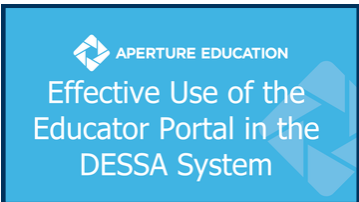
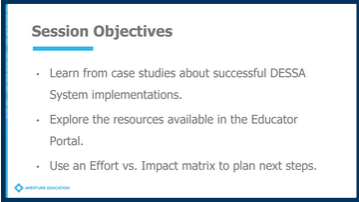



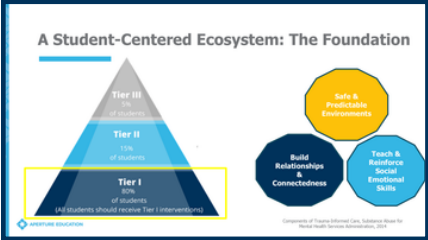



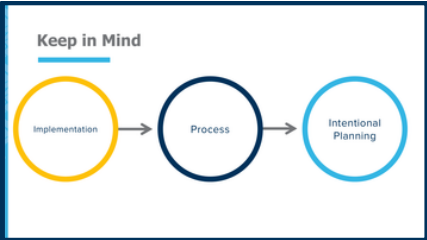

# Facilitator Guide

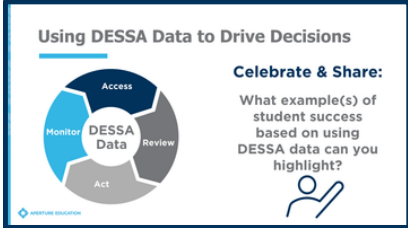
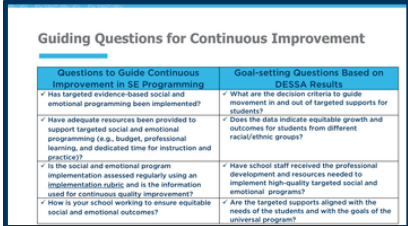

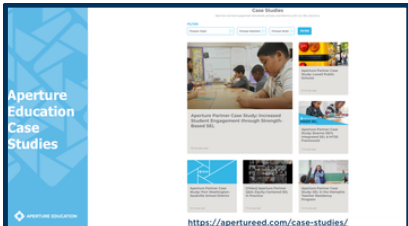
## Effective Use of the Educator Portal in the DESSA System

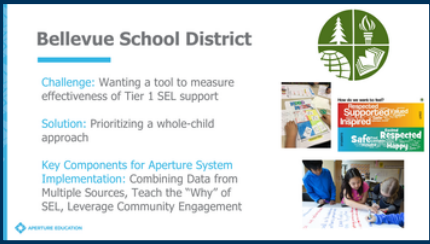

This guide provides scripted talking points for the individual designated to facilitate the Effective use of the Educator Portal in the DESSA System training. Please read the scripted text to assist attendees in their comprehensive understanding of the content.

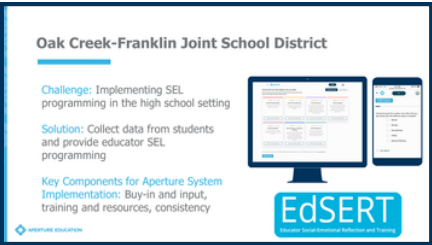
SLIDE	VISUAL	SCRIPT
Slide 1		<p>Hello and welcome to Effective Use of the Educator Portal in the DESSA System! In this session we'll discuss how to optimize the Educator Portal in the DESSA System to transform social and emotional skill instruction and learning.</p>
Slide 2		<ul style="list-style-type: none"> <li>• The objectives for today's session include:</li> <li>• Learning from case studies about successful DESSA system implementations,</li> <li>• Exploring the resources available in the Educator Portal, and</li> <li>• Using an Effort vs. Impact matrix for planning next steps (this is where your notes will come into play!).</li> </ul>
Slide 3		<ul style="list-style-type: none"> <li>• Let's begin with discussing the foundation of social and emotional learning by exploring a student-centered ecosystem.</li> </ul>




