

PREPARED BY



WAYFINDER

PROGRAM PROFILE

HIGH SCHOOL FOCUS

SEPTEMBER 2023

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WAYFINDER

I. PROGRAM SNAPSHOT

Wayfinder is a K–12 program that is designed to help students build social and emotional competencies and critical skills needed to succeed in today's world. Wayfinder curricula are structured to help students build foundational skills, develop a sense of belonging, and learn how to act with purpose. The Wayfinder high school program for Grades 9–12 consists of 26 lessons across three units for each grade level. Lessons range from 25–30 minutes and typically include an opening ritual to kick off learning and build community among students, interactive and group skill-building activities and discussions, creative and writing activities in the student workbook, and a closing ritual. The opening and closing rituals are the same throughout modules, creating an opportunity to develop consistent routines.

Developer	Wayfinder						
Grade Range	K–12 with separate lessons for each grade						
Duration and Timing	26 lessons per grade; 1 lesson/week; 25–30 minutes/lesson						
Areas of Focus (as stated by program)	Adaptability, agency, collaboration, empathy, purpose, and self-awareness						
Other Curricula (not included in analysis)	<ul style="list-style-type: none">• Elementary School (K-5)• Middle School (6-8)• MTSS Counselor Package• Purposeful Leadership HS Course• Adult Social and Emotional Learning (PD)						
Approach to SEL	Student skill building						
Evidence of Effectiveness	1 quasi-experimental study						
Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Self-Development	Responsible Decision Making
	31%	14%	63%	8%	31%	50%	10%
Instructional Methods	Most frequently uses discussion (class/peer), writing, and didactic instruction						

II. EVIDENCE OF EFFECTIVENESS¹

Wayfinder has been evaluated in one study in the United States. Results are summarized below.

Study: 1 Quasi-Experimental



Geographic Location:

- CA Bay Area

Key Sample Characteristics:

- Grade 12
- SES characteristics not reported
- Diverse racial/ethnic composition

Measures:



Survey

Outcomes:



Gains in students' purpose, social awareness, school engagement, and identity expression scores

Implementation Experiences:

- **Fidelity:** In this study, Wayfinder teachers implemented the full curriculum, including all possible components offered by Wayfinder.
- **Timing:** In this study, the Wayfinder curriculum was offered as a semester-long class on a block schedule with three 70-minute classes one week and two 70-minute classes the following week, alternating weeks throughout the semester.
- **Other:** All classes conducted throughout the study took place in person.

