



Nurturing Positive Beliefs about Students, Jobs, and Selves: A Survey of Resilient Oakland Communities and Kids (ROCK)

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**Oakland Starting
Smart & Strong**

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RESILIENT OAKLAND COMMUNITIES AND KIDS (ROCK): SURVEY BACKGROUND

We conducted an anonymous online survey of Oakland Unified School District (OUSD) early childhood educators in May 2022 to understand how well ROCK supports have helped educators implement resilience building and self care strategies. *Learn more about ROCK, trauma-informed classroom practices, and access teacher self-reflection tools [here](#).*

Surveys were sent out to all OUSD ECE teachers and instructional assistants (IAs). We received responses from 68% of OUSD ECE sites (19 of 28) which were submitted in English (77%), Cantonese (14%), Spanish (9%).



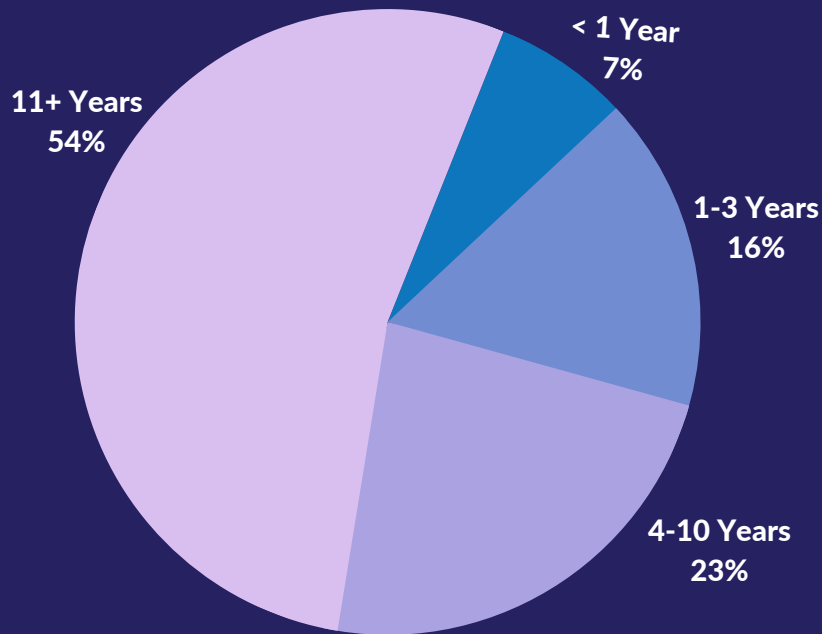
20 Teachers and 23 IAs completed the survey.

The following pages reflect our findings from this survey and highest reported strategies and practices identified by respondents.

RESILIENT OAKLAND COMMUNITIES AND KIDS (ROCK): SURVEY DEMOGRAPHICS

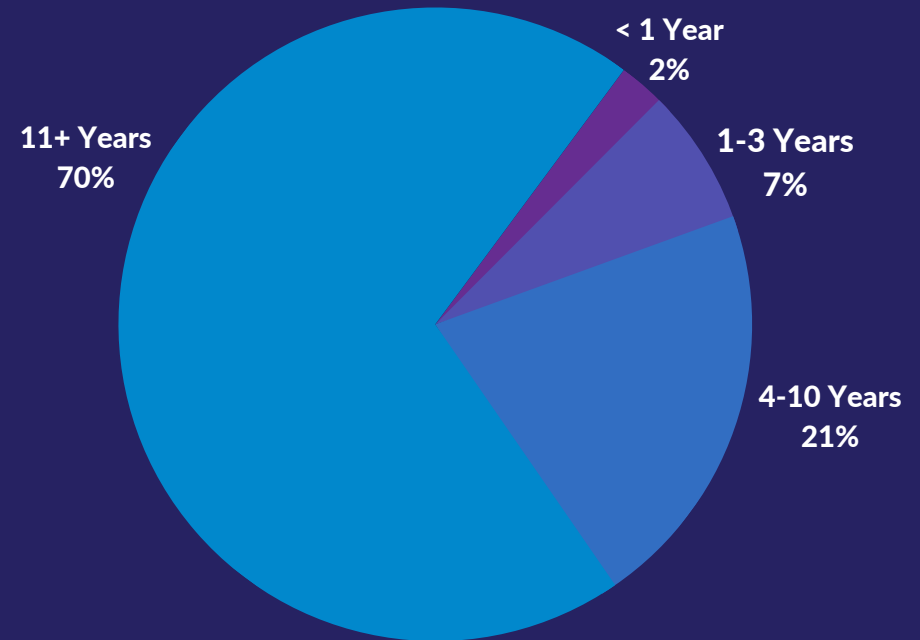
The majority of OUSD educators are long-term employees and have careers deeply rooted in the early childhood field.

