



Transforming School Communities:

Use of the School Compassionate Culture
Analytical Tool for Educators (S-CCATE)
in the Compassionate School Leadership Academy

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Today's Presenters



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Session Objectives

Participants will learn about:

- The CSLA & S-CCATE

The Compassionate School Leadership Academy (**CSLA**) project and the School Compassionate Culture Analytical Tool for Educators (**S-CCATE**), which measures school culture and guides targeted professional development.

- CSLA Feasibility Study

The results of the CSLA Feasibility Study conducted in 2023 and implications for the randomized controlled trial phase.

- S-CCATE Cultural Adaptation

S-CCATE and its cultural adaptation for improving diversity, and national dissemination, with a preview of the updated tool and its Action Guides.

“Caring adults can make all the difference in a single child’s life, but **a few educators** cannot move the mountains that must shift to establish a safe, more equitable, and just future.
We must **work together**.

FROM COMPASSIONATE SCHOOL PRACTICES: FOSTERING CHILDREN’S MENTAL HEALTH AND WELL-BEING

Children's Mental Health: Before & After the Pandemic

Children belonging to groups that experience identity-based systemic marginalization experience the burden of mental health conditions, social determinants of health, and outcomes.

The pandemic **widened** these gaps.

Mental Health Issue	Pre-Pandemic	Post-Pandemic
Depression	1 in 5 children had depression	1 in 3 children have depression
Anxiety	1 in 8 children had anxiety	1 in 5 children have anxiety
Suicide	1 in 6 teens had suicidal thoughts	1 in 4 teens have suicidal thoughts
Trauma	1 in 4 before the age 4; 3 in 5 before age 18	~48%
Treatment	50% of children with mental health issues received treatment	25% of children with mental health issues received treatment

*Data from the Centers for Disease Control and Prevention;Source: National Alliance on Mental Illness (NAMI)

Teacher Reports of Mental Health Concerns: Before and After the Pandemic

Teacher stress is not new, but it has gotten significantly worse since 2020.

Teachers	Depression	Trauma	Burnout	Considering Leaving Profession
Before Pandemic	10%	5%	15%	24%
After Pandemic	20%	10%	30%	55-63%

What would keep teachers in education?

Respondents largely said higher salaries (57%), followed by improved parent or community support (42%), and better school or district leadership (41%).

Biggest Strengths and Challenges of Public Schools Post-Pandemic

Strengths:

- Resilience
- Flexibility
- Community Support
- Innovation

Challenges:

- Learning Loss
- Student and Staff Well-Being
- Equity
- Funding

What Teachers Want in Professional Development (PD)