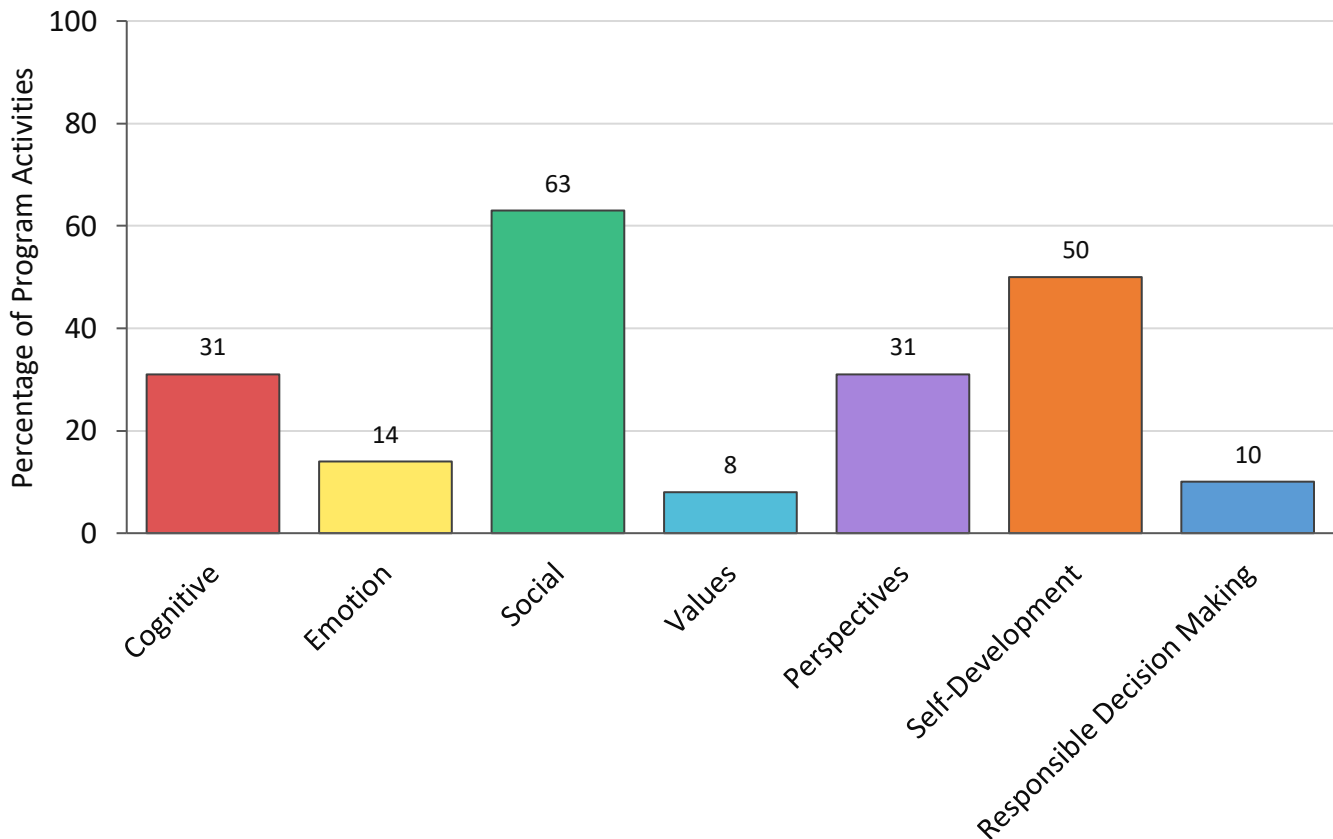
¹ Reference: Malin, H. (2022). *Purpose-focused SEL in high school: An evaluation of the Wayfinder Purpose Curriculum*. Berkeley, CA: Wayfinder.

III. CURRICULAR CONTENT²

PROGRAM FOCUS

As Figure 1 shows, Wayfinder primarily focuses on the social domain (targeted in 63% of program activities) with a secondary emphasis on the self-development (50%), cognitive (31%), and perspectives (31%) domains. To a lesser extent, Wayfinder also targets the emotion (14%) and responsible decision making (10%) domains. Wayfinder provides little to no focus on the values (8%) domain.

Figure 1. Percentage of Program Activities Targeting Each Domain³



²Program data collected from lessons for Grades 9–12.

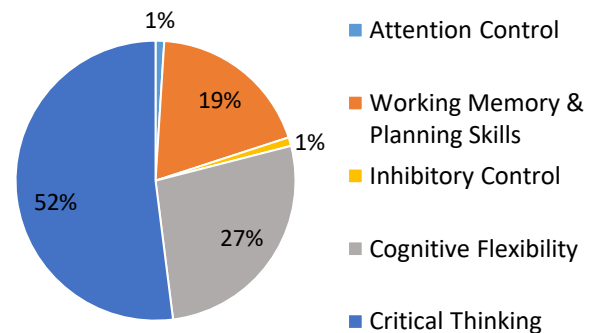
³A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 31% of Wayfinder activities that build cognitive skills most frequently focus on critical thinking/problem solving (52% of the time), followed to a lesser extent by cognitive flexibility (27%) and working memory and planning skills (19%). Student activities that build these skills might include learning how to use the design thinking process to find innovative solutions to everyday problems, reflecting on the short- and long-term impact of different responses to stressful situations, and analyzing how personal habits align with self-concept and future goals. Wayfinder activities that build cognitive skills rarely address attention control or inhibitory control (only <1% of the time, respectively).

