



# Wyoming Department of Education THRIVE Pilot Informational Webinar

May 4, 2023

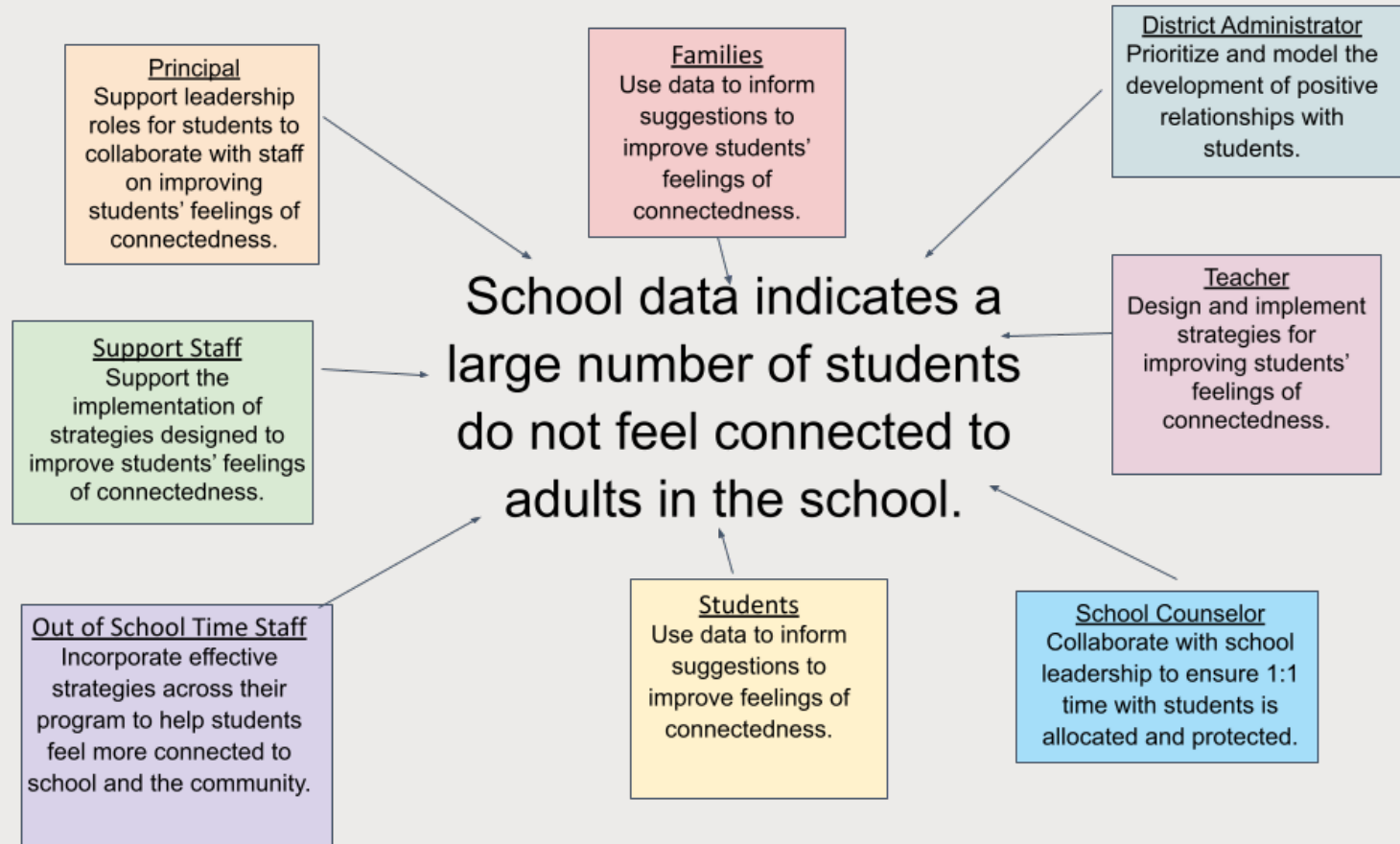
# Agenda

- Welcome & Introductions
  - Using the Chat feature, please write your name, title, and school or district.
- The Why
- Introduction to THRIVE.
- Pilot Project overview.
- Questions.
- Next Steps



