



California
Center for
School Climate

CalSCHLS

UC SANTA BARBARA

Boredom: Data-informed Practical Implications for Educators



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Welcome!

Drop in the chat: name, role, location, and any hellos!

A Few Helpful Tips for Using the Zoom Platform

Your microphone will be muted, and your video will be off throughout the session.

Having trouble with audio?

- Confirm that your computer speakers are on and turned up.

To access live transcription, use the “CC Live Transcript” button on your Zoom toolbar.

Please use the “Chat” feature for comments.

Use the “Question and Answer (QA)” feature to send questions to the presenters.

For help with technical issues, email schoolclimate@wested.org.

NOTE: Today’s session **will** be recorded.



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Agenda

1. School Boredom Grounding and Context
2. Live Demonstration of 360 School Boredom Website
3. Upcoming Opportunities
4. Closing



Poll

Which of these do you think students experience most frequently in their classrooms on a typical day?

[Answer choices will show up on Zoom]

Welcome



Tom Hanson, PhD
Project Director, CalSCHLS
WestEd

Setting the Stage: What is CalSCHLS?

California School Climate, Health, and Learning Surveys (CalSCHLS)

Three Surveys

- Student (California Healthy Kids Survey—CHKS)
- Staff (California School Staff Survey—CSSS)
- Parent (California School Parent Survey—CSPS)

Modular Components

- Core module (all participants)
- Supplementary modules (optional)
- Custom modules



Setting the Stage: Grounding and Context

Mental Health and Wellness in the Core Module

Core module	Since 2009	2020–21	2021–22
Chronic sadness/hopelessness	◆	◆	◆
Suicide ideation	◆	◆	◆
Social and emotional distress		◆	◆
Optimism		◆	◆
Life satisfaction			◆
School boredom			◆

For more information, check out our previous webinar “What’s New? CalSCHLS Update”



Introduction



Michael Furlong, PhD, Research
Professor/Distinguished
Professor Emeritus of School
Psychology at the University of
California, Santa Barbara

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Live Demonstration of 360 School Boredom Website



“I am so bored” is a typical student expression made quickly and often (Macklem, 2015). There is no stigma in making this statement, and many students and adults might well say, “Of course, school experiences can be boring.” How should



How will Boredom Mindset Profiles be Presented in the CHKS Reports?

CHKS Report

Table A6.12C

Level of School Boredom and Value of School - 11th Grade

		School is really boring (Grade 11)									
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 21%			Mid-Boredom & High Value 28%			High Boredom & High Value 22%			
	1										
	2										
	3										
	4	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value 7%			High Boredom & Mid-Value 12%			
	5										
	6										
	7	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value 8%			
	8										
	9										
10 Strongly Agree											

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

Notes: Cells are empty if there are less than 10 respondents.

[̄]Results are not reported due to a very small number of responses.

Percentages may not add up to 100% because categories with very low responses are not reported.



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Upcoming Opportunities

We Welcome Your Feedback

We want to hear from you!

- Please fill out the post-session survey



Upcoming CCSC Events

Peer Learning Exchange

Product Deep Dive: Cultivating Caring Relationships at School: 15 Activities That Promote Staff and Student Connection

Wednesday, November 16 (3:30 p.m. to 4:30 p.m. PT)

Registration link can be found in the chat and on the CCSC website.



Stay Connected with the CCSC

Newsletter: Join to stay up-to-date on events

California Safe and Supportive Schools Newsletter

Email: schoolclimate@wested.org

Website: <https://ca-safe-supportive-schools.wested.org/california-center-for-school-climate/>





Thank you for joining us.
