Facilitator Guide

Introduction to the DESSA Student Self-Report

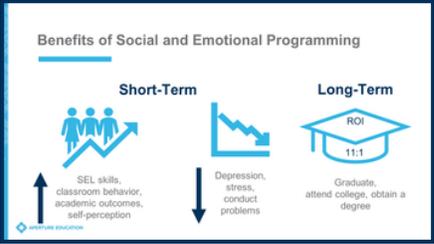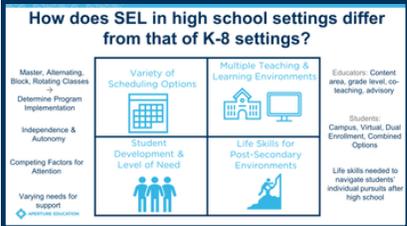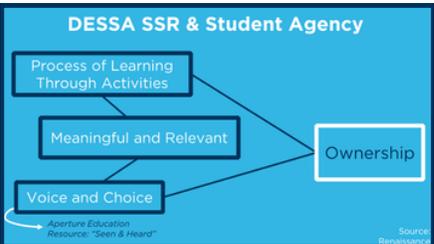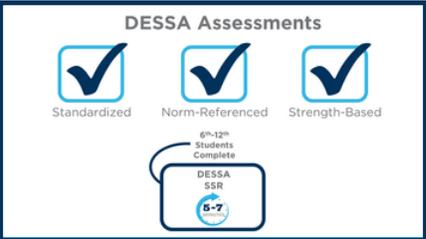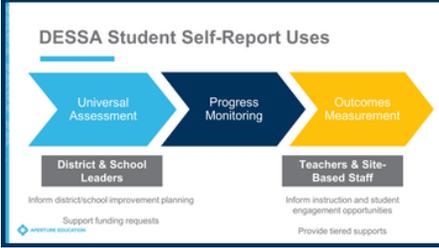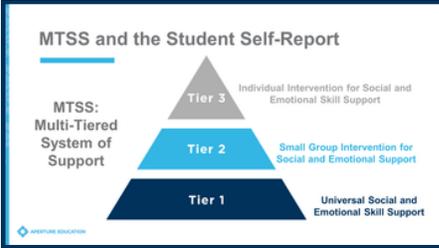This guide provides scripted talking points for the individual designated to facilitate the Introduction to the DESSA Student Self-Report training. Please read the scripted text to assist attendees in their comprehensive understanding of the content.
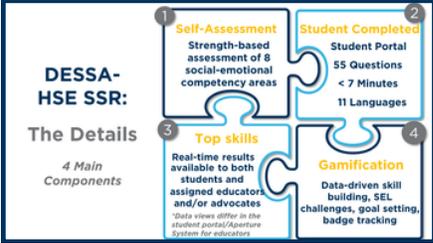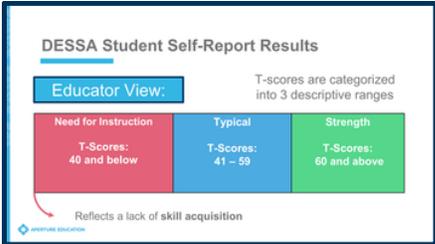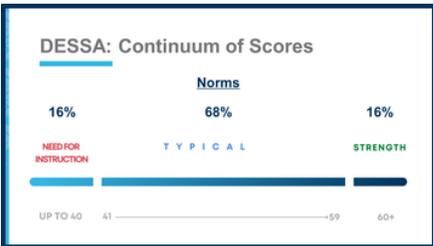
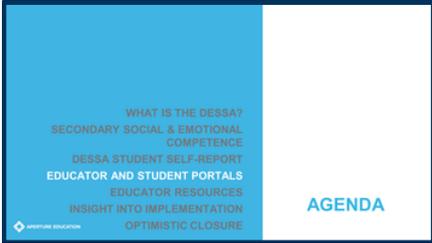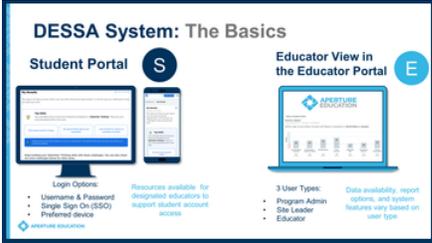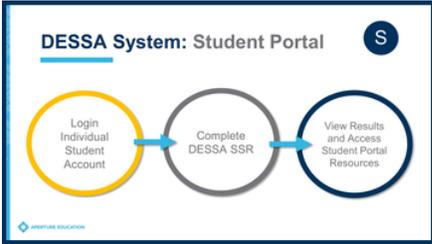| SLIDE	VISUAL	SCRIPT
Slide 1	APERTURE EDUCATION Introduction to the DESSA Student Self-Report	• Hello everyone and welcome to our session titled "Introduction to the DESSA Student Self-Report" where we will be discussing the Middle and High School Editions of the Student Self-Report.
Slide 2	**Session Objectives** • Learn about the DESSA Student Self-Report assessments and accompanying resources available in the educator and student facing portals. • Explore a demonstration of the DESSA System's main tools, resources, and features. • Identify the key elements of the DESSA System implementation to support educators in utilizing the DESSA assessments and resources to support overall student growth.	• The objectives for today's session include: • Learn about the Middle and High School Student Self-Report DESSA assessments and accompanying resources available in the educator and student facing portals. • Explore a demonstration of the DESSA System's main tools, resources, and features. • Identify the key elements of the DESSA System implementation in order to support educators in utilizing the DESSA assessments and resources to support overall student growth.
Slide 3	WHAT IS THE DESSA? SECONDARY SOCIAL & EMOTIONAL COMPETENCE DESSA STUDENT SELF-REPORT EDUCATOR AND STUDENT PORTALS EDUCATOR RESOURCES INSIGHT INTO IMPLEMENTATION OPTIMISTIC CLOSURE **AGENDA**	• Now that we've covered some introductions and housekeeping items, let's talk through our agenda for today. We'll quickly fly over what the DESSA is and how Social and emotional competence shows up in grades 6-12, • Then we'll venture into the student self-report and the educator and student portals, • And closing out the session, we'll share some resources, give insight into the implementation process, and wrap up with an optimistic closure. • Let's begin with the DESSA.

