

Thurman Group Global | K-12 Schools | Public Schools

# The Public School K-12 Leaders Guide

Closing the gap between academic standards and whole-student readiness through emotional intelligence.

*There Is Greatness Inside*

## Public Schools K-12 Guide

Your school already has strong academic programming. But the students who struggle most after leaving your building are rarely struggling academically. They are struggling with who they are under pressure. Emotional intelligence is the missing competency in most school improvement plans. This guide shows you how to close that gap.

**50M+**

People Assessed with DISC Worldwide

**15**

Coachable EQ Competencies

**r=.31**

Stress Mgmt Correlation to GPA

**Gr 10-12**

Peak Intervention Window

## What Your School Is Facing



### Declining Engagement

Students who cannot regulate their emotions disengage from learning first - then from school entirely. Classroom disruption is almost always an emotional skill deficit underneath it.



### Teacher Retention Crisis

Your best educators leave because the emotional labor of the classroom is invisible and unsupported. A school culture built on shared EQ language protects staff as much as students.



### The College-and-Career Gap

Academic standards prepare students for assessment. They do not prepare students for the pressure, conflict, and self-direction that college and careers demand from Day One.



### SEL Without Measurable Outcomes

Most social-emotional learning programs cannot show a before-and-after score. EQ-i 2.0 can. That means you can document growth, justify investment, and show your board real data.

## Your 5 Action Steps

01

### **Identify Your Highest-Impact Entry Point**

Start with juniors and seniors facing college transition, staff professional development, or your counselors college readiness framework. One entry point done well builds the case for school-wide adoption.

02

### **Request a Building-Level Assessment Session**

TGG offers group EQ introduction sessions for faculty, counselors, or student cohorts. A half-day session establishes shared language and demonstrates the program value.

03

### **Add EQ Outcomes to Your School Improvement Plan**

Frame emotional intelligence development as a measurable whole-student outcome alongside graduation rates, college acceptance, and attendance data.

04

### **Connect to Your District SEL Framework**

Most state and district SEL frameworks align directly with EQ-i 2.0 competency clusters. TGG can help you map the overlap and demonstrate alignment to district leadership.

05

### **Build a Student Pipeline to College Edge**

Identify juniors and seniors whose EQ scores indicate college transition risk. Refer them to College Edge before they leave your building.

## DISC Staff and Student Application

**D-Style Students**

**Direct and Results-Focused**

Respond to challenge, competition, and autonomy. Give them ownership of projects. They disengage when micromanaged and thrive when given real responsibility.

**I-Style Students**

**Enthusiasm and Connection**

Thrive in collaborative, social environments. At risk for distraction. Leverage their relational energy for peer mentorship and group engagement strategies.

**S-Style Students**

**Consistency and Safety**

Need predictable environments and trusted relationships. Most vulnerable in transitions. Early intervention requires consistent, low-pressure check-ins.

**C-Style Students**

**Data and Structure**

Respond to evidence-based instruction and clear expectations. Struggle with ambiguous assignments. Provide structured frameworks and specific feedback.

**The EQ-i 2.0 Composites**

**SELF-AWARENESS**

Recognizing emotions as they occur and their impact on behavior and learning.

**ASSERTIVENESS**

Stating needs and boundaries - critical for students navigating adult environments.

**STRESS TOLERANCE**

Coping under academic and social pressure. The number one predictor of GPA.

**FLEXIBILITY**

Adapting to changing classroom demands, relationships, and expectations.

**EMPATHY**

Understanding others - the foundation of inclusive school culture.

*The school setting is one of the most important contexts for learning emotional skills. Developing them in early adolescence will allow them to become consolidated personal resources to face risks and promote motivation oriented toward academic success.*

FRONTIERS IN PSYCHOLOGY - META-ANALYSIS, EI AND ACADEMIC PERFORMANCE

Share with your student:

[thurmangroupglobal.com/guide/students](http://thurmangroupglobal.com/guide/students)

Send college-bound students their own guide.

## Partner With TGG for Your District

Group rates and district partnership agreements available. Align EQ development with your school improvement plan.

**Connect With Dr. Thurman**

[thurmangroupglobal.com/k12-hub](http://thurmangroupglobal.com/k12-hub)