Majority of teachers (45%) and IAs (61%) have worked in OUSD for 11 or more years.



Number of years working in OUSD

Majority of teachers (60%) and IAs (78%) have been caring for young children for over 11 years.

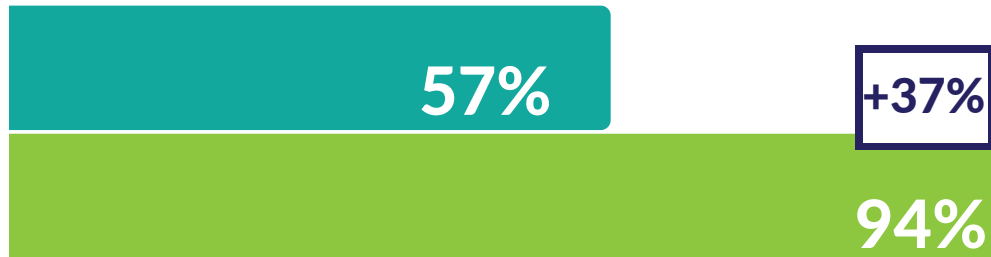


Number of years teaching / caring for children ages 0-5

ROCK: PLC IMPACT

FINDING: Educators who participated in a Professional Learning Community (PLC) held more positive beliefs about their students, jobs and themselves compared to those who did not attend a PLC.

■ No PLC ■ PLC



Believe that focusing on developing healthy, healing relationships is the best approach when working with people with trauma histories.



Agree that students are doing the best they can with the skills they have.



Emphasize relationships, flexibility, kindness, and safety as the agent of change versus rules, consequences, and accountability.

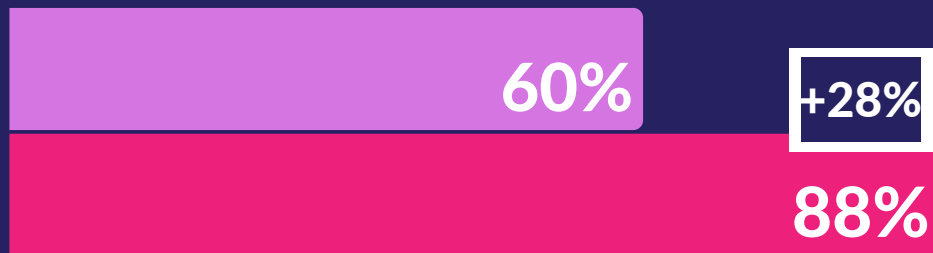
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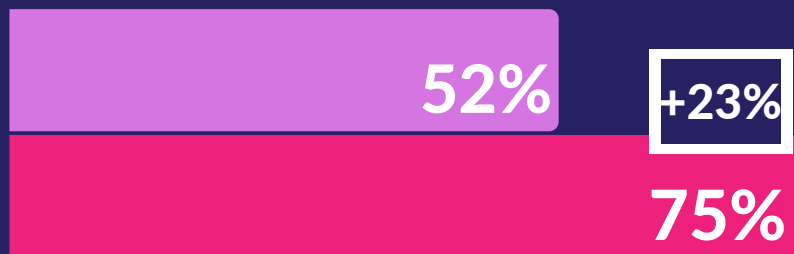
■ No PLC ■ PLC



Believe that they felt able to do their best each day to help their students



Agree that the most effective educators allow themselves to be affected by the work – to feel and manage the pain – to keep caring about the work.



