

# Whole-Child Design Inventory: Educator Guide

## PURPOSE

The School Whole-Child Design Inventory (School WCDI) is designed to prompt reflection and spark new thinking by signaling specific high-leverage areas that research shows support healthy, whole-child development in educational settings. You can use your results, along with this guide, to support a long-term coordinated approach to intentionally developing and integrating practices that create supportive settings with rich learning experiences and relationships.

## DIRECTIONS:

1. Review the purpose of the School WCDI.
2. Complete the inventory and collaborate to get a full 360° view.
3. Identify trends and relative strengths and challenges using the Reflection Activity.
4. Take action!

## Step 1: Review the purpose of the School WCDI

Before completing the School WCDI, review the purpose of the tool so that you can make the most of this reflection process.

THE WHOLE-CHILD DESIGN INVENTORY IS ...	THE WHOLE-CHILD DESIGN INVENTORY IS NOT ...
<ul style="list-style-type: none"> <li>✓ A measurement tool designed to support reflection and capture how diverse sets of school stakeholders typically experience key school systems and practices.</li> <li>✓ A limited number of high-leverage indicators, organized around a set of evidence-based core practices.</li> <li>✓ Framed using a strengths-based approach, with a focus on promoting growth.</li> </ul>	<ul style="list-style-type: none"> <li>– An evaluative observation rubric intended to be used for accountability.</li> <li>– 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.</li> <li>– Framed from a deficit-oriented perspective, which can perpetuate inequities.</li> </ul>

## Step 2: Complete the School WCDI collaboratively

### 2a. Take the School WCDI on your own

- ✓ Click [here](#) to complete the School WCDI. The inventory takes about 15 minutes to complete.
- ✓ As you complete the inventory, **keep in mind that both strengths and challenges are expected – the education system wasn't designed for this.** It was not built to prioritize whole-child design aligned practices, so it is okay to have low scores indicating growth areas. Redesigning around a whole-child purpose is about transformation, not about doing the same things better.

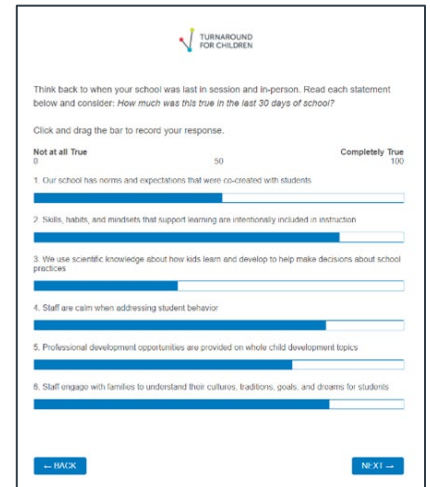
### 2b. Invite collaborators

While your individual data and reflection represent a powerful first step toward Whole-Child Design, we know that Shared Leadership and Ownership are key in making transformational change happen. Impactful, sustainable and equitable change is possible when multiple perspectives are captured and diverse voices are valued.

- ✓ Think about a diverse set of stakeholders who represent varied perspectives from your school (for example, teachers across grade levels, a school leader, a social worker). Invite up to 10 colleagues to complete the inventory and record their individual results in the [Team Scoring Tool](#). This Excel tool is a helpful way to synthesize your team's WCDI data, see the big picture, and visualize strengths and challenges.

### 2c. Share your perspectives to get a full 360° view

- ✓ Come together in person to discuss your individual WCDI results and reflect on trends that you see in the Team Scoring Tool. To guide your team discussion, use the Reflection Activity below.



TURNAROUND FOR CHILDREN

Think back to when your school was last in session and in-person. Read each statement below and consider: *How much was this true in the last 30 days of school?*

Click and drag the bar to record your response.

Not at all True 0 50 Completely True 100

1. Our school has norms and expectations that were co-created with students.
2. Skills, habits, and mindsets that support learning are intentionally included in instruction.
3. We use scientific knowledge about how kids learn and develop to help make decisions about school practices.
4. Staff are calm when addressing student behavior.
5. Professional development opportunities are provided on whole child development topics.
6. Staff engage with families to understand their cultures, traditions, goals, and dreams for students.

← BACK NEXT →

*School WCDI Survey*



*Sample Team Scoring Tool*

## Step 3: Identify trends and relative strengths and challenges

Take a look at your individual report or your school team's completed Team Scoring Tool. Identify strengths and challenges across the 13 core practices. Use the Reflection Activity below to support your reflection and your thinking about where to go next.

### 3a. School WCDI Reflection Activity

1. Trend or Noticing	2. Hypothesize	3. Interrogate
<i>Below, name the trends that you notice, including strengths or challenges and any clear similarities or discrepancies between scores.</i>	<i>Why do you think this trend has emerged? What enabling factors may be helping your school community to develop the strengths you see and what barriers may be related to the challenges you identified?</i>	<i>What else might you need to do to better understand this trend? (e.g., collect more information, ask for more input from your school community, learn more about relevant core practices)</i>
<p><b>Example:</b> Trust-Building Interactions (90) is a clear strength, but Student Relationship Structures (80) is lower, even though they are related. Our individual scores for Relationship Structures also varied quite a bit.</p>	<p><b>Example:</b> In weekly grade level meetings, we set aside time to make sure each student has a trusted adult and brainstorm how to make sure each student is feeling connected.</p>	<p><b>Example:</b> We made weekly advisory/morning meeting a goal last school year and implemented it across the school. However, prioritizing time for this has been inconsistent across the school. We might first survey teachers to understand what gets in the way of making advisory/ morning meeting happen regularly.</p>


#### 4. Next Steps

*After reflecting on a variety of trends in steps 1-3, you may have come away with several potential places to start. What emerged as a top priority for your team? Name this top priority below. What steps could you take to begin to move your practice forward in this area? (e.g., learn more about relevant core practices, create an action plan)*

##### **Example:**

1. Dig into the Student Relationship Structures continuum to learn more. 2. Work to make advisory time more intentionally supportive of relationship-building by collaborating to brainstorm a list of go-to team-builder questions for teachers to use in advisory.

--

## Step 4: Take action!

After completing the reflection on your School WCDI results, which core practices do you and your team want to lean into?

Here are some suggestions for where to go next:

### Redesign a Core Practice

Dig deeper into a core practice area by checking out the related Core Practice Continuums in the Toolbox.

[GO HERE](#)

### Find Resources for Whole-Child Design

Find resources like articles, videos, infographics, and more on each component of Whole-Child Design.

[GO HERE](#)

### Explore the Research

Explore the science on how students learn and develop.

[GO HERE](#)

Visit [turnaroundusa.org/toolbox](https://turnaroundusa.org/toolbox) to find these resources and more.