Relevant Topics



**Choice and
Flexibility**



**Collaboration and
Networking**



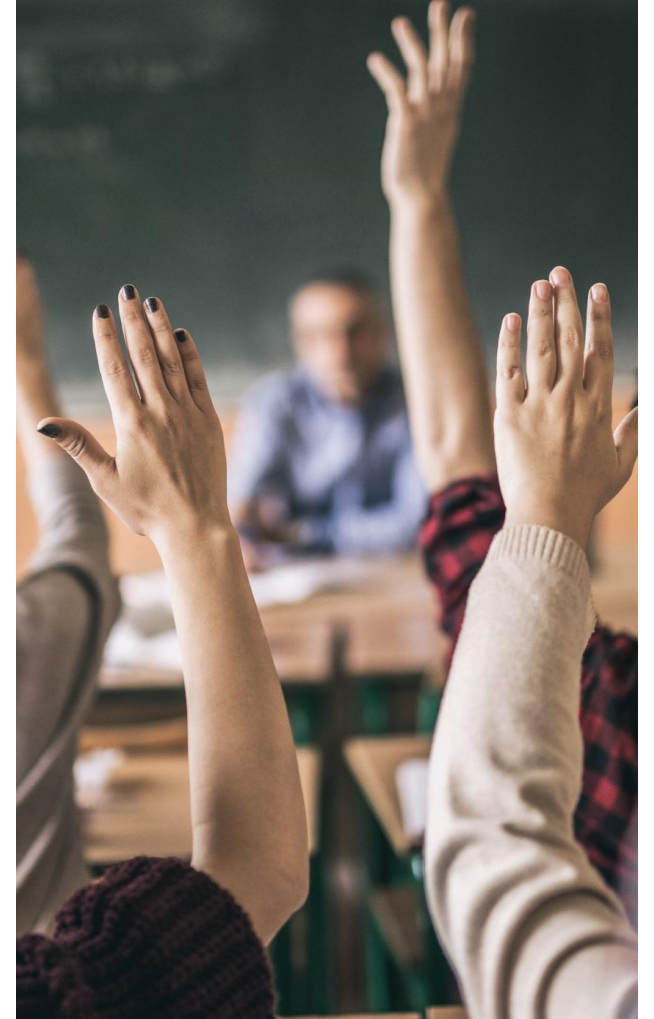
**Supportive
Environment**

Professional development should be tailored to meet the needs of school staff, providing them with relevant topics, choice and flexibility, collaboration and networking opportunities, and a supportive environment.

Group Discussion

What are you seeing in your work, your community, your families? What did we miss? Let us know:

- What are the challenges facing schools right now?
- What's working well in schools?



The Compassionate School Leadership Academy

The Compassionate School Leadership Academy (CSLA)



Partners: Led by the **Center for Educational Improvement** and the **Yale Program for Recovery and Community Health** in collaboration with national organizations.

CLSA Goals:

- Goal 1: To provide culture assessment and resources to middle schools
- Goal 2: To establish the evidence base for a model of transferring SEL and trauma-informed practice knowledge to school leaders
- Goal 3: Broadly disseminate findings and ensure program sustainability



What is the CSLA?

CSLA is an intensive 4 month long professional development initiative focused on improving school climate, equity, and the well-being of students and staff.

- School leaders develop an individualized, compassionate school action plan.
- S-CCATE assessment informs schools about school culture strengths and opportunities, informing action plan.
- Action planning based on the school's individual needs, challenges, and resources.

CSLA Phases

Phase 1: Feasibility

Engage 10 middle schools for feedback about PD needs and challenges

Phase 2: S-CCATE

Culturally responsive adaptation of S-CCATE and national distribution

Phase 3: RCT

Compassionate School Leadership Academy Clinical Trial with 80 schools

Phase 4: Dissemination

Dissemination of findings and planning for scaling and sustainability

The background of the slide features a faint grid pattern. Overlaid on this grid are numerous stars in various colors, including red, green, yellow, and grey. The stars are scattered across the grid, with some appearing in small clusters and others in isolation. The overall effect is a decorative, starry background.

Key Outcomes & Measures:

- Evaluation at the level of:
 - Program: Achievement of goals and objectives
 - Student: Academics, discipline, attendance
 - Teacher: ORC-D4, demographics, attitudes, burnout, engagement
 - District & School: NCES
 - School: NCES
 - Principal: S-CCATE, ORC-D4, demographics, participation, engagement, turnover

