WSCC **Practice** Blueprint

Session 4

Purpose: To document your setting's existing practices and resources related to each WSCC domain

Review

❑ Step 1: Exploring Context

❑ Resource Mapping activity, case study, & reflection questions

Do Together

❑ Activity 4: Resource Mapping

SECTION II: THE 3ES OF WHOLE CHILD I-MTSS

STEP 1: Exploring Context

Exploring Context

Identifying strengths and needs related to educating the whole child

Goal: to recognize existing areas of strength and need and how existing work aligns with the WSCC model

TIP

If you are new to the WSCC model and have not already done so, we encourage you to read the Introduction to the WSCC Model and complete Activity 2 – Build WSCC Knowledge to learn important definitions and foundational principles of engaging in this work.

Activity 4 – Resource Mapping

Anticipated time needed to complete this activity: 30 minutes

Exploring your context begins with *resource mapping*, which involves identifying all potential resources that are available to you in your setting. Resource mapping facilitates your ability to make appropriate decisions about whether to adopt a new practice (so you don't end up with too many initiatives at once!), and can help you capitalize on available resources (Sanetti & Collier-Meek, 2022).

As noted by Sanetti and Collier-Meek (2022), resource mapping involves listing out:

- Practices (e.g., initiatives, curricula)
- People (e.g., district/school staff, community partners)
- Assets (e.g., programs, services, funding, etc.)

In Activity 4 – Resource Mapping, available in Appendix B, we offer space to complete a WSCC domain resource map for your setting. This activity builds upon the Mapping Your System activity by having you consider each WSCC domain more systematically. You are likely to list practices that you noted in Activity 3 – Mapping Your System. However, this time, you will be organizing by WSCC domain and more systematically documenting practices in your setting. We expect that you will identify more practices in Activity 4 than you did in Activity 3. A completed example is provided below.

ACTIVITY 4 – CREATING YOUR RESOURCE MAP

Exploring Context

Time to Complete: 30 minutes

Goal of Activity: To document your setting's existing practices and resources related to each WSCC domain.

Instructions

1. Identify your existing practices that align with WSCC domains.
2. For each practice, identify <u>who</u> is available to or currently implements that practice, along with what training they have or need.
3. Then, for each domain, identify any <u>assets</u> that might support your practice efforts. Examples include state or district initiatives, new legislation, available grant funding, or professional learning opportunities.

Domain	Practices *List out all current initiatives, curricula, etc. for each WSCC domain.*	People *Who is available to or currently implements this practice? What training do they have or need?*	Assets *What programs, services, funding, etc. are available in our setting? How can we use these resources?*
PHYSICAL ACTIVITY	• All students have 1 hour of physical education per week; • School personnel participate in group games during recess; • Monthly flyers with community-based physical activity events sent home; • No professional development/staff training; • Working on developing a Comprehensive School Physical Activity Program (CSPAP)	• Physical education teachers organize student activities; • Instructional staff oversee recess periods on a rotating schedule basis	• Funding for the physical education curriculum is allotted for in school and district budgets; • Teachers have traditionally overseen recess duties on a rotating basis

Adapted from Sanetti & Collier-Meek. (2022). Sustaining practice 101: Resource mapping. Authors. www.sustaincollaborative.org

Resource Mapping | csch.uconn.edu

Case Study:

Hillside's Efforts to Identify their School's Existing Practices

At their next meeting, the Hillside Academy WSCC Practice Leadership Team works together to identify existing practices that align with each WSCC domain. Ms. Lee, the school nurse, agrees to jot down everyone's ideas on the Resource Mapping Worksheet. The group determines who is currently involved (or could be involved, using the "Potential Resource" column) in the implementation of each practice, along with what training they have or need. Then, for each domain, the team maps existing resources that currently or could support these practices.

In mapping out their resources, the team realizes that Hillside Academy has many student-oriented practices, but few initiatives related to Employee Wellness. The team was surprised to see that they could only identify two employee wellness initiatives. The first involves team building activities at the beginning of each of their staff meetings. Second, administrators hold a "Staff Appreciation Potluck" for the staff a few times each year.

The team feels that they see the effects of this in high levels of burnout among teachers in the building. They wonder if a focus on staff well-being may be a valuable focus for their work, and agree to take a deeper dive into this at their next meeting.

Before proceeding, consider the following reflection questions.

REFLECT

1. Which WSCC domains were more challenging to map? Which were less challenging to map?

2. When stepping back to think about the activity, what excited you about your resource map?

ACTIVITY 4 – CREATING YOUR RESOURCE MAP

Time to Complete: 30 minutes

Goal of Activity: To document your setting's existing practices and resources related to each WSCC domain.

Instructions

1. Identify your existing practices that align with WSCC domains.
2. For each practice, identify <u>who</u> is available to or currently implements that practice, along with what training they have or need.
3. Then, for each domain, identify any <u>assets</u> that might support your practice efforts. Examples include state or district initiatives, new legislation, available grant funding, or professional learning opportunities.

Domain	Practices *List out all current initiatives, curricula, etc. for each WSCC domain.*	People *Who is available to or currently implements this practice? What training do they have or need?*	Assets *What programs, services, funding, etc. are available in our setting? How can we use these resources?*
PHYSICAL ACTIVITY			

HEALTH EDUCATION			
SOCIAL & EMOTIONAL CLIMATE			
COMMUNITY INVOLVEMENT			
NUTRITION ENVIRONMENT			
SAFE ENVIRONMENT			

EMPLOYEE WELLNESS			
HEALTH SERVICES			
FAMILY ENGAGEMENT			
BEHAVIORAL SUPPORTS			

Resource Mapping | csch.uconn.edu