

# Discovered Facts Summary

## Gathering District-Wide Benchmarks

Following is a list of the facts you've discovered while **gathering district-wide benchmarks**. Those highlighted in **green** are considered critical findings and should provide maximum assistance in focusing your change efforts. Those highlighted in **yellow** are considered significant findings as well. Non-highlighted facts are supportive.

<b>17</b>	<b>Windsor's Evidence-Based SEL Component is Weak</b>
	<p>You discover that very little social emotional learning (SEL) is integrated into the standard curriculum and that most of the faculty are comfortable with this exclusion. You suspect that many concepts introduced and expanded upon in SEL training could assist students in working together in more productive ways and assisting in the transition of tier 2 and 3 students. Two major findings that stand out relative to SEL training are:</p> <ul style="list-style-type: none"> <li>1 - Compared to control students, students participating in SEL programs showed significantly more positive outcomes with respect to enhanced SEL skills, attitudes, positive social behavior, and academic performance, and</li> <li>2 - Significantly lower levels of conduct problems and emotional distress exist in students participating in these programs.</li> </ul>
<b>19</b>	<b>Most Counselors Have Never Taught</b>
	<p>Your quick comparison of counselor background skills uncovers the fact that only one of your counselor's at Windsor has teaching experience. With this potential blind spot, whether real or not, faculty tends to discount counselor change recommendations based on their inability to relate to classroom impacts. Without being specifically addressed, it will be simple for faculty to continue to minimize counselor suggestions and resist change efforts.</p>