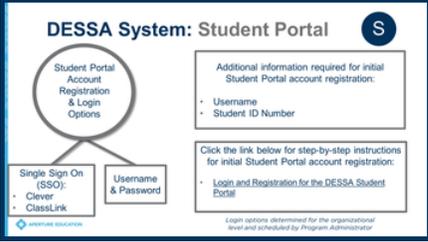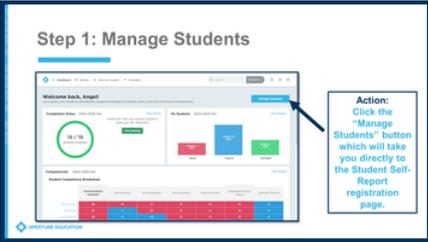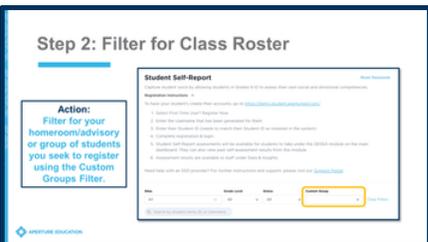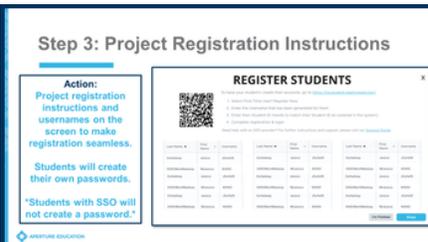| SLIDE	VISUAL	SCRIPT
Slide 4		• **What is the DESSA? It's an evidence-based social and emotional competency assessment to support student growth, including a screening tool and a full diagnostic assessment that educators complete for their assigned students.**
Slide 5		• **The DESSA is directly aligned with the CASEL framework for social and emotional skill building.** • **It is a nationally standardized, strength-based behavior rating scale that assesses students' social and emotional competence with editions that support students K-12. Today we will be focusing on the student self-report edition available for grades 6th-12th.** • **It has been used by districts and out-of-school time programs across the country, and site or district-based implementation schedules are outlined for this data collection** • **Finally, DESSA assessments and real-time data reports are located in the online DESSA System, along with additional resources, and support options.**
Slide 6		• **The DESSA Student Self-Report is a self-assessment geared for middle and high school students to rate themselves on social emotional competencies and takes most students less than 7 minutes to complete.** • **It was normed using a nationally representative diverse sample of more than 700 students spanning different races, ethnic, and socioeconomic groups.** • **Students complete assessments in the DESSA system, within the student portal and they're able to use that data to set goals or select SEL challenges where they can harness and grow their SEL skills.** • **Lastly, educators can view the data or any progress that students are making in their educator view of the DESSA System.**
Slide 7		• **The second question we ask upfront here is "why measure student social and emotional growth?" and for that, there are many answers that we will address throughout this session as we look at the components of "how" to collect this data.** • **A quality social and emotional assessment is an important part of any social emotional program implementation and can help to drive meaningful change and evaluate outcomes in a school, district, or program.** • **We can use the DESSA to inform data-driven next steps for systems, climate, and practice.** • **DESSA data informs systems like scheduling, PBIS, tiered support, and even PLC structures; climate in the sense of attendance and belonging, and practice for educator instruction.**
Slide 8		• **How does social and emotional competence show up in secondary** • **Let's talk about it.**

