



**WAYFINDER**

**SEL for All:  
Contextualizing for Your  
Specific Learners**

**June 21, 2022**

# BRANDY ARNOLD



**Brandy Arnold**  
Chief Customer Officer  
*Former Teacher*

- + Youth Development
- + Collective Impact
- + Taught Wayfinder through Step Year at West Michigan Center for Arts + Technology
- + Human-Centered Design practitioner



# KATIE BARR



**Katie Barr**  
Executive Director  
*Wayfinder Partnership*

- + Mentorship
- + Digital Age Learning & Ed Tech
- + Passionate about Pedagogy & Learning Sciences
- + Scholar Practitioner

The background of the slide is a light blue-grey color. It features faint, stylized line drawings of seaweed or coral-like plants along the bottom edge, extending upwards on the left and right sides. Numerous small, light blue circles of varying sizes are scattered throughout the background, resembling bubbles or small fish.

– OPENING RITUAL –

# **Your Best Self**

What kind of environment helps you be your best self?



# Agenda

Intro to Wayfinder

Experiential Activity

Research Overview

Q+A

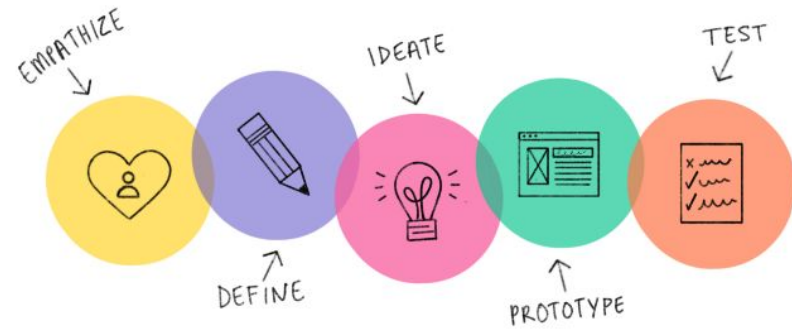
Closing

# Introduction to Wayfinder





Founded at Stanford d.school





Founded at Stanford d.school



The biggest problem growing up today  
is not actually stress –  
**it's meaninglessness.**

Dr. Bill Damon, Professor of Education, Stanford University

# What We Heard From Students

"I **don't know why**  
I'm learning any of this"

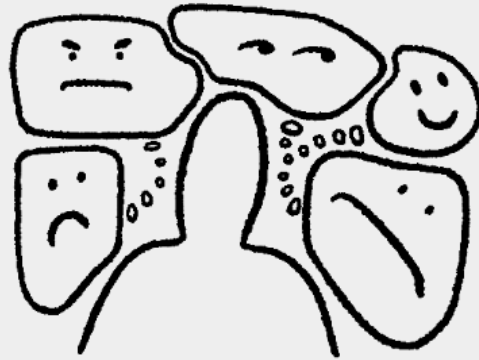
"I don't feel like I can  
be **authentically me**"

"I DON'T KNOW WHO I GO TO  
WHEN I'M **STRUGGLING**"

"You know like in **factories** where it's  
just the same thing all day, every day?  
That's what it's like"

"My parents and teachers put  
so much **pressure** on me"

"I've **lost hope**  
that school  
can be fun"



"I **don't feel**  
**connected**  
to my peers"

"I don't know who I want to be  
vs. who I'm **supposed to be**"

"I'm  
**overwhelmed**"

"I don't want to go to school  
'cause I have a zit on my  
face and I'll **get teased**"

"I got **bullied** 'cause I have a  
Samsung phone and not an iPhone"

"I don't feel connected  
to **my teachers**"

"MY FRIENDS COME TO ME WHEN THEY'RE  
FEELING SUICIDAL. I'M **NOT A THERAPIST!**"

Founded at Stanford d.school



So how do we get  
from **meaningless**  
to **meaningful**?

Patrick Cook Deegan  
Founder and CEO



Can school be a place for students to...