SLIDE	VISUAL	SCRIPT
<p>Slide 4</p>		<ul style="list-style-type: none"> <li>• <b>Setting a foundation for social emotional well-being means that you’ve attended to students’ basic, safety, and psychological needs. We do that through [Click] attending to the environment, creating predictable and consistent routines and procedures, by establishing schoolwide expectations and co-creating norms with students about how we agree to be with each other. This provides both physical and emotional safety.</b></li> <li>• <b>[Click] We also intentionally build relationships to generally build a sense of community and connectedness, but also to create support networks for both kids and adults. We do this through a myriad of welcoming practices like greeting students at the door or using circles.</b></li> <li>• <b>[Click] Finally, there has to be an intentional focus on building social emotional skills to support students’ social-emotional competence and self-efficacy, the belief in their ability to succeed academically, socially, and emotionally. This typically occurs through explicit social emotional instruction, intentional practice of skills, and generalization of skills between school and home.</b></li> <li>• <b>Focusing on these universal components help to create a trauma-sensitive foundation of prevention and proactive response to meet the psychological needs that we all have.</b></li> <li>• <b>Sometimes we can make the mistake of thinking we can focus on one or two components, but not all. These components are interrelated and work together to support adults and students holistically. Let’s dissect an example of safe and predictable environments.</b></li> </ul>

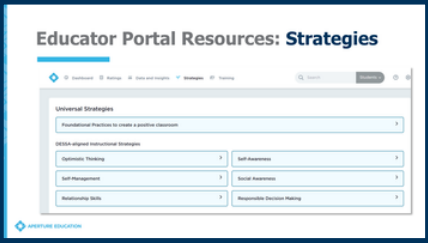
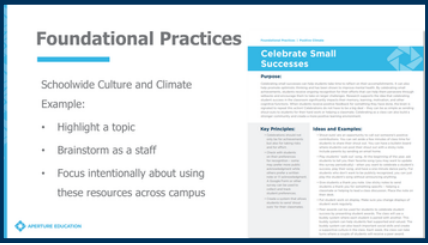
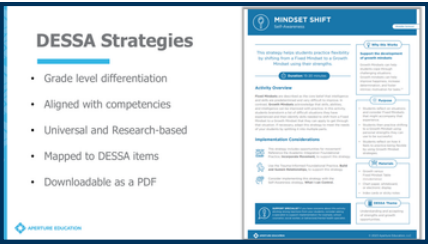
SLIDE	VISUAL	SCRIPT
Slide 5		<ul style="list-style-type: none"> <li>• One way to create safe and predictable environments is to establish schoolwide expectations. Schoolwide expectations contribute to safe and predictable environments by providing adults with a common language that gives students kind, specific, and helpful feedback about how they are doing demonstrating those expectations through a paired practice called pre-correction and behavior specific praise.</li> <li>• However, when I look at my classroom rules on the right side of the screen, what does, for example, “Be ready to learn” mean? Being ready to learn may require me to [Click] be able to identify my skill strengths and needs through self-awareness. [Click] It may require me to use my self-management skills to manage my task avoidance when we’re learning a skill that I’m not yet proficient in. [Click] It may require me to use my responsible decision-making skills to ask for support in a way that will elicit help from an adult versus getting me sent to the office.</li> <li>• When we approach social emotional skill-building or competence from a purely behavioral standpoint, we tend to over emphasize compliance to expectations, thereby creating a predictable environment, but missing the underlying cause for why students are not successfully meeting those expectations.</li> <li>• In essence, students need these skills[Click] to demonstrate these behaviors [Click]</li> </ul>
Slide 6		<ul style="list-style-type: none"> <li>• With that said, important to keep in mind that: <b>IMPLEMENTATION</b> is a <b>PROCESS</b> that requires intentional <b>PLANNING</b>.</li> <li>• There is naturally a continuum or life cycle of any kind of programmatic implementation</li> <li>• Processes that contribute to successful and sustainable implementation take time and not every district, site, or educator is going to be in the same part of that process at the same time. If you think back to any initiative (like Reading Recovery or PBIS...) they didn’t look the same in Year 1 as they do in Year 3.</li> <li>• Let’s do a quick recap of the process of collecting and using DESSA data.</li> </ul>
Slide 7		<ul style="list-style-type: none"> <li>• Instead of reviewing the DESSA assessments and implementation timeline of those ratings, we will quickly highlight the process in which DESSA data is collected and utilized.</li> <li>• (Click) After each rating period, we typically</li> <li>• (Click) Engage in a data-review process, that includes accessing and reviewing the data, before acting on the data.</li> <li>• In other words, analyzing the data at different levels and utilizing it to make decisions about instruction, intervention, and preventative practices.</li> <li>• (Click) Continued progress monitoring is also an ongoing process throughout the school year.</li> </ul>