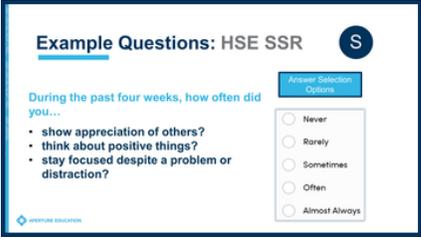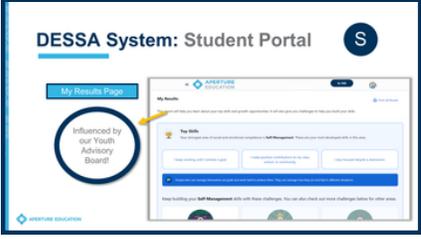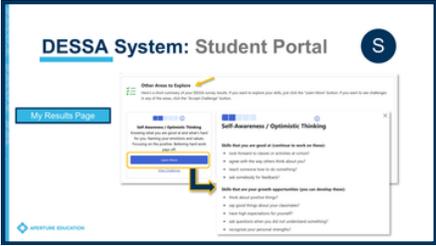| SLIDE	VISUAL	SCRIPT
Slide 9	Benefits of Social and Emotional Programming Short-Term — Long-Term ROI 11:1 SEL skills, classroom behavior, academic outcomes, self-perception — Depression, stress, conduct problems — Graduate, attend college, obtain a degree	• One way to contextualize social and emotional competence in grades **6-12** is to think about its benefits. • In the short term, social and emotional programming can increase social and emotional skills, classroom engagement and behavior, academic outcomes and a student's self-perception. • It lowers depression, stress, and conduct problems, and overall has an **11:1** return on investment. • So, for every dollar spent on a social and emotional skill building program, there's an **$11** return.
Slide 10	Social and Emotional Competence in 6-12 What are some "glows" and "grows" of SEL at the secondary level? Glows: Highlights of SEL in 6-12 — Grows: Challenges of SEL in 6-12	• So now I want to ask you: • What are some glows and grows of social and emotional skill building at the secondary level?
Slide 11	How does SEL in high school settings differ from that of K-8 settings? Master, Alternating, Block, Rotating Classes → Determine Program Implementation / Independence & Autonomy / Competing Factors for Attention / Varying needs for support Variety of Scheduling Options Multiple Teaching & Learning Environments Student Development & Level of Need Life Skills for Post-Secondary Environments Educators: Content area, grade level, co-teaching, advisory Students: Campus, Virtual, Dual Enrollment, Combined Options Life skills needed to navigate students' individual pursuits after high school	• To build on what we just shared, let's now look at how social and emotional skills differ in a high school setting, whether it's a school based or after school type programming, from that of a K-8 setting. • We want to acknowledge that there's a lot of varying scheduling options within our school settings. We may have block schedules versus rotating class periods and many options in between that can allow us to have more options when determining program implementation. There can be many different moving pieces, both for educators or staff members, and for our students. • We also recognize that are multiple teaching and learning environments. Since COVID, there's been a lot of different opportunities for our students to engage with their mentors or their educators. • And then from a student's developmental level, we are looking at having an increase in their independence and their autonomy, but also their own ideas and opinions and experiences. Although students are older, they still have a varying need for support. • Finally, high school settings allow rich opportunities for students to acquire life skills as they move on to navigating their post-secondary pursuits. The student self report can foster strategies and skills needed as they approach these next steps.
Slide 12	**DESSA SSR & Student Agency** Process of Learning Through Activities Meaningful and Relevant Voice and Choice Ownership Aperture Education Resource: "Seen & Heard" Source: Renaissance	• When we look at the student self-report assessment, we incorporate student agency and ownership. • The DESSA does this naturally by gathering students input through the process of learning activities that are relevant and meaningful. Students will answer questions and gather the data for themselves, versus an educator or a staff member, completing it based on their own observations. • And that allows for our students to have more voice and choice in this process.

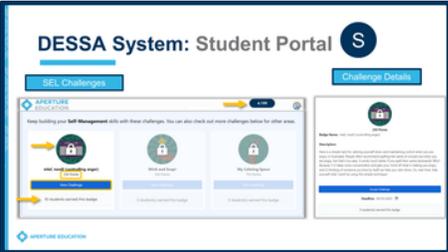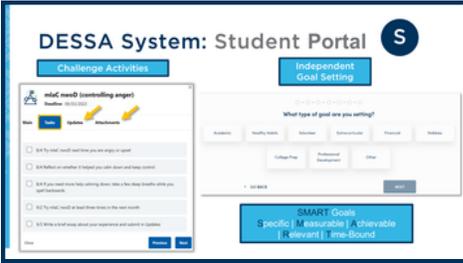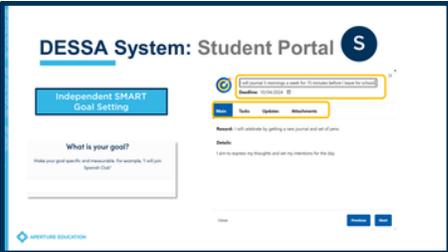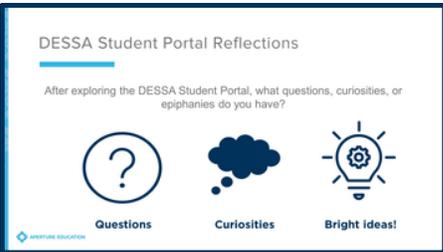| SLIDE	VISUAL	SCRIPT
Slide 13	Reflect and Connect — DESSA. Of the skills measured by the DESSA Student Self-Report, which do you feel is an overall area of strength for students you support? What are some examples?	• Our next section allows us to consider the strengths of our students. • If we look at these different competency areas that the DESSA measures, let's reflect and answer the questions--what's a general strength for the students within your program and what are some examples?
Slide 14	WHAT IS THE DESSA? SECONDARY SOCIAL & EMOTIONAL COMPETENCE. DESSA STUDENT SELF-REPORT. EDUCATOR AND STUDENT PORTALS. EDUCATOR RESOURCES. INSIGHT INTO IMPLEMENTATION. OPTIMISTIC CLOSURE. AGENDA	• Now, we are going to specifically talk about the DESSA Middle and High School Edition-Student Self Report.
Slide 15	DESSA Assessments — Standardized, Norm-Referenced, Strength-Based. 6th-12th Students Complete DESSA SSR 5-7	• On the bottom portion of this slide, the different DESSA Student Self-Report assessment is noted, which we will expand on in just a moment. • First, let's take a look at the development and standardization properties of the DESSA assessments. • All the DESSA assessments are standardized; there are established procedures for administering, scoring, and interpreting the results. The standardization sample was representative of the population across the United States and a bias analysis was completed for each question item. • They are norm-referenced scores and are based on a national sample of students. Students' social and emotional competence can be compared or benchmarked to other students. The assessments are classified as Behavior Rating Scales which are one of the most common forms of assessment used in the educational field. • Most uniquely, the DESSA assessments are strength-based. Every question on the DESSA is a positively worded, desirable behavior, such as "gets along with others", rather than maladaptive ones, like "annoys others". There are many advantages to this approach of promoting social and emotional competencies, a main benefit is that these contribute to a student's resilience in the face of adversity. By highlighting students' strengths, educators can help students leverage these skills in areas of growth.