Believe that ups and downs are part of the work and not to be taken personally.

ROCK: PLC IMPACT

FINDING: Educators who participated in a Professional Learning Community (PLC) held more positive beliefs about their students, jobs and themselves compared to those who did not attend a PLC.

The survey areas that had the **most positive responses on average** were:



- **Self-Efficacy at Work**

- Belief: I feel able to do my best each day to help my students



- **Responses to Problem Behavior and Symptoms**

- Belief: Focusing on developing healthy, healing relationships is the best approach when working with people with trauma histories.



- **Underlying Causes of Problem Behavior and Symptoms**

- Belief: Students are doing the best they can with the skills they have.

ROCK: SUPPORT TYPES

OUSD early childhood educators participate in a variety of ROCK supports promoting trauma-informed practices.

65% ROCK Training

65% of responding teachers and IAs named ROCK's online and in-person sessions.

60% Happy & Healthy Yoga

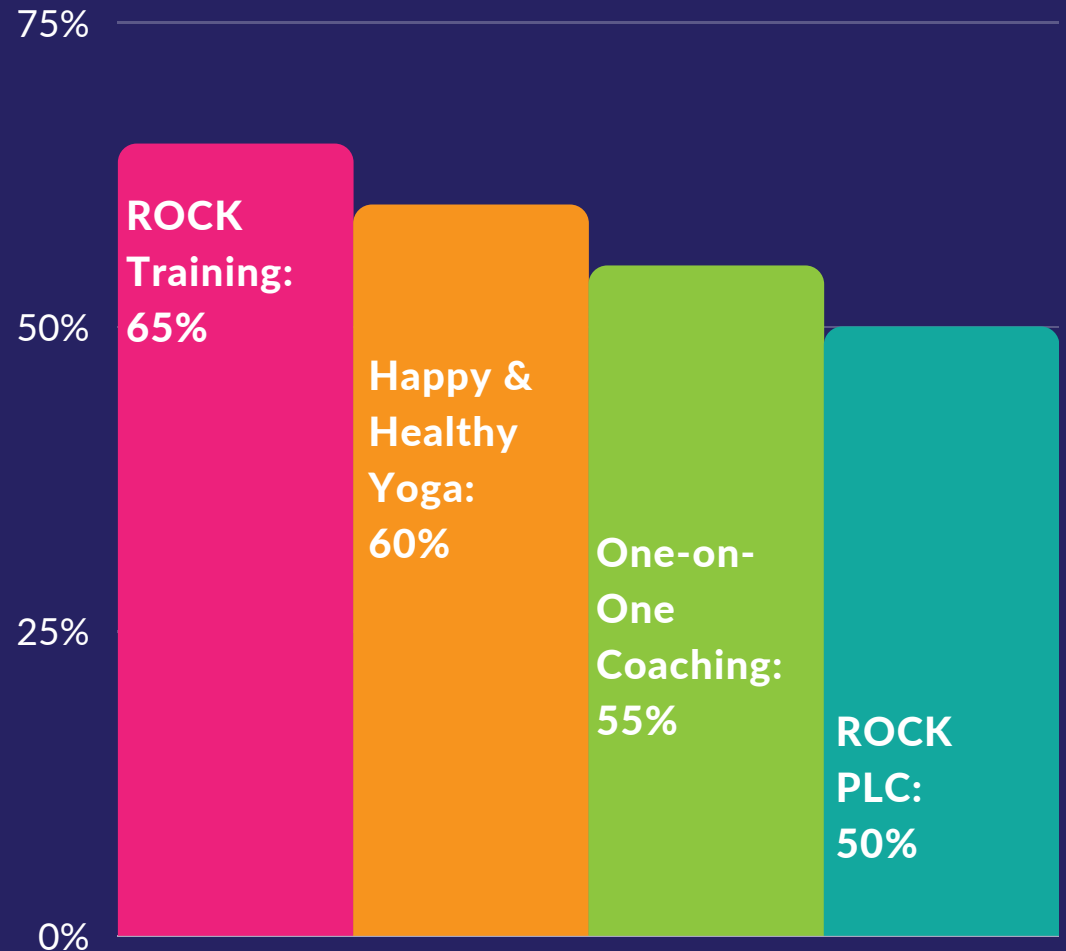
60% of responding teachers and IAs reported accessing virtual trauma-informed yoga sessions throughout the school year.

