

# Menu of Services 2023

After the past years of stress and disruption of the Covid pandemic, there is a lot of talk about social-emotional learning and whole-child approaches. And there are a lot of questions - *What does this actually mean? What do I need to do differently? How can I make this happen on top of everything else?* Turnaround for Children wants to help you find answers.

## Professional Learning Services for Educators

Turnaround for Children's professional learning services are designed to build and activate educator capacity to create a context that nurtures individual student development and learning.

Grounded in the **Whole-Child Design Blueprint** (below), these services support educators to develop and deliver systems, structures and practices that integrate social, emotional, and academic learning and supports, and that promote equitable thriving for each student.



Turnaround's framework, the Whole Child Design Blueprint

Turnaround offers these services to **educators at all levels** — from district and network leaders to classroom teachers, and to educators from diverse perspectives — from core academics to student support services to expanded learning time providers, and more.



## Menu of Services:

### Whole-Child Design Presentation

- **Suggested Time:** 1.5 – 3 hours
- **Audience:** Anyone needing an initial grounding in the science of learning and development and the Whole-Child Design Blueprint

This presentation serves as an overview of the science of learning and development and the components of the Whole-Child Design Blueprint. Participants will understand the neuroscientific and developmental research behind whole-child design and consider the implications for their schools, districts or programs.

### Whole-Child Design Series

- **Suggested Time:** Four 2-hour sessions
- **Audience:** Central office teams, school teams, principals, teachers, expanded learning staff

This series of workshops deeply explores the key science principles and core practices of the Whole-Child Design Blueprint. Specifically, it covers the science of learning and development, and core practices within the Blueprint's three key components: Developmental Relationships; Supportive Environments; and Knowledge, Skill and Mindset Building. The series grounds in a Whole-Child Purpose and delivers tools that translate the science into practice. The series can be adapted for teacher, school, district or other educator audiences. For leader audiences, the series explores the core practices for Shared Leadership and Ownership. The full series comprises four 2-hour sessions and can be adapted to fit client time constraints.

### Whole-Child Improvement Network

- **Suggested Time:** 2-hour sessions over the course of several months  
*(Number of sessions will be determined by the length of the series, ranging from 2-10 months)*
- **Audience:** District and school leaders, teacher leaders

In this series, district and school teams use their knowledge of whole-child design to address problems of practice through cycles of continuous improvement. Participants collaborate in a set of highly interactive, participant-driven experiences where they define problems of practice grounded in their communities' needs/inputs, learn from one another, and apply their learning to move their school closer toward holistic, integrated developmental practices. Blended throughout the WCIN experience is an intentional focus on high-leverage Shared Leadership and Ownership (see right), practices that fuel any continuous improvement effort and ensure that all staff are empowered to drive toward meaningful, whole-child aligned goals together.

**Note:** A Whole-Child Design Series (or in some cases, a Whole Child Design Presentation) is a prerequisite for participation in the Network.

For questions or interest, email [partnerships@tfcusa.org](mailto:partnerships@tfcusa.org)

## Whole-Child Design Academy

- **Suggested Time:** Implementation schedule varies depending on structures set by clients
- **Audience:** Teachers

The Whole-Child Design Academy is a self-facilitated online learning experience on the Canvas platform comprising courses that are aligned to the core practices within the Whole-Child Design Blueprint. The Academy prompts participants to adopt integrated developmental practices in their unique contexts. Academy courses are designed to be used by teams of educators within a school, district or network who commit to doing the Academy together. The content is delivered through asynchronous and flexible modules to be completed over a quarter or semester. Each Academy course comprises five to six modules that engage participants in a variety of activities. Teams meet in person, or through a meeting platform of their choice, at the close of modules to process their learning, to share reflections and experiences, and to plan further iterations of practice. Each course could take two weeks to several months for a team to complete, depending on the number of cycles of practice and improvement in which teams choose to engage.

**Note:** *A Whole-Child Leadership Network and/or consultation hours for leaders who are supporting staff engagement in the Academy is strongly recommended.*

## Tiered Supports Workshops

- **Suggested Time:** 1.5 - 3 hours
- **Audience:** Various staff interested in strengthening their tiered support system

In Tiered Supports Workshops, participants explore the core science principles that undergird an effective tiered support system. The workshops address Tier 1 systems and supports, helping participants understand how school conditions and climate – including their relationships with teachers and other staff – can help all students develop critical skills and mindsets for success. The workshops further explore how Tier 2 and Tier 3 supports strengthen students' foundational skills and help them advance along their individual developmental pathways. Resources and tools offer participants practical ideas and actionable steps. The workshops can be adapted based on district or school needs.