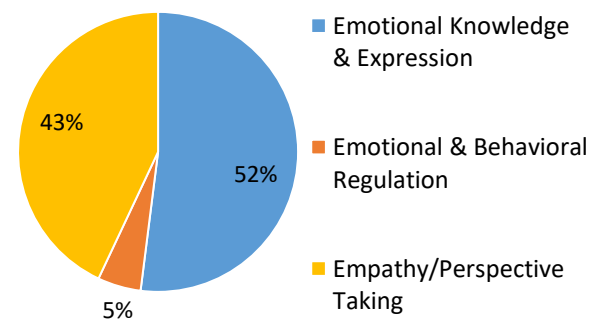
Figure 2. Focus of Program Activities that Build the Cognitive Domain⁴



Emotion

As Figure 3 shows, the 14% of Wayfinder activities that build emotion skills most frequently focus on emotional knowledge and expression (52% of the time), followed to a lesser extent by empathy/perspective taking (43% of the time). Student activities that build these skills include reflecting on how others might feel in different social situations, discussing the potential motivations behind social media interactions and the feelings they can bring up personally and for others, and exploring and/or engaging with different perspectives through game play. Students also have opportunities to debrief emotions that come up during games or activities. Wayfinder activities that target the emotion domain rarely address emotional and behavioral regulation (only 5% of the time).

Figure 3. Focus of Program Activities that Build the Emotion Domain⁴

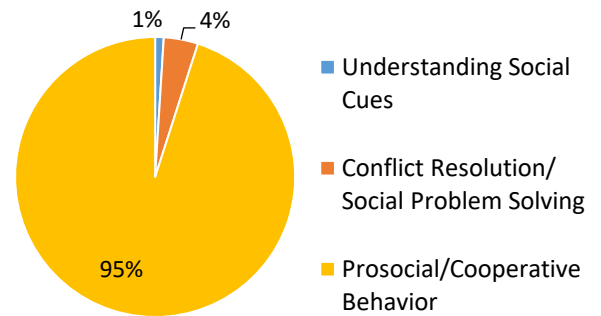


⁴Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive regulation, 55% of the time, those activities target attention control.

Social

As Figure 4 shows, the 63% of Wayfinder activities that build social skills most frequently focus on prosocial behavior (95% of the time). Each Wayfinder lesson begins with an optional opening ritual which focuses on building community by having students share about themselves and/or reflect on the importance of community in their lives. To cultivate prosocial/cooperative behavior skills, students are commonly asked to work in small groups to complete a task and reflect on effective relationship- and team-building skills or play games that highlight the importance of working collaboratively with others. Other student activities include identifying their leadership style and the skills they bring to a group and analyzing the leadership skills a group needs to effectively reach their goals. Wayfinder activities that target the social domain rarely address conflict resolution/social problem solving (only 4% of the time) or understanding social cues (<1%).

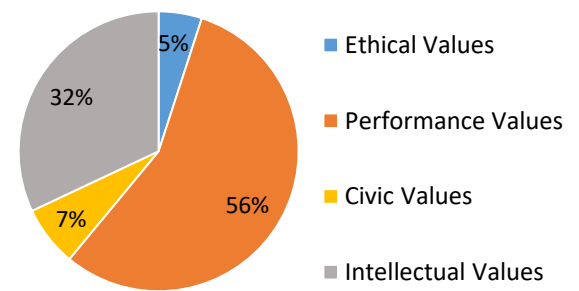
Figure 4. Focus of Program Activities that Build the Social Domain⁴



Values

As Figure 5 shows, the 8% of Wayfinder activities that target the values domain most frequently focus on performance values (56% of the time), followed to a lesser extent by intellectual values (32%). Student activities that build these skills might include defining and exploring examples of personal accountability, identifying habits that help to stay on task and meet personal goals, and using frameworks to give self-feedback, measure progress, and stay accountable. Other student activities include thinking creatively in teams to brainstorm novel approaches to existing problems. Wayfinder activities that target the values domain rarely address civic values (only 7% of the time) or ethical values (5%).