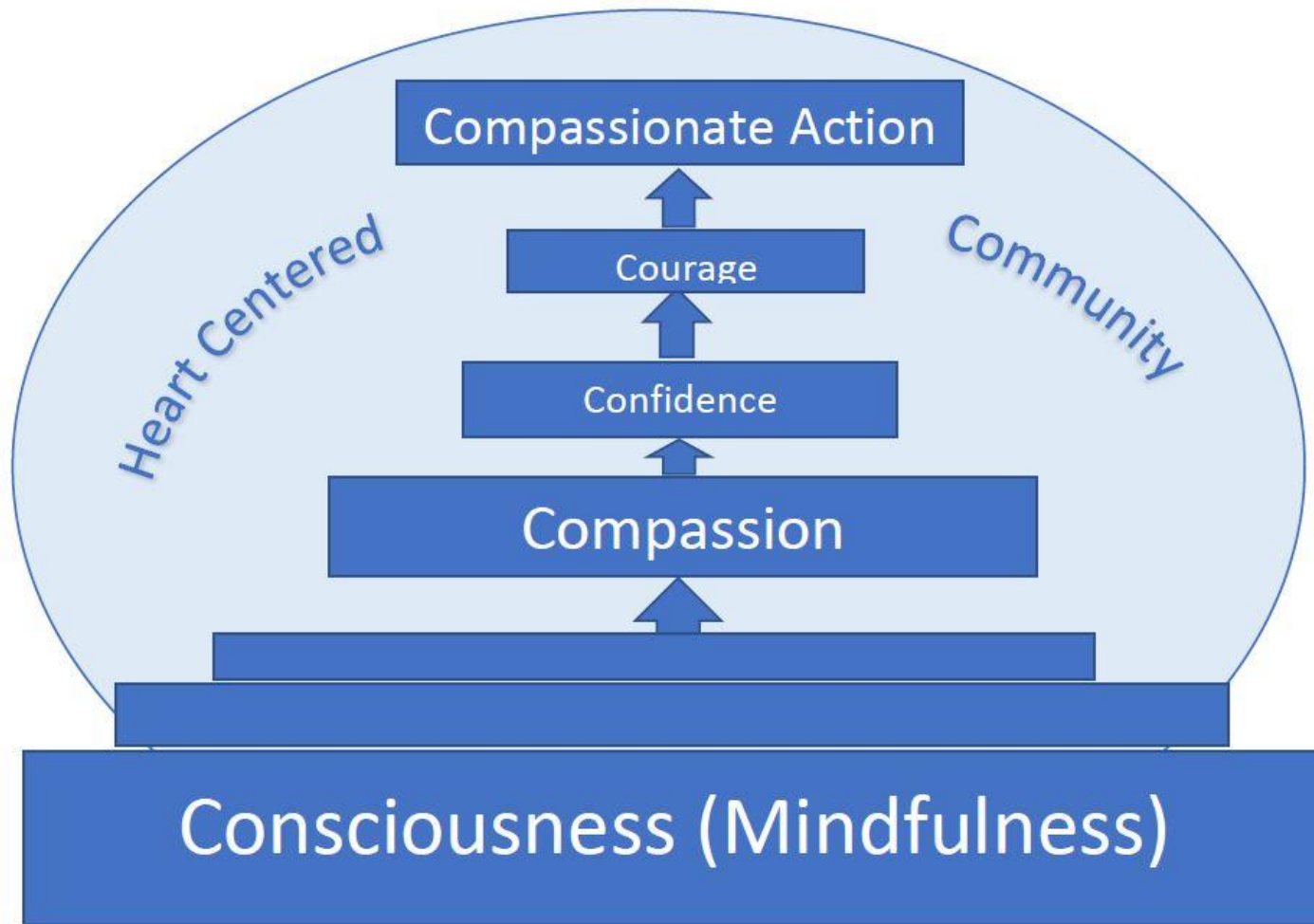
The School Compassionate Culture Analytical Tool for Educators (S-CCATE)

S-CCATE

- S-CCATE is a 40-item online measure of school culture
- Designed to support professional development
- Nationally validated and used by over 100 schools
- Designed by the Center for Educational Improvement
- More information is available at s-ccate.org



The S-CCATE is an essential component of the CSLA as it provides a comprehensive measure of school culture that helps to build resilience for students affected by trauma.



The S-CCATE
stems from the
5 components
of Heart
Centered
Learning
(the 5 Cs)

LEADERSHIP & A COMPASSIONATE SCHOOL COMMUNITY

Strengthening how the principal, the school environment, and policies contribute to a compassionate school culture



The 5 Cs:

- Guides teams of educators and whole school communities through the process of transformational change
- Based on current research regarding factors that improve well-being, executive functioning, and neuroplasticity among children and youth
- Supports school communities through the process of transformational change

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 INEQUITY

Promoting student awareness of discrimination, poverty, and injustice.