**Note:** *Workshops include a Whole-Child Design Presentation as a kick-off.*

## Consultation

Turnaround staff (all with many years of experience as classroom teachers, and school and district leadership) are available to consult with district and school leaders to define their needs around Whole-Child Design and to identify the set of supports that would be most helpful to advance their systems and practice. Consultation could include use of assessment tools, like the [Whole-Child Design Inventory](#), or curated exploration of [Turnaround's Toolbox](#) to identify relevant tools and resources. Some consultation is included with the above services to provide individualized support to contextualize and integrate whole-child design principles and practices.

## Participants Say:

### The experience impacted their practice and their students.

- ✓ **83%** of participants felt the Whole-Child Improvement Network helped increase their capacity to lead towards a whole-child vision.
- ✓ **90%** of participants said their students benefited from their growth as a teacher as a result of the Whole-Child Design Academy.
- ✓ **95%** of Whole-Child Design Series participants felt the content of the series was relevant to their role and context.
- ✓ **100%** of participants said the Whole-Child Design Academy impacted their practice as an educator.

### They would recommend Turnaround's professional learning to others.

- ✓ **95%** of participants said they would recommend the Whole-Child Design Academy to their colleagues.
- ✓ **98%** of participants said they would recommend the Whole-Child Design Series to their colleagues.

### The experience has changed the way they think about students and their role.

"I am taking the time to process the why behind the behavior and not reacting. I now use more 'I statements' that take the weight off the child and place it on me."

– Whole-Child Design Academy Participant

"[Since the series] I have been integrating what I know about the brain and the impact of stress. I have also refocused my efforts to build relationships and to be the positive force on my site that students need."

– Whole-Child Design Series Participant

"Before I thought that whole-child and anti-racism were separate and distinct. Now I understand that they are integrated and integral to our entire approach to any child."

– Whole-Child Design Academy Participant

"Before I thought that we knew all the answers to our school's problems... Now I know that we need to turn to the source (parents and students) to gather information to help them as we may be seeing the problem through our cultural lens."

– Whole-Child Improvement Network Participant

"I am reaching out to more families. I am making sure that I make connections. I make sure that I spread the knowledge to others."

– Whole-Child Design Academy Participant



## Key Questions You May Be Exploring:

### **What is Whole-Child Design, beyond being an educational buzz word? Are we doing this already?**

Educational trends come and go, and it can be hard to determine the importance, relevance and likely persistence of any trend. If you are asking these questions about Whole-Child Design, a *Whole-Child Design Presentation* will be a great place to start. The included consultation time will provide support for you to see the work you have prioritized in your contexts through a Whole-Child lens.

### **We are committed to holistic education. What are our next steps? How can we get started?**

You have centered the whole child and are ready to engage and inspire your staff. A *Whole-Child Design Series* will support your next steps. The series can be focused at the leader or the teacher level, and will include science grounding in each of the core components of the Whole-Child Design Blueprint, engaging activities to build participant knowledge and mindset, and tools and resources that educators can implement in their contexts right away.

### **We are a whole-child focused district, but how can we center whole-child concepts in our attendance policies and interventions (or other system, structure, policy, etc.)?**

A *Whole-Child Leadership Network* would be a good next step here. Through the series, leaders with a stake in the attendance policies and interventions will work together to determine, through root cause analysis and other activities, where the policies and interventions are supporting the whole-child, and where there are areas for growth. Participants will gather and analyze relevant data, including input from all stakeholders (students, parents, teachers, etc.), will choose actions to take, and will iterate on these actions through cycles of improvement, all supported by Turnaround facilitators.

### **Our district is leveling up our existing Response to Intervention (RTI) system to a more robust Multi-Tiered System of Support (MTSS). We love your free resources, but can you provide more support?**

We would suggest investing in our *Tiered Supports Workshops* that will provide in-depth exploration and experience with our resources for each aspect of a whole-child aligned tiered support system.