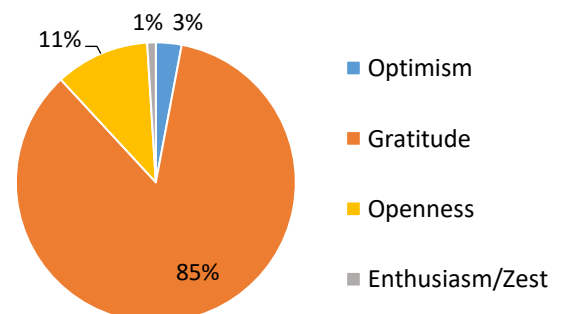
Figure 5. Focus of Program Activities that Build the Values Domain⁴



Perspectives

As Figure 6 shows, the 31% of Wayfinder activities that target the perspectives domain most frequently focus on gratitude (85% of the time), followed to a lesser extent by openness (11%). Most lessons in the program involve an opening or closing ritual that invites students to discuss events or people in their lives they are grateful for, “give props” or show gratitude to classmates for doing something they appreciated, or share good news that happened during the week, making gratitude a prevalent discussion topic in the curriculum. Wayfinder activities that target the perspectives domain rarely address optimism (only 3% of the time) or enthusiasm/zest (<1%).

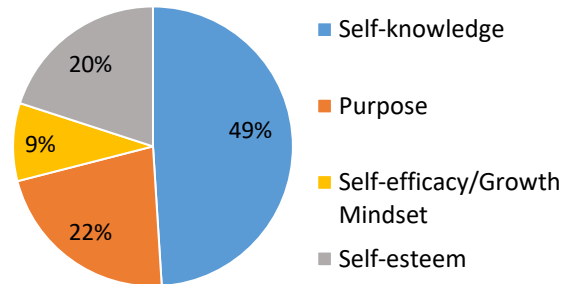
Figure 6. Focus of Program Activities that Build the Perspectives Domain⁴



Self-Development

As Figure 7 shows, the 50% of Wayfinder activities that target the self-development domain most frequently focus on self-knowledge (49% of the time), followed to a lesser extent by purpose (22%) and self-esteem (20%). The program has entire units dedicated to finding purpose and building self-knowledge skills through activities such as mapping different aspects of students' identities, using frameworks to connect students' preferences and values to their upbringing, and using graphic organizers to identify students' passions and strengths. Wayfinder activities that target the self-development domain rarely address self-efficacy/growth mindset (only 9% of the time).