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Slide 16	DESSA Student Self-Report Uses	• The DESSA Student Self-Report is utilized as a universal assessment tool for our students by gathering input from them. • We then can progress monitor, because we can use the assessment multiple times a year and measure student outcomes and growth. • District and school leaders will use measurement outcomes information when they're talking about improvement plans, or SIP plans, or to support funding requests. Here they can demonstrate the value from a data driven perspective and validate why this type of information and support is needed. • And then educators or site-based staff members can use it to inform their decision-making practices, whether that's instruction or engagement with students.
Slide 17	MTSS and the Student Self-Report	• The data collected from students' input from the Student Self-Report can help support the three MTSS tiered levels. • We can be specific about what approach is used within Tier 1, possibly streamlining what an entire program, school, or grade level is doing together collectively. • Then you may consider what tier 2 looks like. Identifying and reinforcing instruction or support in a small group setting and considering what overlapping areas of strength might a group of students have, but also overlapping areas of need. • Finally, at the tier 3 level, selecting specific areas of growth for individual intervention to support students in their social and emotional skill building.
Slide 18	DESSA-MSE SSR: The Details 4 Main Components	• There are going to be four main components that encompass this assessment. Not all four areas are going to be ones that a program or school might start off with, so just keep that in mind. • The first one is a self assessment. We can't just give students the assessment and expect them to complete it, there is a level of preparing students and we do have resources available for that. We want to make sure that they're understanding and having their input on what they would like to see from taking this type of assessment. • The second one is clearly defining what that will look like. While we call it an assessment, it's not measuring their scores compared to grade level standards and whether they're meeting expectations. It's about gathering information about their skill set. There's 50 questions and takes about 5-7 minutes to complete. Some programs may find that their students take longer to complete, which can mean they are taking intentional time to provide honest feedback. The MS SSR questions are on a 2nd-3rd grade Lexile level. There are multiple different languages to serve the needs of our students. • Thirdly, the scores are going to be available in real time to both students and to the staff members that support them, but the data views will differ. We'll cover that a little later in our session. • Lastly, a newly added component of the student portal is our gamification feature. Students will use their own data and top skills to set goals, engage in SEL challenges that are already provided in the system, and can earn badges and points for completing items within the platform, all while growing their social and emotional skills.

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Slide 19	DESSA-HSE SSR: The Details — 4 Main Components. 1. Self-Assessment: Strength-based assessment of 8 social-emotional competency areas. 2. Student Completed: Student Portal, 55 Questions, < 7 Minutes, 11 Languages. 3. Top skills: Real-time results available to both students and assigned educators and/or advocates. *Data views differ in the student portal/Aperture System for educators. 4. Gamification: Data-driven skill building, SEL challenges, goal setting, badge tracking	• The High School Edition Student Self-Report prioritizes the name 4 components. The only difference is that the HSE-SSR is 55 questions and evaluates 8 competencies.
Slide 20	DESSA Student Self-Report Results. Educator View: T-scores are categorized into 3 descriptive ranges. Need for Instruction: T-Scores: 40 and below. Typical: T-Scores: 41 – 59. Strength: T-Scores: 60 and above. Reflects a lack of **skill acquisition**	• Both the DESSA-mini and the DESSA report results using T-scores • T-scores are categorized into three descriptive ranges, and as strength-based measures, higher T-scores mean a higher level of social and emotional competence. • Scores of 60 and above are considered a strength; scores between 41-59 inclusive are considered typical (demonstrating typical patterns of development); and scores of 40 and below indicate a need for instruction. • A common implementation practice includes completing a DESSA-mini screener for all students. For the students that demonstrate a need for instruction on the DESSA-mini, then a full DESSA assessment is then completed. • The term need for instruction was thoughtfully chosen to convey that the student needs support and instruction in this area. ◦ That is, it reflects that the student has not YET acquired these skills. ◦ It is NOT a personality trait or deficit. ◦ Rather, it is simply a lack of skill acquisition. ◦ So, the goal is not to label or stigmatize students within the "Need" range, but instead, it's used to increase our awareness as educators that a student needs our instruction, assistance, and support in acquiring and practicing these important skills. • Once we've identified a need for instruction, it's OUR responsibility to have a system or plan in place to support skill development and provide that instruction. We the information from the follow-up DESSA assessment to gather really specific information on a student so that we can support them moving forward.
Slide 21	DESSA: Continuum of Scores. Norms. 16% NEED FOR INSTRUCTION. 68% TYPICAL. 16% STRENGTH. UP TO 40. 41 — 59. 60+	• The DESSA standardization sample closely approximated the student population of the United States with respect to age, gender, geographic region of residence, race, ethnicity, and socioeconomic status. • From the standardization sample, we can anticipate that the majority of students (68%) will demonstrate typical patterns of development when it comes to their social and emotional skills, and that 16% of students will demonstrate strengths in these areas, as well as 16% of students indicating a need for instruction.