55% Coaching

55% of responding teachers received one-on-one coaching from New Teacher Center.

50% ROCK PLC

50% of teachers (and 30% of IAs) cited the ROCK Professional Learning Community (PLC)



ROCK: RACE & EQUITY STRATEGIES

Race & equity inform all of ROCK's strategies and practices to create trauma-responsive classrooms. Educators use a variety of racial equity strategies in the classroom.

Highest Reported Racial Equity Practices



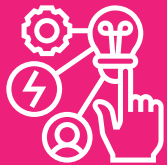
79%

Use culturally relevant materials.



67%

Address racism when it surfaces in classrooms.



60%

Improve our own knowledge of structural racism, oppression, power, and privilege, and how these factors disproportionately affect children of color.



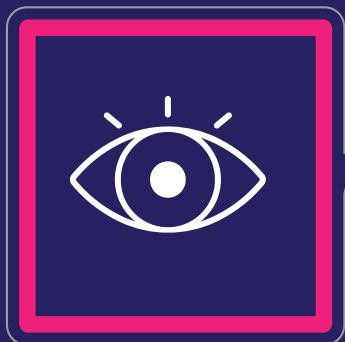
58%

Disrupt deficit language and approaches.

ROCK: TRAUMA RESPONSIVE CLASSROOM STRATEGIES & PRACTICES

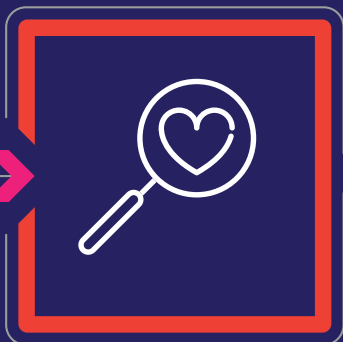
**A complete list of ROCK strategies and practices can be found [here](#).*

Attunement



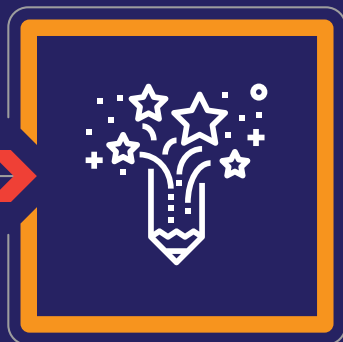
“Tuning in” to a child, being aware of and responsive to their needs and feelings

Relationships



Nurturing positive relationships to support children’s social-emotional and academic skills

Autonomy & Initiative



Supporting children to develop a sense of self and discover how to express themselves

Self-Regulation



Supporting children to manage their thoughts and feelings

Environmental

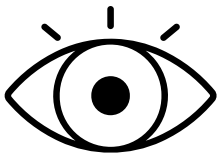
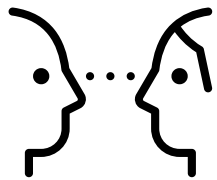


Changes to the learning environment that help children stay regulated or re-regulate when distressed

These strategies were developed by the ROCK collaborative and draw upon many resources, including: Nicholson, J., Perez L., and Kurtz, J. (2018). Trauma-Informed Practices for Early Childhood Educators: Relationship-Based Approaches that Support Healing and Build Resilience in Young Children. Routledge Press

ROCK: ATTUNEMENT STRATEGIES

FINDING: Educators throughout OUSD are using trauma-informed attunement strategies in their classrooms.