Figure 7. Focus of Program Activities that Build the Self-Development Domain⁴



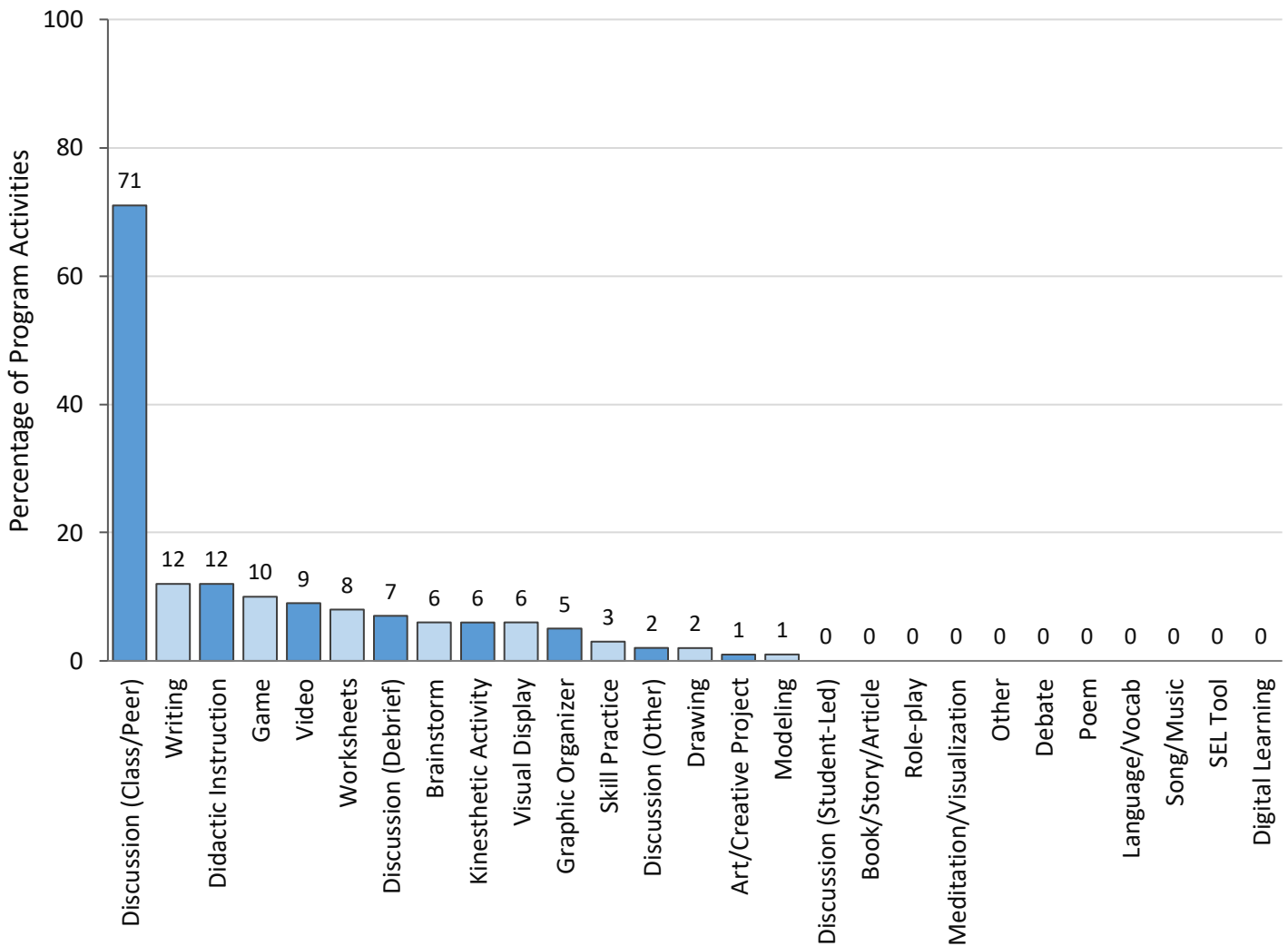
Responsible Decision-Making

The 10% of Wayfinder activities that build responsible decision-making skills primarily focus on analyzing which decision-making approaches are most effective in different situations, understanding how our choices impact and influence others, and identifying healthy responses or habits that can lead to positive long-term outcomes. Student activities that build these skills might include applying different decision-making styles to hypothetical situations and plotting and labeling habits to determine their negative or positive outcomes. Other student activities include watching videos of influential individuals who made important decisions and asking students to analyze how the person's actions impacted themselves and others around them.

PRIMARY METHODS OF INSTRUCTION

As Figure 9 shows, discussion (class/peer) is the most commonly employed instructional method in Wayfinder (used in 71% of program activities), followed by writing (12%), didactic instruction (12%), and game (10%). Almost every lesson includes a small group or peer discussion. Other recurring activities include reflective writing exercises that help students apply the concepts that they learn to real life and team games designed to encourage students to discuss and reflect on lesson topics. All other instructional methods occur in less than 10% of program activities.

Figure 9. Percentage of Program Activities Employing Each Teaching Method⁵



⁵A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS



Complementary Components

Additional Classroom Activities

- The Activity Library, which contains over 2,000 PreK–12th grade student activities that promote skill-building around Wayfinder’s six core skills, includes resources for opening and closing class, games to explore complex problems, and more.
- All Wayfinder lessons are accompanied by supplementary materials that extend the duration of the lesson or stretch it out across multiple sessions. Materials include project ideas and additional discussion questions, videos, and classroom activities.

Climate & Culture Supports

- Wayfinder provides professional development sessions to help deepen connections and facilitate meaningful dialogue between peers within the school community. Session topics include how to reconnect to purpose and how to navigate the educational and social and emotional challenges of the current climate.
- Wayfinder partners with districts to align program resources to existing school-wide initiatives to reinforce opportunities for learning and to support the wider school culture.



Training and Implementation Supports

Professional Development & Training

- Every Wayfinder partner school receives a dedicated school success coach that leads synchronous training and offers ongoing implementation support. Training includes an introductory session to Wayfinder followed by supplemental professional learning, including site-based sessions. Wayfinder training is structured as an iterative process divided into three phases that take place over three years and include acquisition of knowledge and skills, building teacher efficacy, and advanced/specialized learning.
- Wayfinder Academy also offers asynchronous learning modules to onboard educators and provide ongoing learning opportunities for advanced practice.
- The teacher resource library contains articles, webinars, videos, podcast episodes, and helpful tips to support implementation practice.