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Slide 22	Any questions about the **DESSA SSR?**	• We'll take a quick pause to answer any questions as it relates to the DESSA SSR.
Slide 23	WHAT IS THE DESSA? SECONDARY SOCIAL & EMOTIONAL COMPETENCE DESSA STUDENT SELF-REPORT EDUCATOR AND STUDENT PORTALS EDUCATOR RESOURCES INSIGHT INTO IMPLEMENTATION OPTIMISTIC CLOSURE — AGENDA	• Great. So, we know what the DESSA is and have contextualized it to the secondary experience and we have learned about the main components of the assessment. • Let's now walk through the portals.
Slide 24	DESSA System: The Basics — Student Portal (S) — Educator View in the Educator Portal (E)	• As we alluded to, there are two portals, the Educator Portal and the Student Portal. • Today we will look at the difference between these two options. On the student side of things, we have an S icon that will represent material that can be found in the student portal and an E icon that will showcase the Educator view in the Educator Portal. • Students will have two options to login, and they can join on whatever preferred device is provided, since the portal is not an app. • As an educator, there's three different types of user access. As a program administrator, you have access to all the different types of assignments with the ability to decide when students will complete the assessments, along with pushing that rating window out. A site leader can view different levels of data across the site and an educator will only see the students that they were assigned to.
Slide 25	DESSA System: Student Portal (S) — Login Individual Student Account → Complete DESSA SSR → View Results and Access Student Portal Resources	• We are going to look at the student portal first where there are three main components for students as far as their role in this process. • First, they're going to be log into their individual student account and then they would complete the DESSA assessment that will automatically be assigned to them. They will have access to view and set their preferred language here as well. • Their next step would be to view their own results and access the resources that are available to them. That is something we go into a little bit more in the next session as well, so we'll just cover the basics today.

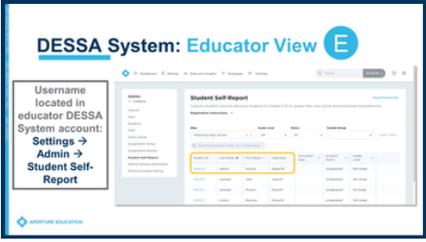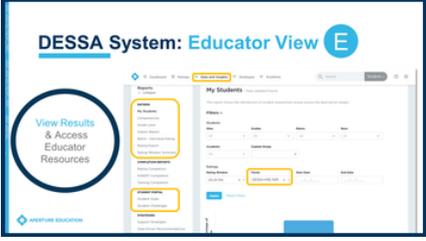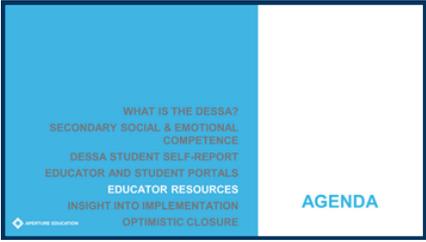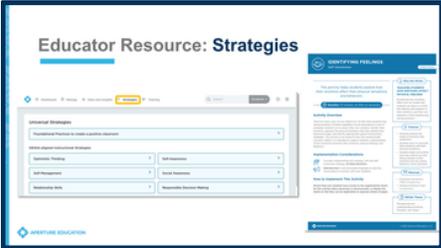| SLIDE	VISUAL	SCRIPT
Slide 26	DESSA System: Student Portal Student Portal Account Registration & Login Options Additional information required for initial Student Portal account registration: • Username • Student ID Number Click the link below for step-by-step instructions for initial Student Portal account registration: Login and Registration for the DESSA Student Portal Single Sign On (SSO): • Clever • ClassLink Username & Password Login options determined for the organizational level and scheduled by Program Administrator	• **Student registration options will be determined and set up by the program administrator on campus.** • **Students may use a single sign on such as Clever or School city to access their account or** • **They may login using a registration code, which is going to be connected to their educator's account in the Educator Portal.** • **For the initial registration and login, students will need both a Username, which is housed in the educator's Educator Portal, and their Student ID number.** • **From there they will create a password.** • **If a student forgets their password, follow the password reset instructions found in this Support Portal article: https://selcompass.zendesk.com/hc/en-us/articles/9446066466445-Login-and-Registration-for-the-DESSA-Student-Portal** • **Let's dive into a walkthrough.** • • **Note: There is no longer a need to use a Program Access Code. That step has been replaced with a username. Students cannot change their username because it is automatically generated. All students (new and returning) need to register for the 24-25 school year using the instructions below.**
Slide 27	Step 1: Manage Students Welcome back, Angel! Action: Click the "Manage Students" button which will take you directly to the Student Self-Report registration page.	• **First, teachers will click the Manage Students button at the top right-hand corner.** • **This will take the educator directly to the Admin --> SSR page, instead of clicking on the settings cog and then Student Self-Report.**
Slide 28	Step 2: Filter for Class Roster Action: Filter for your homeroom/advisory or group of students you seek to register using the Custom Groups Filter. Student Self-Report	• **Want to organize your students by class?** • **Use the Custom Groups filter to limit the viewed list of students based on the class code, class name or class period.** •
Slide 29	Step 3: Project Registration Instructions Action: Project registration instructions and usernames on the screen to make registration seamless. Students will create their own passwords. *Students with SSO will not create a password." REGISTER STUDENTS	• **Project students' names and Student Portal Usernames along with the registration link and instructions.** • **This will make registration a streamlined process.** • **Students with single sign-on access will register with their username and student ID, accept the terms and conditions, and be able to sign in from their Single sign on from that point on.**