SLIDE	VISUAL	SCRIPT
<p>Slide 8</p>		<ul style="list-style-type: none"> <li>• Also, remember, this implementation can be done by embedding this process into already existing structures, such as a tiered system of support, like MTSS, and alongside members of a behavior team, like PBIS.</li> <li>• This consistency naturally supports the sustainability of social and emotional skill building initiatives.</li> <li>• <i>(Click)</i> This could be sharing about specific examples of how you used the data or resources, and how a student (or class) demonstrated growth.</li> <li>• We are empowered, encouraged, and influenced by their fellow educators, so we will identify a consistent time to share what supports/interventions/strategies were intentionally used to support that growth (big or small!), whether part of the regular staff meeting agenda, or discussed as a highlight or opening activity in a PLC.</li> <li>• <i>(Click)</i> So for a quick activity here, I invite you to celebrate and share. Let's share a quick celebration of progress, growth, "ah-ha's" that have come from the DESSA implementation.</li> </ul>
<p>Slide 9</p>		<ul style="list-style-type: none"> <li>• In the Aperture Guide to Data-Driven SEL, there are recommended questions to guide discussion around continuous improvement of SEL programming and assessment processes, based on the DESSA results.</li> </ul>
<p>Slide 10</p>		<ul style="list-style-type: none"> <li>• Case studies are a great way to help inform our own practices. Let's take a look at few cases of how some districts used the DESSA successfully.</li> </ul>
<p>Slide 11</p>		<ul style="list-style-type: none"> <li>• Today we will take a look at 3 Case Studies of implementation of the DESSA System tools and resources. You can find reference to these (and more!) through the link included on this slide.</li> <li>• These partners offer real-life examples of how they "made it work"</li> <li>• As we share the highlights from each of these case studies, consider which example's components can be replicated or inspire you to implement them in similar ways based on what your site's needs and goals may be.</li> </ul>


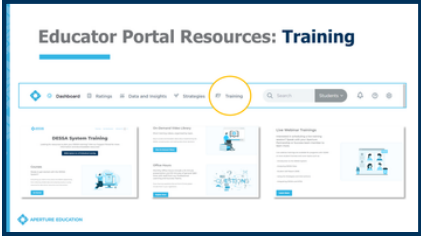


SLIDE	VISUAL	SCRIPT
<p>Slide 12</p>		<ul style="list-style-type: none"> <li>• We'll start with Bellevue School District, located, WA state, who has a 10-year partnership with Aperture. Within their 5-year strategic plan, one priority is student well-being. They're working to build a common, strength-based language among school families and the larger community and wanted to find a way to use data to measure social and emotional skill development, just like they do in all other content areas.</li> <li>• (CLICK) They started with piloting the DESSA in 3 elementary schools, and in just two years, all 15 elementary schools were using the system, with a focus on keeping students and their families involved in the conversations around the results.</li> <li>• Having this social and emotional programming data empowered K-5 educators to focus on results to create systems for continuous improvement.</li> <li>• (CLICK) The larger approach includes involving after school programs and intentional work with families. Their common message is that "in all settings, we are modeling for our kids."</li> <li>• At Bellevue, they're aiming to keep social and emotional skill instruction at the center of their work because it is the foundation for students to engage in academic learning.</li> </ul>
<p>Slide 13</p>		<ul style="list-style-type: none"> <li>• Next, we'll head to the East coast, over to Windsor Public Schools, in CT, serving more than 3300 students through six, K-12, schools. Their work with us began in the fall of 2021 through the CT State Dept of Education's priority of supporting MTSS by bringing social and emotional program initiatives to every district in the state.</li> <li>• (CLICK) Superintendent, Dr. Terrill Hill, explained that this was to build upon initiatives already in the works to support them. In summary, he stated, "Educators have always been doing SEL – we're just using the [DESSA System] to do it more intentionally."</li> <li>• (CLICK) Effects are showing students using SEL language to strengthen bonds with their peers and teachers. Educators are working to incorporate SEL lessons within day-to-day moments, after DESSA training showed how using the data informs their support for students.</li> <li>• Family and community efforts around strengthening the understanding of social emotional skill building have included home visits focused on relationship building, teaming up with a local Kiwanis Club for a student leadership program, and teaming with local Family Resource Coordinators in leading district-wide SEL workshops for the community that more than 75 families attended.</li> </ul>


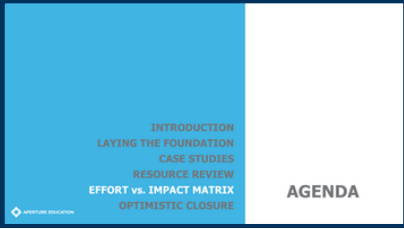
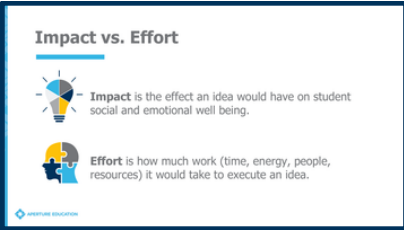

