

IN FOCUS RESEARCH & EVIDENCE BASE



HOW IS THE WELL-BEING CURRICULUM RESEARCH BASED?

In Focus K-12 and Educator Well-Being program is based on educational and psychology research. Our theories and practices are based on a synthesis of established research frameworks such as Maslow's Hierarchy of Needs (1943), Vygotsky's zone of proximal development (1978), Erikson's stages of psychosocial stages of development (1963), and Katz stages of teacher development (1972) to create reflection and experiential supports for educators and students.

Applying these educational theories to current teaching conditions, we provide coordinated efforts to support greater teacher self-efficacy (Donahoo, Hattie, Eells, 2018), greater teacher engagement (Bandura, 1997), and greater teacher retention (Hughes, 2012).

Our lesson plans are based on the high impact strategies (Hattie, 2012; Marzano, 2001). Additionally, our strategies are CASEL aligned and incorporate CASEL advocated teaching strategies (Durlak et al., 2011).



WHAT IS EVIDENCE BASED EDUCATION PRACTICE?

According to EdSource (2016) Evidence based is “a widely used adjective in education, evidence-based refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance.”



HOW IS THE IN FOCUS CURRICULUM EVIDENCE BASED?

In Focus Education Group was founded in January 2021. As such we are currently gathering evidence through our various teacher and student research projects. We currently have schools implementing the curriculum in grades K-12 in various states. Teacher feedback and data are being collected through teacher surveys and focus groups. Student feedback and data are being collected through surveys and topic based reflection prompts.

Limited Research:

Select portions of the In Focus well-being curriculum have been implemented in various schools and districts providing limited research evidence.

- See stakeholder report for Alpine School District linking professional development implementing skills and dispositions into STEM training. Select In Focus well-being topics, strategies, and lesson plans were implemented into this training.
 - 93% of teachers reported in 1,450 surveys positive impact and feedback citing greater confidence, commitment to the profession, and greater clarity about teaching practice.
 - Additional data was gathered from three cohort groups. Teachers who participated in the professional development addressing well-being skills & dispositions showed a statistically significant change in their [beliefs and self-efficacy]. A statistical analysis was done to determine whether or not these changes occurred as a result of the PD or if they happened by chance. The statistical analysis confirmed that it was very unlikely ($p < 0.001$) that these changes occurred by chance alone. This analysis provides evidence that the professional development addressing instructional strategies aligned with well-being skills and dispositions had a positive influence on teachers. The professional development and

feedback survey was administered over the course of one year in April: pre-intervention, June: post-professional development, October: implementation, and April: post-implementation).

- Qualitative research was conducted with select schools implementing an integrated, deep learning approach to well-being. Interviews were conducted with select administrators about their leadership and implementation style. See published report in Boren, D. M., Backman, J., Miner, A., Owens, M. A. (2021). Leading deep learning. AASA Journal of Scholarship & Practice, 18(1) for a discussion on leadership and implementation of deep learning for well-being.

Comprehensive Research:

In Focus is launching a research pilot project in January 2022 in which schools in Arizona, Nevada, Idaho, and Utah are providing both teacher and student implementation data. Data will be collected in the form of teacher surveys (pre and post) and teacher focus groups. Student data will be collected in the form of student reflection prompts incorporated throughout the six-week pilot.



WHAT DO CURRENT CUSTOMERS SAY ABOUT THE CURRICULUM?

The following represent select feedback from current and past customers.