Implementation Supports

- Each Wayfinder lesson provides a description of the learning objective, preparation and materials required, activity timing, background research relevant to the lesson, student-facing language explaining how lesson topics are relevant to students’ lives, and guidance on what aspects of the lesson can be led by students.
- All lessons include suggested language for presenting and facilitating activities; tips for how the educator can share relevant, personal experiences throughout the lesson; and examples of potential student responses to questions or discussion prompts. Lessons also include guidance for when and how to use complementary materials like slides and the student workbook.
- Educator tips for modeling certain behaviors can be found in some lessons and include recommendations for classroom managements strategies to enhance student comfort and engagement and possible answers to questions in the student workbook.

Adult Social & Emotional Competence

- Wayfinder offers two flexible adult SEL course options to help strengthen the social and emotional skills and well-being of K–12 teachers, leaders, and staff. Schools can choose between 4 or 10 expert-led sessions, depending on their needs. Sessions are available in-person, virtually, or in hybrid format.
- The teacher resource library includes adult SEL activities that can be completed individually and in small groups. Activities ask educators to reflect on relationships, identify what brings them joy and what they care about, write notes of encouragement to each other, and share advice, resources, and tools, among other topics.



Applications to Out-of-School Time

- Wayfinder is designed for implementation in various settings, including out-of-school-time (OST) programs, and is currently being used by YMCAs and Boys & Girls Clubs across the country to help meet their SEL programming goals.



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- Wayfinder works with OST partners to curate a scope and sequence that works best for their setting. Training includes modeling and use of example activities relevant to their specific OST context.

Program Adaptability & Fit

Program Access

- Wayfinder is accessible to any K–12 school or youth-serving institution in the United States and abroad. Interested partners can reach out to Wayfinder directly through their website and schedule a free consultation to learn about the best products and training for their setting.
- Spanish translations of all student-facing materials, including slide decks, workbooks, and assessments, are available in Spanish. Additional languages, including Chinese, Russian, Somali, and Vietnamese, will be available in Fall 2024.

Alignment with Existing Standards/Systems

- Wayfinder aligns with the Common Core Standards for mathematics and English language arts/literacy and the multi-tiered systems of support (MTSS) framework. The program addresses the core components of the Response to Intervention (RTI) framework and can support Positive Behavioral Interventions & Support (PBIS).
- Wayfinder also aligns with the Career Technical Education (CTE) system, including national and specific state alignment; supports the National Health Education Standards (NHES); and corresponds with the Health Education Content Standards for the state of California.

Opportunities for Academic Integration

- The Academic Alignment filter in the Activity Library offers educators the opportunity to integrate social and emotional skills with academic subjects including mathematics, English language arts/literacy, science, social studies, art, theater, PE, health, and music.

Flexibility of Timing & Structure

- Wayfinder’s core curriculum is designed to be delivered once per week for the duration of the school year but can also be delivered more or less frequently.
- Lessons can be shortened or lengthened depending on educators’ needs while still maintaining the core lesson objective. Each lesson has a toggle feature with options to see the full version of the lesson or an abbreviated version if quick implementation is preferred. Deeper Dive extension options are offered with every lesson and provide additional activities to users with more time.
- The fast-track option includes the 10 most impactful lessons for every grade level and allows users with time constraints to prioritize important core lessons.

Adaptability of Content & Curriculum

- Wayfinder’s curriculum is designed to build skills within each module, so it is recommended that lessons are taught in order; however, lessons may be used individually and are powerful as standalone.
- Lessons are partially scripted and include guidance for introducing and facilitating activities.
- Educators are encouraged to adapt lessons to meet the needs of their class by using real-life examples and other learning content that is relevant and accessible for students. All core lessons are accompanied by customizable Google Slides, and educators are encouraged to edit them for their classroom context by tweaking the language and adding or skipping slides as needed.
- Wayfinder’s educator tips provide guidance for modifying or adapting content to accommodate various student backgrounds and needs.
- Wayfinder’s Custom Collections allow educators to curate and sequence content in ways that best suit their needs. Custom Collections can be sequenced in any order and can include as much or as little content as desired.