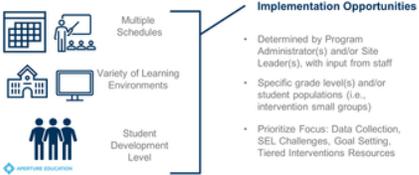| SLIDE	VISUAL	SCRIPT
Slide 30	**Example Questions: MSE SSR** (S) Do your best to rate yourself. • I set goals for myself. • I show appreciation for others. • I feel comfortable being myself in different situations. Answer Selection Options ○ Never ○ Rarely ○ Sometimes ○ Often ○ Almost Always	• Once they register, they'll take their assessment. Here's an example question for a Middle School Student. • As a reminder, the questions asked on the MS SSR are strength based. Here we have a few examples. For 6th-8th graders, the sentence stem will always begin with "Do your best to rate yourself." • The answer options include never, rarely, sometimes, often, and almost always. If you have students who may need support in identifying the difference, this may be a piece you can visit as a whole class.
Slide 31	**Example Questions: HSE SSR** (S) During the past four weeks, how often did you… • show appreciation of others? • think about positive things? • stay focused despite a problem or distraction? Answer Selection Options ○ Never ○ Rarely ○ Sometimes ○ Often ○ Almost Always	• Questions asked on the HS SSR are also strength based. Here we have a few examples. For 9th-12th graders, the sentence stem will always begin with "During the past four weeks, how often did you…" • The answer options are just like those in the middle school assessment. If you have students who may need support in identifying the difference, this may be a piece you can visit as a whole class.
Slide 32	**DESSA System: Student Portal** (S) My Results Page Influenced by our Youth Advisory Board!	• At Aperture, we are committed to meeting our users where they are and building inclusive products that fit their needs. That's why when we designed our Student Portal, we formed our Youth Advisory Board, a group of diverse students who test and provide feedback at every stage of product development. These students helped develop features that are relevant, user-friendly, and aligned to their preferences, including features in the Student Portal, such as the "My Results" page! • Once students complete the SSR, they will have access to their Top Skills, pulled directly from their assessment. All students have strengths, no matter the descriptive range that is produced by the SSR. Students will be able to see skills that they have developed and a specific competency that aligns to their strengths.
Slide 33	**DESSA System: Student Portal** (S) My Results Page Other Areas to Explore Self-Awareness / Optimistic Thinking	• Students can view detailed results of all the social and emotional competency (skill) areas measured by the DESSA SSR by scrolling down to the section titled "Other Areas to Explore." • Students can learn more their results in each skill area by selecting the "Learn More" button. • On the next slide we will talk about how students can earn badges for completing SEL challenges, but just note that students can use this portion of the portal to also engage with SEL challenges.

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Slide 34		• Students will be prompted to engage with SEL challenges that are automatically produced in the platform, starting with challenges that are based the lowest number of points, and will gradually increase once student's complete challenges and "unlock badges". • You can see from the screen shot, that this challenge is worth 250 points, and once students click the "view challenge" button, a description will then appear. Students will then click "accept challenge" and have the option to adjust the deadline for the due date. No worries about expiration, students can always come back and adjust this if they need more time. • The final highlight here, is that students will be able to see how many of their peers have earned the same challenge badge! This gamification piece was high on the list when it came to our Youth Advisory Board.
Slide 35		• Once the challenge is accepted, automated tasks will appear for students to try along with the options for students to add in any of their own updates and attachments for their assigned educator or staff member to view. • On the right side of the screen, there's going to be independent goal setting. This platform prompts students to set SMART goals in some suggested areas here or a specific area in which they want to set a goal. What I really like about it is that it allows us to communicate back with the student. • So, if you're an assigned educator who is working in the program, or working with a student or roster of students, you can communicate and provide feedback, as well as watch their progress as they enter items into the system.
Slide 36		• The system will walk the student through how to set their smart goal by focusing in on their "why" which reinforces student agency and buy in and input. • They then will select when they want to reach that goal and can generate bulleted tasks that act as steps to obtaining their goal, along with providing updates and attachments.
Slide 37		• Quite a bit of information has been presented about the student portal, so let's hit a quick pause to reflect. • We have some options in how to respond here. Perhaps there was a bright idea that flashed across your brain, a curiosity or a wonder you have, or a question that you can ask at this time.