SLIDE	VISUAL	SCRIPT
<p>Slide 14</p>	 <p>Oak Creek-Franklin Joint School District</p> <p><b>Challenge:</b> Implementing SEL programming in the high school setting</p> <p><b>Solution:</b> Collect data from students and provide educator SEL programming</p> <p><b>Key Components for Aperture System Implementation:</b> Buy-in and input, training and resources, consistency</p> <p>EdSERT Monitor Social-Emotional Development and Training</p>	<ul style="list-style-type: none"> <li>• Our 3rd case study today will highlight Oak Creek –Franklin, located in Oak Creek, Wisconsin, and focus on the secondary setting of a high school implementation of the Aperture System tools. We share with participants from all settings though some guiding questions throughout that can be applied to primary and intermediate settings, as well.</li> <li>• What was the challenge?</li> <li>• Simply put, the challenge for this partner was just implementing an SEL program in the high school setting at all, despite the high need of student supports.</li> <li>• At the secondary level, educators spend less time with individual students and are trained to focus more heavily on subject-specific content and curriculum.</li> <li>• Given the nature of high school schedules, it can be difficult to assign teachers to assess students on social-emotional competency, as they may not spend enough quality time together to observe student skills or know which students may be in need of Tier 2 or Tier 3 supports.</li> <li>• What was the solution?</li> <li>• (Click) The leaders of this district worked together to create a plan based on implementing social and emotional skill building technology, including the high school DESSA Student Self-Report (completed by high school students themselves) and the EdSERT system, Apertures social and emotional skill system for adults.</li> <li>• Their intentional implementation plan included obtaining data directly from students, which in this case was about 2,000 high school students (several schools, a small district).</li> <li>• Students completed the DESSA self-report during an advisory period and used the student-facing portal to better understand their results, as well as set and track their own goals. Educators then had the ability to view students’ results and could better communicate concerns to the specialized staff that could support students who reported a need for support.</li> <li>• Using the EdSERT system for educators, high school staff members were empowered to learn about social and emotional skill development at their own pace by participating in self-paced learning for a deeper understanding of social-emotional competencies and what it means to be proficient for themselves and for students, with added opportunities for staff to communicate, collaborate, and share progress about the continued relationship building within their classrooms.</li> <li>• EdSERT can be accessed under the Training tab within your Educator Portal</li> <li>• Key Components for Aperture Implementation:</li> <li>• (Click) Ultimately, this high school setting was able to achieve their initial goal of implementing SSR by focusing on the key components of buy-in and input, providing training and resources, and ensuring there were systems in place for consistency.</li> </ul>