1

Develop  
Their  
Potential

2

Experience  
Belonging

3

Design Lives  
of Meaning  
and Purpose

The background of the slide is a hand-drawn sketch in a light, sketchy style. The top half features a range of jagged mountains, each topped with a cluster of evergreen trees. The bottom half shows a valley with rolling hills, small shrubs, and some rocky outcrops. The overall aesthetic is that of a pencil or light ink drawing on a textured surface.

# Theory of Change

# Wayfinder Journey Theory of Change



Feel that  
you belong



Know what is  
meaningful  
to you



Know what  
you care about  
in the world



Learn how to  
act with purpose

For the **21st Century** School Visionary



## Foundations

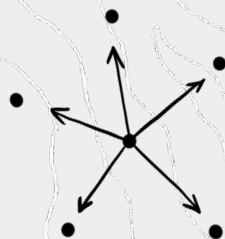
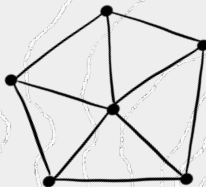
Foundations for **Belonging**  
& **Purpose**

## Belonging

Building a foundation through  
**connection**

## Purpose

Finding direction  
through **contribution**



### ELEMENTARY SCHOOL

|     |     |     |
|-----|-----|-----|
| K   | 1st | 2nd |
| 3rd | 4th | 5th |

### MIDDLE SCHOOL

|                               |         |
|-------------------------------|---------|
| Belonging: <b>FOUNDATIONS</b> | Grade 6 |
| Belonging 1: <b>SELF</b>      | Grade 7 |
| Belonging 2: <b>COMMUNITY</b> | Grade 8 |

### HIGH SCHOOL

|                             |          |
|-----------------------------|----------|
| Belonging 3: <b>ACTION</b>  | Grade 9  |
| Purpose 1: <b>SELF</b>      | Grade 10 |
| Purpose 2: <b>COMMUNITY</b> | Grade 11 |
| Purpose 3: <b>ACTION</b>    | Grade 12 |

# SEL Reimagined for Today's World

## CASEL Competencies Alignment



# STRENGTHS AS RESOURCES

How can your strengths support you in the face of pressure?

**BELONGING 3: ACTION // Lesson 9.2.1.**





# AUDRE LORD



“ ”

When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.

Audre Lord (1934–1992) was an American writer, feminist, librarian, and civil rights activist who dedicated her life to fighting injustice.

# PERSONAL STRENGTHS



## ☐ **UPSTANDING**

You are honest, responsible, and trustworthy. You stand by your values even when it is challenging.



## ☐ **CURIOUS**

You like to explore new experiences and knowledge and enjoy expanding your horizons.



## ☐ **HOPEFUL**

You believe that things will turn out well and you focus on the good things to come.



## ☐ **SELF-AWARE**

You understand yourself on many levels, from how you function to what nourishes and sustains you.

# PERSONAL STRENGTHS



## ☐ **COMPASSIONATE**

You are kind, caring, and in tune with the feelings and needs of people around you.



## ☐ **GRATEFUL**

You have an appreciation for life and express your thankfulness to others.



## ☐ **DETERMINED**

You persevere. Period.



## ☐ **PURPOSEFUL**

You are internally motivated to make a positive impact on the people and places around you.



## ☐ **COLLABORATIVE**

You are a relationship-builder who seeks out guidance and support from others.



## ☐ **ADAPTIVE**

You are good at navigating uncertain situations and are willing to fail at things.



# TOOLKIT PROMPT

- + Think about what's going on in your life. (Ex: socially, at school, where you live, your extracurricular activities, etc.)
- + List one pressure that you're currently experiencing.
- + Write about a time that you faced a challenge. What was the challenge? How did you overcome it?

# REFLECTION

## TALKING POINTS

- + It is normal if you find it difficult to recognize the strengths that you have or find it uncomfortable to think about. Everyone has strengths, and learning to recognize them helps us to use them to navigate our lives and the world around us.
- + If you notice strengths on this list you would like to develop, that's great! Building our strengths over time is an important part of growth.

# WHOLE CLASS DISCUSSION

- + How did it feel to reflect on your strengths?
- + What's a strength that you want to develop over time?