K-12 Well-Being Curriculum

- “My teachers use the curriculum everyday grades 9-12 in a homeroom setting. The best feedback I can provide is that no one is complaining and teachers and students are fully engaged.” Principal, Malad High School
- “We love it. Our students love it and are engaged in it. They love the videos and activities like the vision board and escape-rooms. We use the reflection prompts at the end of each lesson and students

find the lessons to be relevant and engaging.” Counselor, North Gem District

Well-Being Implementation Consulting

- “The major improvement I've seen through our work is a shift in pedagogy that integrates learning and that speaks to all aspects of a student's life. We changed from teaching curriculum in silos into learning that connects and engages students. We increased our instruction time and built connections in all aspects of life including the social, emotional, and mental health of students.” Principal, Brookhaven Elementary
- “We have been more deliberate and intentional about our goals around deep learning and connection/well-being. Even in the midst of COVID we have not lost sight of our goals because of the foundation that Amy helped us establish.” Principal, Timpanogos High School
- “It is easy to follow. It is clear. The reality is that teachers need something that is going to be quick. For students- I love that it is connected to different modalities.” Curriculum Director
- “I look for a curriculum with an SEL lens. It is a competitive market right now. The need is very clear. Your curriculum is user friendly and easy to use.” Educational Technology Director
- “As someone who works with site leadership and district folks, there is a real market for superintendents to bring this work to their site leaders. There are leaders, administrators, and counselors who could be better informed because of a curriculum like this.” K-12 Curriculum Director

Leadership Consulting and Implementation

- “Amy has elevated our understanding of what it means to be an educator and helped raise our vision for what we can accomplish when we work together. She has helped advance our understanding of being a professional and working on a team. She speaks the

language of teachers and relates extremely well to groups both big and small. Her mind always operates to show evidence of impact and works to measure that impact in dynamic ways. She operates on an extremely advanced level of complexity and knows how to deliver.” Principal, Sage Hills Elementary

- “Our staff went from surviving from day to day to being driven and excited to come to work. Then as they taught and assessed student learning we saw significant gains in all learning and also some difficult failures that we learned from that enlightened our understanding of what steps to take next. We became a collaborative team working together for a common goal. We increased our desire to improve our teaching. We built a culture that was open and willing to try new ideas and support each other as we grew.” Principal, Brookhaven Elementary
- “Twenty years of experience as an educator has given me opportunities to connect with high quality educators. There are few educators that know how to engage in effective instruction, coaching, and leadership at a high level. Amy is the exception. Amy’s extensive background in curriculum content and skill in instruction gives her the unique ability to empower teachers and leaders alike through high quality instruction and coaching.” Assistant Superintendent, Provo City School District
- “Teaching the WHY & HOW and then allowing teacher teams the time to DO the work. The help in celebrating the small wins that lead to more wins, and next thing you know the whole school was immersed in the right work.” Director of Teaching and Learning, Alpine School District
- “Research and practice both matter for education to improve, but too often there is a wide chasm between the two. Amy bridges that gap by bringing a researcher’s skills and abilities to the classroom level in actionable, doable ways.” Principal, Timpanogos High School
- “It only takes one experience working with Amy and seeing how her

mind works and how she helps others wrap their brains and their hearts around teaching and learning to know that you are in the presence of a master teacher and facilitator of learning. I would give anything to have back the time that we worked together and continue the learning journey together. Our staff loved learning with and from you, and our students became better learners and individuals because of your impact on our school.” Principal, Brookhaven Elementary

- “Faculty and staff love her and feel empowered by her vision and belief in them. She has an eye for talent and translates that talent into leadership within the profession. They love working with someone who is connected to the world of research and policy and feel validated that their practices are helping to inform the research and policy just as much as research and policy is informing their practices.” Principal, Sage Hills Elementary
- “Our staff was enthusiastic about our relentless pursuit of deep learning and well-being because those are the reasons teachers went into teaching to begin with. Engagement is up for both students and staff, and we are much less likely to pretend that we are making progress.” Principal, Timpanogos High School



WHO WROTE THE CURRICULUM?

The In Focus K-12 Well-Being student and educator curriculum was written by and under the direction of Dr. Amy B. Miner, PhD. In Focus hires current classroom teachers, administrators, and counselors to write and review the curriculum.

For more information about our curriculum team visit us at:

infocuseg.com/our-curriculum-tea

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