- Used 2-3 times during the academic year
- Staff rank their knowledge, skills, and implementation of compassionate components in classrooms, as well as their perception of student and schoolwide strengths and needs

Sample S-CCATE Questions

S-CCATE Item	Level 1: Needs Improvement	Level 2: Emerging	Level 3: Proficient	Level 4: Exemplary
Students state that they feel safe at school	○	○	○	○
Teachers and administrators foster participation and a sense of belonging	○	○	○	○
Students show empathy for others	○	○	○	○
My students consider me to be a good listener	○	○	○	○

Overlap between S-CCATE Factors and CSLA Training Institutes

S-CCATE Factors	Coursework Examples
Leadership and Compassionate School Community	Cultivating Compassionate School Communities that Respond to Trauma Effectively: Self-Guided Online Course
Conscious Awareness of Emotions & Stress	Classroom WISE: Well-Being Information and Strategies for Educators
Courage & Resilience	Compassionate Schools Practices: Fostering Children's Mental Health and Wellness
Confidence & Positivity	Five Mindful Habits for All to Increase Happiness and Connection
Commitment to Equity, Rights, and Culture	Systemic Needs and Possible Solutions - Resource Guide

CSLA Phase 1: Feasibility Study

The Feasibility Study

- Schools are overwhelmed by PD options and coping with limited resources
- We want to create a CSLA responsive to the needs of educators and schools, so we developed a participatory process for feedback on what schools need and want in PD
- We need educators' input on what's a workable, achievable process and timeline for the Feasibility and Implementation phases
- This process looks different for each school



We Looked for Schools That:

- Serve high numbers of students from diverse groups, and may be coping with limited resources
- Are interested in building leadership capacity, including supporting diverse and equitable leadership
- Are interested in furthering the mental health and well-being and equity, diversity, and inclusion of students and staff
- Are willing to participate in the CSLA from January-Fall 2023



Feasibility Study: 2 “Asks” for School Participants



Gather feedback

Hold listening sessions and focus groups to gain insight into the school's culture



Assess culture

Take the S-CCATE assessment to measure and monitor school culture

This process delivers essential feedback to the schools and informs the next phase of our research.

By keeping our requests simple, we could build relationships and engage schools to find out what they want and need to support leadership, deepen equity, and respond to the challenges they are facing.



Feasibility Study Ask 1: Stakeholder Feedback

- Listening sessions or interviews with people schools identify
 - 30-60 minute flexible discussions on the schools' schedules, either virtual or in person
 - Invited staff: administrators, SMH staff, teachers, paras, admin staff, custodial, and others.
- Focused on:
 - What are your school's mental health and well-being goals and needs?
 - What existing resources do you have?
 - What are your challenges?
 - What do you need in your PD or as supports

Feasibility Study Ask 2: Culture Assessment

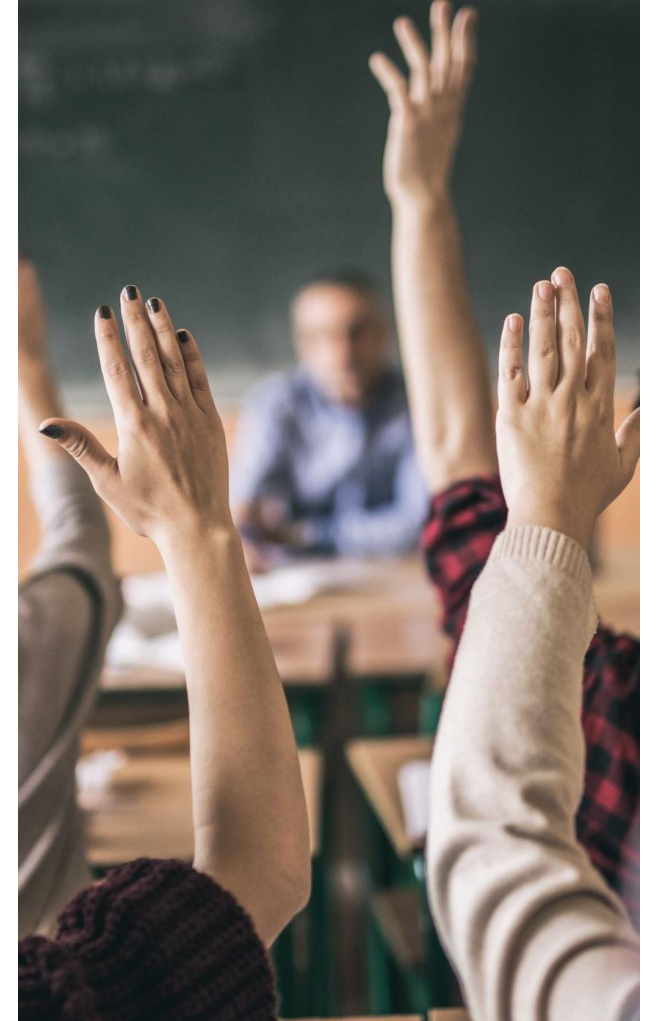
- S-CCATE:
 - 15-minute assessment
 - Distributed to staff for completion, with at least 7 staff completing it
 - Receive a feedback report on S-CCATE results with personalized suggestions
 - Creation of an Action Plan that includes S-CCATE results and Listening Session feedback
 - Schools determine how to implement suggested activities with CSLA support