Digital Adaptations

- All Wayfinder resources and materials can be accessed via a digital platform, including lesson plans, the activity library, videos, slides, and the student workbook.
- Wayfinder provides educators with tips for how to modify lessons to teach them online. All lessons have cues and substitutions to fit virtual learning environments.
- Where helpful, lessons are also accompanied by customized Google Jamboards to support ease of facilitation for virtual learning contexts.
- Wayfinder can be merged seamlessly into Learning Management Systems like Canvas, Google Classroom, and Schoology.



Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- Wayfinder provides at-a-glance overviews of teacher and student usage data, lesson and activity completion by school, completion data for each sequenced curriculum, and most-viewed content via the system administrator dashboard and principal dashboard.

Tools to Assess Program Outcomes

- The Waypoints assessment suite shows areas for targeted student SEL skill-building, in addition to offering responsive content to support students. The summative assessment option, which is administered 2–3 times per year, measures student progress in the six core skills over time. The formative assessment option, which allows teachers to set their own cadence for each assessment, gives teachers the option to use the standard assessments or create their own using Wayfinder prompts.
- Check-for-understanding questions are provided in each Wayfinder lesson, with a dual focus on student understanding of key skills and lesson objectives.
- Wayfinder assigns an account manager to all partner schools to help them monitor impact.



Equitable & Inclusive Education

Supports for Culturally Competent SEL

- Wayfinder lessons emphasize the importance of bringing in a variety of student perspectives and life experiences. Educators are encouraged to draw upon real-life examples that pertain to a wide variety of cultural backgrounds, and tips that offer alternative language suggestions and considerations for students with diverse life experiences and backgrounds are provided throughout lessons.
- Each Wayfinder lesson includes a quote that was chosen to ensure many voices, cultural perspectives, and experiences are uplifted and celebrated across the curriculum.
- Educators are encouraged to make resources inclusive and easily seen, heard, and accessed in the classroom. For example, Wayfinder encourages educators to hang posters that are representative of students' backgrounds and to have a dedicated space where students can easily access resources they may find helpful.
- The program offers tips on creating opportunities for students to offer input, share feedback, and take leadership in discussions. Most lessons provide suggestions for activities that can be student led within the lesson, as well

Supports for Trauma-Informed SEL

- Wayfinder offers tips for creating a trauma-informed classroom, including being clear about what choices students have, modeling a culture of consent by asking permission and respecting student boundaries, and normalizing and offering opportunities for self-regulation.
- Wayfinder lessons aim to build consistency and predictability through opening and closing rituals that encourage healthy relationships and stable routines in the classroom.
- Wayfinder lessons can help create safe spaces for students to explore important themes, like self-development, by providing detailed guidance for establishing classroom norms and expectations and ways to transition mindfully in and out of lessons that deal with heavy or challenging topics.

Supports for English Language Learners (ELL)

- Wayfinder provides Spanish translations of student-facing materials, including slide decks, workbooks, and assessments. Additional language translations, including Chinese, Russian, Somali, and Vietnamese, will be available in Fall 2024.
- The program offers some guidance for working with English Language Learners, including inviting students to collectively define and articulate concepts that may be new to their vocabulary.

Supports for Special Education

- Wayfinder curricula are grounded in Universal Design for Learning (UDL) Guidelines that help educators ensure that learning opportunities are accessible to all students. Program lessons and activities are offered in multiple modalities for learning.
- Wayfinder provides guidance and for embracing different learning styles in the classroom. Tips include considerations for a neurologically-diverse student body, physical inclusion, student expression, and learning integration.



Family & Community Engagement

Family Engagement

- Wayfinder encourages family engagement and provides a guide to talking with families and caregivers about social and emotional learning and Wayfinder programming.
- The Family Information Hub is available to all families and offers a range of support materials including an introductory video about Wayfinder, information about the program's instructional methodologies and major themes, and sample lessons and activities that can be used at home.
- SEL At Home activities found in the activity library connect classroom learning to real life and give families opportunities to support students' social and emotional development.
- Wayfinder provides materials, such as videos about the Wayfinder program and example activities that can be used at home, for partners to share with families during family information sessions.

Community Engagement

- No information or resources provided.

V. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Wayfinder can be purchased online at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website: <https://www.wayfinder.com>

Contact: Matthew Winn

Phone: 781-974-9976

Email matthew.winn@withwayfinder.com

Contact Form: <https://www.withwayfinder.com/contact/demo>
