address root causes and create resolution by building skills, maintaining safety, trust and belonging, and empowering both the individual and community.

Knowledge, Skill and Mindset Building

Intervention & Enrichment Structures

Structures that ensure all students experience universal and tailored supports and expansion, responsive to their unique developmental pathways, that put them on the path to thriving by removing barriers to access and developing essential knowledge, skills and mindsets.

Learning Experiences in Zone of Proximal Development

Meaningful, engaging and relevant lessons, projects, practice and feedback that draw upon students' interests, prior experiences and skills to inspire and support growth.

Supporting Student Agency

Integrated and ongoing teaching and supports that draw upon individual's prior knowledge, experiences and strengths to build holistic skills and mindsets for learning, growth and agency.

Shared Leadership and Ownership (School WCDI Only)

Inclusive Leadership

Leadership behaviors and mindsets that help resist top-down, high-control models for change by including, listening to, valuing and empowering others.

Capacity Building for Whole-Child Development

Structures and processes that go beyond the adoption of programs or best practices and instead support continuous improvement, ongoing learning, and active skill building for whole-child development.

Staff Relationships and Collaboration

Practices that foster a sense of belonging, trust, safety, and well-being among staff so that they are able to effectively collaborate and thrive as they work toward achieving comprehensive, holistic student outcomes.