# Why Focus on Mental and Emotional Well-Being?

# Problem of Practice

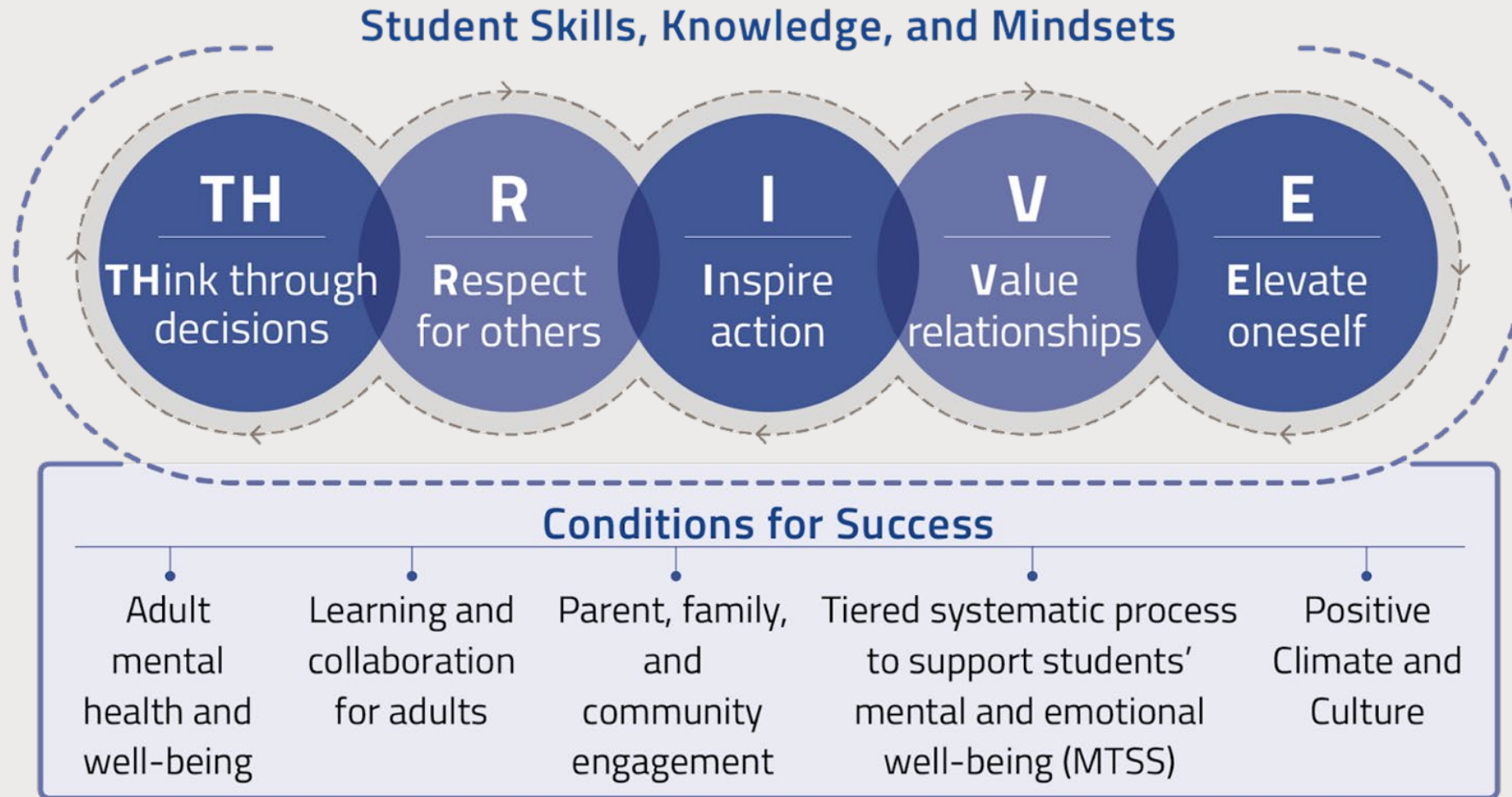


# External Stakeholders

- Administrators
- K-12 Teachers
- School Counselors
- Parents
- Students
- Special Education
- Prevention specialists
- Behavior interventionists
- Afterschool providers
- Early childhood education
- Mental health providers
- Case managers
- Suicide Prevention
- Department of Family Services
- Family Engagement
- Higher Education
- Business owners
- Minority Representatives
- Tribal Representatives
- State Policymakers