Reflection: What strategies do you use to "tune in" to a child to be aware of and responsive to their needs and feelings?

ROCK: RELATIONSHIP BUILDING STRATEGIES

FINDING: Educators nurture positive relationships to support children's social emotional and academic skills in many way.



98%

Identifying and expressing sensations and feelings



77%

Show empathy and validate children's emotions



77%

Listen with interest and use wait time



60%

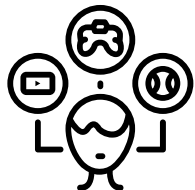
Provide warm and supportive feedback

Reflection: How can you create more opportunities to build relationships with children? Why is it important to do so?



ROCK: AUTONOMY & INITIATIVE STRATEGIES

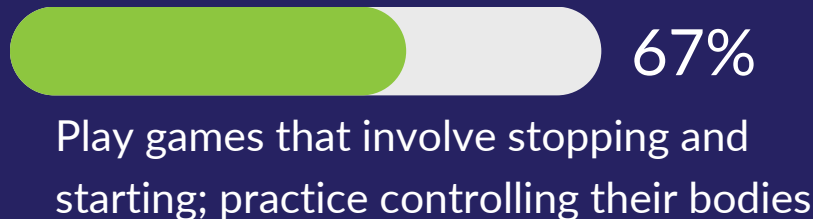
FINDING: Educators support children to develop their sense of self and discover how to express themselves by using strategies that build autonomy and initiative.



Reflection: Why is it important for young children to develop a sense of self and how to express themselves?

ROCK: SELF-REGULATION PRACTICES

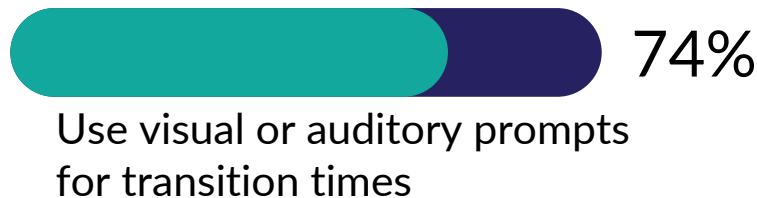
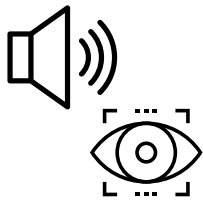
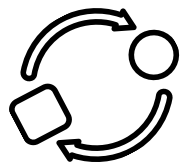
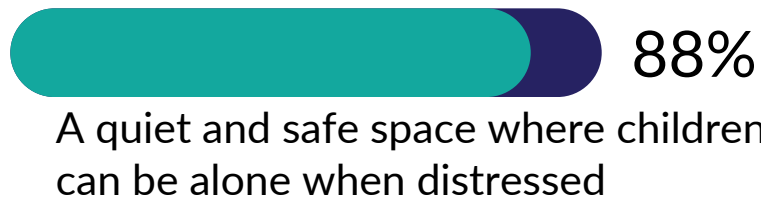
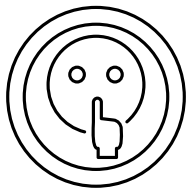
FINDING: Educators support young children in managing their thoughts and feelings by incorporating practices for self-regulation.



Reflection: How are you supporting young children in your care to manage their thoughts and feelings?

ROCK: ENVIRONMENTAL PRACTICES

FINDING: Educators change the learning environments including schedules, routines, and transitions to help children stay regulated or re-regulate when distressed.



Reflection: In what ways do you use schedules, routines, and transition times to ensure regulation or re-regulation?