Small Group Discussion:

Turn to the person next to you and spend 5 minutes discussing these two questions:

- What types of professional development are most important to staff?
 - Topics?
 - Format?
 - Timing?
- If you could wave a magic wand and create schools that are compassionate, what would that look like?



Feasibility Study Participants



Listening Sessions

Key Learnings

Students have more trauma and mental health conditions and less ability to self-regulate

Staff are struggling with self-regulation, too, and are requiring more supervision by administrators

SEL is an essential component, but teachers need to know how to integrate it into their curricula more concretely.

Students, staff, and families are taking less accountability and responsibility.

Listening Sessions

Key Learnings

Educators feel like they're constantly putting out fires. Their old strategies aren't working.

School staff are committed and caring, wanting to do the right thing under difficult circumstances.

Educators want time to collaborate with each other to share strategies and tackle challenges.

Educators want to know- ***Now what? How can I put that (PD) into practice?***

S-CCATE Cultural Adaptation

Activity:

Around the room you will find 11 large pieces of paper hanging on the wall labeled with an area of school practice on it. Consider the question below as it relates to that area, and record your answer with your marker. Move clockwise around the room to visit as many areas as you can!

What sorts of things would you look for if you were trying to determine if a school was equitable, responsive, and antiracist?

Next Steps: S-CCATE Adaptation & RCT Prep

Phase 2: S-CCATE

Culturally responsive adaptation of S-CCATE and national distribution:

- Consultation with experts, including Advisory Board, about equitable, responsive, and antiracist school characteristics
- S-CCATE revision and analytics
- National distribution

Key Question:

In general, what sort of things would you look for if you were trying to determine if a school was equitable, responsive, and antiracist?

In terms of:

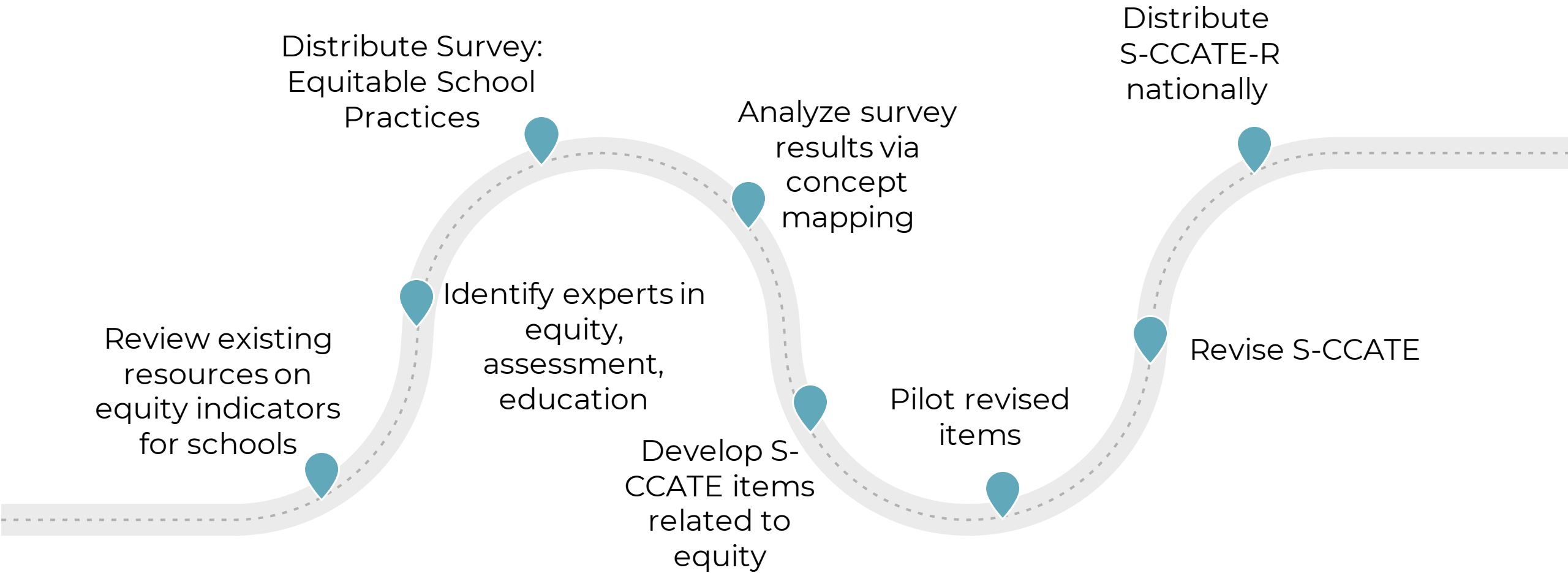
- Institutional structure
- Policies and procedures
- Resource allocation
- Academic equity and student success
- Curriculum and pedagogy
- Hiring, retention, and promotion
- Institutional programming
- Education, training, and employee development
- Campus climate and culture
- Admissions and access
- Relationship to families and community

Why a Cultural Adaptation of S-CCATE?

- Align with current equity-based standards
- Improve student outcomes for ALL students
- Increase teacher effectiveness in addressing the needs of diverse student populations
- Support and strengthen equitable and diverse school leadership

Adapting the S-CCATE is an effective way to ensure that students, teachers, and schools are meeting the highest standards of education and achieving the best possible outcomes.

S-CCATE Cultural Adaptation



Examples of Proposed S-CCATE Equity Indicators

- The school includes cultural identity in the curriculum to ensure that students learn about their own culture as well as others.
- The school implements restorative justice practices to address conflicts and promote a sense of community.
- The school provides anti-racism training to staff to create a more inclusive environment.
- The school uses data to track equity and diversity to identify areas for improvement.
- The school displays diversity in its visual displays to ensure that students learn about different cultures and perspectives.
- The school has discipline policies that are equitably distributed across all student groups.
- The school cultivates positive relationships with families.
- The school building is accessible to all students and staff.

CSLA Next Steps

CSLA Phase 3: Randomized Controlled Trial



80 schools randomly selected from Phase 1 survey

20 schools assigned to Wave 1
20 schools assigned to Wave 2
40 schools assigned to control



Measures and sources of administrative data identified

Data collected to determine components associated with uptake of CSPs and outcomes



Stepped wedge randomized controlled design (RCT)

Plan-Do-Study-Act (PDSA) program development and evaluation model



Examining within and between-participants

Later waves of implementation serve as non-treatment controls for those in earlier waves

CSLA Phase 4: Microcredentialling



Level 1 CSLA credentialing

Completion of coursework on leadership to develop culturally competent compassionate school environments



Level II CSLA credentialing

Demonstration and Phase 2 and 3 leaders who complete Level 1 courses *and* also complete an internship level project in their schools



Level III CSLA credentialing

Leaders who complete Level II and want to go on to mentor or coach others

Questions?
Comments?





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