# Introduction to THRIVE

# THRIVE Overview



# THRIVE Competencies

Competency	Definition
Think through decisions	The ability to make informed choices and engage in constructive problem-solving
Respect for others	The ability to recognize other perspectives, ideas, and experiences to support an environment rooted in trust, belonging, and safety
Inspire action	The ability to become internally motivated to drive one's actions that influence oneself, others, and community in helpful ways
Value relationships	The ability to develop and maintain relationships within personal, family, school/work, and community settings
Elevate oneself	The ability to understand oneself and prioritize self-care and personal growth



# Developmental Indicators

Early Elementary, K-2		
<b>Think through decisions</b> The ability to make informed choices and engage in constructive problem-solving		
Goals	Indicators	Strategy
Identify and evaluate problems, challenges, and solutions (PCS)	<ul style="list-style-type: none"> <li>Explain what the problem is</li> <li>Think of solutions</li> <li>Solve problems with adult support</li> </ul>	<ul style="list-style-type: none"> <li>Use the National Center for Pyramid Model Innovations' "We Can Be Problem Solvers" <a href="#">We Can Be Problem Solvers!</a></li> <li>Read a book where a problem occurs between characters. Brainstorm possible solutions to the problem. Continue reading the rest of the book and discuss how the characters solved the problem and potential alternatives.</li> <li>Practice / role play using "I" Messages / Statements to resolve a problem. (I don't like it when _____. Please stop.).</li> </ul>
Recognize personal responsibility in decisions (PR)	<ul style="list-style-type: none"> <li>Realize my choices and actions have consequences and rewards</li> <li>Recognize the importance of telling the truth</li> </ul>	<ul style="list-style-type: none"> <li>Have students participate in setting the classroom expectations.</li> <li>Teach and practice using this language: "I made a choice to _____," so students understand it was their choice to receive the reward or consequence.</li> <li>Play "Stop and Go." Describe a behavior or read about a character's actions and have students hold up either the go or stop sign to indicate if the choice was helpful or unhelpful.</li> <li>Have students perform a puppet show about telling the truth in a difficult situation. (Teacher can provide a scenario.)</li> </ul>

- Provide observable developmental milestones matched to age specific skills.
- Build on previous grade band's content.

# Implementation Guide

## Multi-Tiered System of Supports

Wyoming's Multi-Tiered System of Supports (MTSS) framework emphasizes early intervention by providing a comprehensive approach to meeting the diverse needs of all students. By using a data-informed, tiered approach to interventions and support, schools can ensure that students are matched with targeted supports based on their individual academic, behavior, and mental health needs. By partnering with a student's family or caregiver, concerns can be addressed early on, which can prevent issues from escalating and becoming more serious. This can help students to feel supported and prevent them from experiencing more significant academic, behavioral, and mental health problems in the future.

### Principles

Student needs are assessed and monitored through multiple data sources to ensure students receive effective individualized supports for well-being.

A continuous improvement process is in place to ensure ongoing effectiveness of the system.

Schools use a MTSS team structure to ensure those with expertise in mental and emotional well-being contribute to decision making.

Partnerships with families and caregivers are developed to honor individual student needs.

- Focuses on adult practices.
- Provides schools with guidance and resources for implementation of the THRIVE framework.

# Timeline

Applications Due	Wednesday, May 17, 2023
Districts notified of participation status	Tuesday, May 30, 2023
THRIVE Pilot Kickoff in Casper	Friday, June 9, 2023
Monthly Coaching and Bi-Monthly Leadership Team Training	August 2023-May 2024
Participants provide Feedback on Pilot training and materials	August 2023-May 2024

# Pilot Project Overview

# Requirements for Participation

The project requires:

1. A commitment from a district/school.
2. A dedicated site-based implementation coach.
3. Leadership commitment.
4. The capacity for a leadership team to fulfill the project requirements.
5. Implementation from educators.

# Key Roles

- Site-based Implementation Coach
- Leadership Team
- Educators
- Leadership Commitment

# Site-Based Implementation Coach

- This team member is on-site and has the capacity to coach and lead the THRIVE framework professional learning and supports within the site (school or district).
- The site-based coach will be required to participate in pilot coaching from WDE and AIR and help translate the THRIVE framework for the leadership team and other school community members.