# WRAP UP

- + Knowing our strengths helps us to build self-awareness and a feeling of belonging with ourselves.
- + When we understand what our strengths are, we can use them to help us navigate the pressures we experience in life.

# Merging Human Centered Design with Universal Design for Learning



Universal Design for Learning is a framework to improve and optimize teaching and learning for all people based on scientific insight into how humans learn





# Universal Design for Learning

## Affective networks:

THE **WHY** OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

## Recognition networks:

THE **WHAT** OF LEARNING



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

## Strategic networks:

THE **HOW** OF LEARNING



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

# The BRAIN Lights Up

Check This Out



## Let's Unpack This Thought



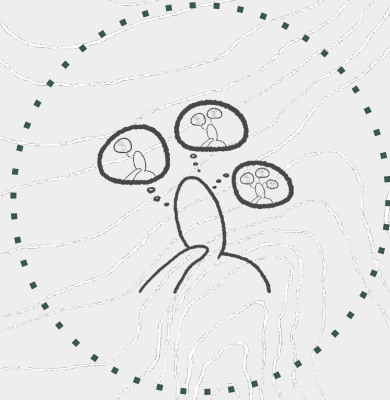
What was your  
experience in school?

Name a time when you  
learned the best?

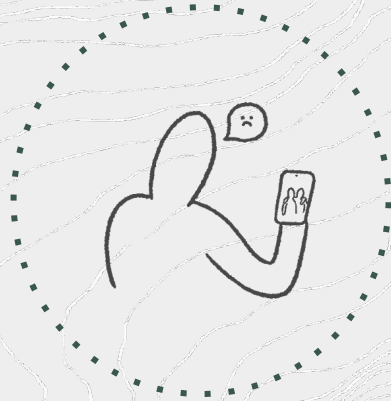
As a teacher, what was  
the elixir that created  
the ah ha moment?



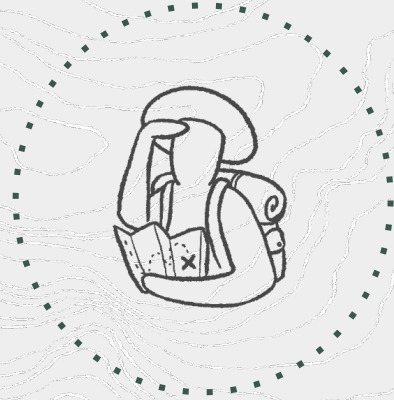
# UDL Can HELP Bring Learning to LIFE



**ENGAGEMENT**



**REPRESENTATION**



**ACTION +  
EXPRESSION**

# UDL Framework







## ENGAGEMENT

REMEMBER: Learners learn in different ways based on interest, culture, background knowledge, personal relevance

### 3 ENGAGEMENT ELEMENTS:

- + **Recruitment** - spark excitement/curiosity
- + **Sustain Effort + Persistence** - tackle challenges with focus and determination
- + **Self Regulation** - harness the power of emotions and motivation in learning

**REMEMBER: Learners differ in the way that they perceive and comprehend information**

Perception

**Flexible content that doesn't depend on single sense**

**Language + Symbols**

Communicate in ways that create a shared understanding

**Comprehension.**

Construct meaning + generate new understandings





**REMEMBER:** Learners differ in the ways that they can navigate a learning environment + express what they know

### **3 ACTION + EXPRESSION ELEMENTS**

- + Physical Action - kinesthetic learning
- + Expression + Communication - compose and share ideas in written or oral form
- + Executive Function - critical thinking/problem solving/reflection

# Guiding Questions

## The Why of Learning

- How am I engaging my students?
- How am I keeping them motivated?
- Am I inviting their voice in the process of classroom design?

## The What of Learning

- How do my students categorize information?
- Am I using different modes of disseminating information?
- Am I creating shared understanding?

## The How of Learning

- Am I providing a menu of opportunities for my students to demonstrate mastery?
- Am I including student expression in key assignments?





**WAYFINDER**

**THANK YOU!**

[www.withwayfinder.com](http://www.withwayfinder.com)