SLIDE	VISUAL	SCRIPT
Slide 38	DESSA System: Educator View (E) — DESSA System Access Types: Program Admin, Site Leader, Raters → Support Students with Assessment Completion → View Results & Access Educator Resources	• Now we will switch gears to the Educators' view. As a reminder, there are three different types of access that determines the data that's going to be available. (Program admin, site leader and educators). • The educator who is responsible for this implementation with students is going to be supporting them in completing the assessment. And again, that's where we reinforce that we don't just have students activate their account, but we do spend some intentional time to provide background information about ourwhy for doing this. • Lastly, the educator will view results and access the system resources.
Slide 39	DESSA System Account Activation — Email Invitation / Single Sign-On (SSO)	• Some of you may have your system already set up, so feel free to follow along in your system during this demo. • If you do not yet have access, you may need to connect with your leader(s) for further directions on how to access your system. • There are two ways to activate and access your DESSA System account, either via email invitation sent out by your program administrator or through a single sign on option. • If your school or district has opted to integrate with a single sign on (SSO), you will have access to your DESSA System either through Clever or Classlink. Your administration should share with you which options you will have.
Slide 40	User Roles — PROGRAM ADMIN: Can generate and view all reports for the program, sites, and students. / SITE LEADER: Can generate and view reports from their site only. / EDUCATOR: Can generate and view reports for their assigned students.	• There are 3 different types of user access in the Educator Portal. The user access in the system dictates what information is displayed on the dashboard and the types or amount of data viewable in your Educator Portal account. • First, the Program Administrator access is typically provided to district leaders or other staff responsible for setting up rostering, assessment windows, and rating assignments. Program administrator access will allow the user to view data for all sites within their district. • Next, the Site Leader access is generally provided to school or site-based leaders, including Principals and Assistant Principals, as well as other leaders that may need access to data across the campus, such as School Counselors, School Psychologists, Social Workers, etc. Site Leader access will allow the user to access to data for their specific site. • Finally, the Educator access is provided to educators that are assigned to support students in complete ratings within the Student Portal.

SLIDE	VISUAL	SCRIPT
Slide 41		• Once a user logs into the Educator Portal, they will be met with their dashboard. • You will see what your implementation schedule looks like. On this sample timeline, they utilize a pre, mid, and post assessment collection. • You'll also be able to see the data in real time as students complete their assessment within the descriptive bar graph data. • And finally, at the bottom of the page you will have a grade level comparison.
Slide 42		• When we talk about supporting our students with the assessment, there's a couple of things that we want to highlight here. • Educators are going to be assigned a roster of students. That might be one educator, it might be the entire program, or the entire school. Ideally, all students would take the assessment at the same time for cohesiveness and to streamline data collection. • To help educators facilitate student account activation and buy-in, we have a lovely PowerPoint that's available for an educator to walk students through the registration and the assessment completion process. We'll revisit this before we close out our time together. • And then students will complete the assessment during a designated rating window that's determined by your program administrator on campus. One question that came up with a group previously is if students can redo the assessment, and that is going to be an option, however, we would encourage not doing that. Sometimes students will see their scores and want to redo it because they didn't like what they saw. But I think that pre teaching component is what's valuable and the conversations that can be had regarding student growth throughout the school year.
Slide 43		• As we discussed earlier, students will have two registration options, either with a single sign on if that's available or a Username. That Username is going to be found within the Educator's Educator Portal. • All students will need to register again this year, but after the initial registration, SSO users will login exclusively through their SSO. Non-SSO users will need to remember their username and self-created password.
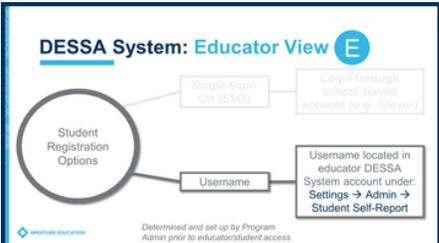
SLIDE	VISUAL	SCRIPT
Slide 44	DESSA System: Educator View Ⓔ Username located in educator DESSA System account: **Settings → Admin → Student Self-Report**	• We went over this a little earlier, but to reiterate, it's going to be under Settings, Admin, and then Student Self Report. There's going to be a unique code here that students would use to log into the system and activate their own account. • As a reminder, you can anticipate a slide deck coming later that you could use to have all the directions parceled out.
Slide 45	DESSA System: Educator View Ⓔ View Results & Access Educator Resources	• Once you start to get students assessment scores in, you can access them in the data and insights tab. There's going to be different report options on the left-hand side depending on which level of access you have. • Here you can select your rating window, which we have chosen the post assessment for the 23-24 school year and selected the DESSA-HSE SSR form. There's quite a few options in there, but anything that says HSE is high school related. More specifically, it has to say SSR to ensure that we're getting our students self report scores, and then we can click apply. Once you do that, you can view the different types of results that come in. • Site leaders and Program Administrators also have the ability to see the "rating duration" which is the time, in seconds, that the student spends on the assessment. This can be useful information to have in case you may have a student that breezes through the questions without processing their responses.
Slide 46	WHAT IS THE DESSA? SECONDARY SOCIAL & EMOTIONAL COMPETENCE DESSA STUDENT SELF-REPORT EDUCATOR AND STUDENT PORTALS EDUCATOR RESOURCES INSIGHT INTO IMPLEMENTATION OPTIMISTIC CLOSURE AGENDA	• We are now going to talk about educator resources that are going to be made available to you.
Slide 47	Educator Resource: **Student Goals & Challenges** Access challenges and goals set by assigned students / View student progress and attachments / Connect via messaging features **Educator Portal:** • Use the search bar to locate individual student profile • Scroll below individual student results bar graph Student Goals Student Challenges	• If and when you get to the point where your students will be setting goals or completing SEL challenges, you can click on that individual student in the system. • You'll be able to scroll down and view what their goal setting or challenge types are—such as extracurricular, or academic, and what competency they are focusing on. • You have the ability to connect with them via messaging features and you both can add attachments. Quite a few options here, so just start where you feel most comfortable.