# Site-Based Implementation Coach

## District/School Implementation Coach (minimum responsibilities)

1. Attend training with school leadership team(s) every other month.
2. Attend coaches training every other month.
3. Attend leadership team meetings for their site.
4. Provide tailored support to help the district team interpret the statewide mental and emotional well-being implementation guidance as relevant to the unique aspects of their setting.
5. Complete a monthly update on the implementation of the THRIVE framework
6. Provide critical feedback on the THRIVE framework through surveys and focus groups.



# Leadership Team

- This role includes members that are representative of the community.
- They have a desire to lead the THRIVE mental and emotional well-being with the site (school or district) and partner with other community members to implement the THRIVE framework in a way that meets the needs of local sites.
- A new team may be created for this work or leverage an existing team already in place (e.g., school improvement or MTSS teams).

# Leadership Team

## THRIVE Leadership Team (minimum responsibilities)

1. Engage in a school/district-wide readiness assessment (August 2023 and April 2024)
2. Attend training with district/school coach every other month
3. Hold at least monthly leadership team meetings.
4. Implement the THRIVE framework with support from the district or school coach.
5. Provide critical feedback regarding the THRIVE framework through surveys and focus groups.

# Educators & Partners

This is a key role in the implementation of the THRIVE framework.

Educators include:

- Teachers
- Counselors
- Behavior Interventionists
- Social Workers
- School Psychologists
- Support Staff
- Paraprofessionals
- Parents
- Other adults on-site who have the potential to build relationships and support mental and emotional well-being.

# Educators and Partners

## THRIVE Educators (minimum responsibilities)

1. Partner with the leadership team and other educators on classroom-based practices that align to the THRIVE framework
2. Participate in Canvas modules (approximately 15 hours to complete the work)
3. Partner with families and community partners to implement the THRIVE framework
4. Implement the THRIVE framework within classrooms and school settings
5. Engage in the micro-credential process and provide feedback
6. Support high school students as they complete micro-credentials and provide feedback
7. Provide critical feedback on the THRIVE framework through surveys and focus groups.

# Google Form Application



## THRIVE Framework Pilot Application

The Wyoming Department of Education (WDE) believes in the importance of supporting student and adult mental and emotional well-being as a key driver for academic and career success. To support student and adult mental and emotional well-being, the WDE is offering a pilot project to build district and school staff capacity to implement the THRIVE (Think through decisions, Respect for others, Inspire action, Value relationships, Elevate Oneself) framework. The framework supports building student and adult competencies (knowledge, skills, and mindsets) and the conditions for success that adults create to support those competencies. WDE and the American Institutes for Research® (AIR®) will provide free virtual and site-based training for coaches from August 2023 to May 2024. This document outlines the participation requirements for the pilot project.

Please send questions to Les Koch at [les.koch1@wyo.gov](mailto:les.koch1@wyo.gov).

### Pilot Timeline

May 17, 2023	Applications are due.
May 30, 2023	WDE notifies districts of participation status.
June 9, 2023	WDE and AIR host the THRIVE pilot kickoff meeting in Casper.
August 2023–May 2024	WDE and AIR provide training sessions every other month for coaches
August 2023–May 2024	Participants provide feedback about the pilot training and materials.

# Application Process

- Access the Google form application at [edu.wyoming.gov/for-district-leadership/thrive](https://edu.wyoming.gov/for-district-leadership/thrive)
- Complete and submit by May 17.
- Districts will be notified by May 30.

# Framework Evaluation Criteria

# Formative Evaluation Questions

1. To what extent do teachers use the training modules/coaching?
2. Are the trainings/tools perceived as:
  - a. *Effective (e.g., informative)*
  - b. *Useful and practical*
  - c. *Easy to understand and appropriate for existing knowledge levels (correct content, pacing, etc.)*
  - d. *Aligned with extant district/school goals*
3. Do the trainings/tools adequately prepare school/districts to implement and sustain the framework?
4. How can the trainings/tools be improved?
5. Did the readiness assessment accurately describe each school district's situation and help them understand how better to prepare for implementing the framework?
6. How has school climate changed, from the student perspective?



# Data Collection Tools

- Educator Surveys for each module (during and post-module).
- Educator focus groups.
- Administrator focus groups.
- Coach focus groups.
- Parent focus groups.
- Student focus groups (e.g., changes in school climate?).
- Canvas & coaching data collection (e.g., collect frequency of engagement).
- Readiness assessment two-part survey.

# Micro-Credentials

# What is a Micro-Credential

**MICRO.** Comprised of smaller chunks of learning that can be stacked or completed alone.

**RIGOROUS.** Demonstrates the highest standard of effective practice.

**SKILL-BASED.** Represents actual evidence of demonstrated competence, rather than time accrued.

**DATA-RICH.** Connects evidence directly to claims and data.



**PERSONALIZED.** Encourages educators to engage in self-directed learning.

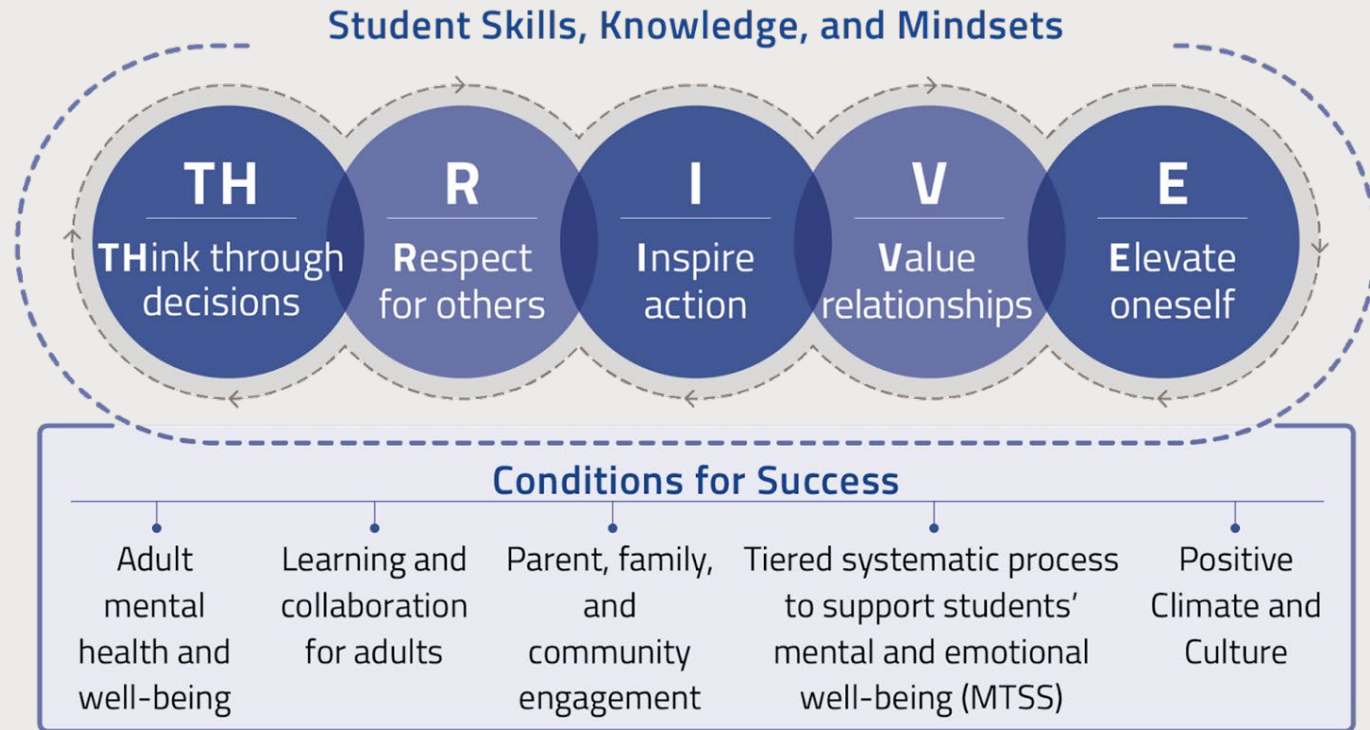
**CREDIT-BEARING.** Accrues PTSB credit.

**TRACKABLE.** Documents return on investment of professional learning.

**JOB-EMBEDDED.** Integrates into current teaching and job duties.

# MC Stacks

- Stack for teachers.
- Stack for high school students.
- Micro-credentials can be completed in any order.



# How to Earn Micro Credentials



# Questions

# Next Steps

- Submit Google form application by May 17.
- Send additional questions to:  
Les Koch at [les.koch1@wyo.gov](mailto:les.koch1@wyo.gov)

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**FOURTH**  
\_\_\_\_\_ BE WITH  
YOU