SLIDE	VISUAL	SCRIPT
Slide 48		• Earlier in our time together we mentioned this student and educator facing resource. • It includes foundational information to share with students, embedded opportunities for student engagement, step-by-step directions for accessing the Student Portal features, and additional resources. • https://selcompass.zendesk.com/hc/en-us/articles/18727900723597-Getting-Started-with-the-DESSA-Student-Self-Report-SSR-Educator-and-Student-Facing-Resources
Slide 49		• Generally speaking, after each rating period, schools should: • Access and review the data, before acting on it. • In other words, analyzing the data at different levels and utilizing it to make decisions about instruction, intervention, and preventative practices. • Continued progress monitoring is also an ongoing process throughout the school year. • We have embedded another demo video for you to access when you're ready to move along in this process. • If you're looking for ways to talk to students about their data, we have a resource located in the support portal that can be utilized to guide productive, meaningful conversations with your students. • Handout resource: https://selcompass.zendesk.com/hc/en-us/articles/16362862103565-Talking-to-Students-About-Their-SSR-Data
Slide 50		• Once you have reviewed students' data, you will be able to directly connect a strategy that targets the skill areas that a student may be needing more instruction or support in. • The strategies are topics designed to engage students through actively offering opportunities for student voice and choice throughout the activities and lessons and can be facilitated by any educator that works with students. • Each competency area will have downloadable PDFs of lessons, strategies, and resources for educators to specifically provide support or instruction in that skill area. • You also have access to Foundational Practices that are not tied to a specific social-emotional competency but rather they are universal lessons and information that can be applied across all grade levels. • These topics areas can be utilized to engage staff in ways that are practiced, sustained, integrated and reflected on as the year progresses. Some administrators even use these as opening activities during staff meetings and PLCs.

SLIDE	VISUAL	SCRIPT
Slide 51	Educator Resource: Support Portal • Additional resources for all users in the Educator Portal • Includes video tutorials, webinars, educator guides, FAQs, and implementation/planning resources	• **Finally, as a reminder, you can access the Support Portal by clicking on the circle with a question mark in it located on the far-right side of the screen.** • **This Support Portal will open in a new window and includes many preloaded questions and answers, resources for implementation, and the option to search for specific details.** • **The "Submit a Request" button allows for a user to connect with the Aperture Education Support Team by completing the available form here.**
Slide 52	WHAT IS THE DESSA? SECONDARY SOCIAL & EMOTIONAL COMPETENCE DESSA STUDENT SELF-REPORT EDUCATOR AND STUDENT PORTALS EDUCATOR RESOURCES INSIGHT INTO IMPLEMENTATION OPTIMISTIC CLOSURE AGENDA	• **Before we wrap up, let's take a step back and discuss an overview of implementation.**
Slide 53	DESSA-SSR & the DESSA System Multiple Schedules Variety of Learning Environments Student Development Level **Implementation Opportunities** • Determined by Program Administrator(s) and/or Site Leader(s), with input from staff • Specific grade level(s) and/or student populations (i.e., intervention small groups) • Prioritize Focus: Data Collection, SEL Challenges, Goal Setting, Tiered Interventions Resources	• **Here, we want to showcase implementation opportunities.** • **You may have already had discussions about this process, but we encourage whoever is making this plan to take into consideration any input from staff members that are going to be doing this work daily, including what is realistic and feasible.** • **We have heard of some groups that might start with a specific grade level or student population including youth who demonstrate a need for instruction in a small group setting.** • **Other groups may prioritize their focus on SEL challenges, goal setting opportunities or tiered interventions and we acknowledge that each site will determine what's best for their staff and students.**
Slide 54	WHAT IS THE DESSA? SECONDARY SOCIAL & EMOTIONAL COMPETENCE DESSA STUDENT SELF-REPORT EDUCATOR AND STUDENT PORTALS EDUCATOR RESOURCES INSIGHT INTO IMPLEMENTATION OPTIMISTIC CLOSURE AGENDA	• **We've now come to our final reflection. For our optimistic closure today, I want you to think about your gleanings from today's session.**
Slide 55	Optimistic Closure How can measuring students' social and emotional competence be of value to your role as an educator? How will it benefit your students?	• **As we close, we want you to think about these two questions:** • **How can measuring students' social and emotional competence be of value to your role as an educator?** • **How will it benefit your students?** *Discuss the answers and thank attendees for their time and participation*