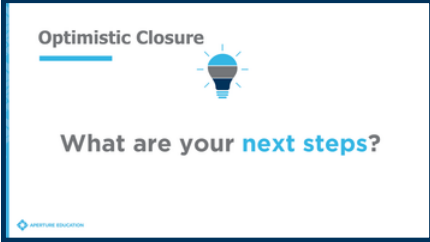
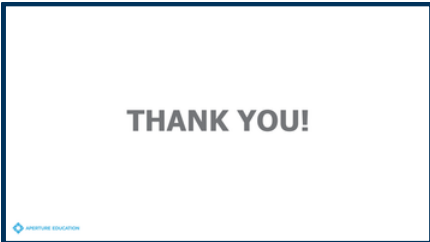
SLIDE	VISUAL	SCRIPT
<p>Slide 15</p>	 <p>The diagram is titled "Additional Considerations" and features a central graphic of a road splitting into two paths, each leading to a schoolhouse icon. Text on the left side includes "All grade levels and settings", "Strength-based", and "Meet students 'where they are'". Text on the right side includes "High needs for student...", "Academic support", "Mental and behavioral health", and "Social and emotional development". The Aperture Education logo is in the bottom left corner.</p>	<ul style="list-style-type: none"> <li>• Here are some helpful points to consider as we wrap up this portion of this session:</li> <li>• <i>(Click)</i> The process of supporting students' academic, social, and emotional development expands across a student's elementary, middle, and high school experience.</li> <li>• <i>(Click)</i> For this to be successful in the long run, the support they receive from educators along the way must be continuous and proactive, or in other words-- strength-based.</li> <li>• <i>(Click)</i> We may expect our students to come to us with all the skills we think they "should have by now", but that is not always the case. Meeting students where they are is essential in the process, as well.</li> <li>• Let's consider this:</li> <li>• The continuity of supports throughout the primary, intermediate, and secondary settings not only sets up our students for success, but also our overall educational community, including parents/guardians, educators, and district administrators.</li> </ul>
<p>Slide 16</p>	 <p>The slide is titled "AGENDA" and lists the following items: INTRODUCTION, LAYING THE FOUNDATION, CASE STUDIES, RESOURCE REVIEW, EFFORT vs. IMPACT MATRIX, and OPTIMISTIC CLOSURE. The Aperture Education logo is in the bottom left corner.</p>	<ul style="list-style-type: none"> <li>• Learning from our Case Study colleagues, it's now time to explore some resources in the Educator Portal that can help us reach and exceed our goals.</li> </ul>
<p>Slide 17</p>	 <p>The slide is titled "EDUCATOR PORTAL RESOURCES" and features a graphic of a computer monitor displaying a user interface. Text on the left side includes "STRATEGIES", "TRAINING", and "SUPPORT PORTAL". The Aperture Education logo is in the bottom left corner.</p>	<ul style="list-style-type: none"> <li>• We will dive into some key resources within these areas of the Educator Portal today:</li> <li>• <i>(Click)</i> The Strategies tab,</li> <li>• <i>(Click)</i> Training, and</li> <li>• <i>(Click)</i> The Support Portal</li> <li>•</li> <li>• Key points:</li> <li>• Remember, these are in addition to the data and reports you have available within the Data &amp; Insights tab.</li> <li>• Another key point to make before we get started is that there are many different resources available and many different ways to use them.</li> <li>• How each resource is utilized will be based on your individual role or the other roles of our team members, including other administrators and educators, as well as where in the implementation process we are. So remember, jot some notes on ideas that stand out to you, and realize there's no pressure to do it ALL, or right now! We'll prioritize a bit later in an activity!</li> </ul>

SLIDE	VISUAL	SCRIPT
Slide 18		<ul style="list-style-type: none"> <li>The first resources that we will look at today are the Foundational Practices (CLICK) and SEL Strategies (CLICK), found within the Strategies tab of the Educator Portal. These are the activities, lessons, and strategies that are available to every user of the online Aperture System and can be downloaded as PDFs.</li> <li>If you've ever used these Strategies, raise your hand and tell us about your favorite one!</li> </ul>
Slide 19		<ul style="list-style-type: none"> <li>Now, let's take a closer look at how a Foundational Practice could be used. The resources within the Foundational Practices:</li> <li>Cover a variety of topics around social and emotional skill building.</li> <li>Not tied to a specific social-emotional competency but rather they are universal lessons and information that can be applied across all grade levels</li> <li>Can be used to engage your staff in these topic areas in ways that are practiced, sustained, integrated and reflected on as the year progresses</li> <li>One example could be us as a staff intentionally focusing on the school's climate from a lens of social and emotional skill development.</li> <li>To intentionally enhance the quality of the school climate from a lens of social and emotional skill building, a different foundational practice could be focused on every month at a school-wide level, with all opportunities for all staff roles to be involved.</li> <li>Perhaps we start with this "Celebrate Small Successes" at a staff meeting and invite everyone to brainstorm ways that all members of the school could highlight this topic.</li> <li>Throughout the month, we might encourage staff members to implement the ideas and examples for this topic area into their daily practices and interactions with students and staff.</li> <li>Then, after intentional focus on this area for the month, leaders could encourage the staff to continue highlighting it throughout the year.</li> </ul>
Slide 20		<ul style="list-style-type: none"> <li>Next, let's take a closer look at this DESSA Strategy. You've likely at least previewed our Strategies before today, but they may now look a bit different! What you'll now find within this tab are research-based, DESSA-aligned and provide direct instruction of SEL skills in the competency areas. Designed for Tier I (Universal) instruction, each strategy includes quick facilitation activities and options for extension activities so that educators have flexibility in how and when they incorporate social emotional skill building into the school day!</li> <li>As always, each strategy is available as a downloadable PDF, and you'll find consistency with each including suggested language, an activity and materials-needed list, teaching tips, and step-by-step implementation instructions all designed to ensure that incorporating social and emotional skill instruction into the classroom is effortless.</li> </ul>



SLIDE	VISUAL	SCRIPT
Slide 21		<ul style="list-style-type: none"> <li>Next up, the Training tab – your go-to for all training resources! You'll have quick and easy access to self-paced courses, the On-Demand video library, Office Hours, and live webinar registrations.</li> </ul>
Slide 22		<ul style="list-style-type: none"> <li>The Training tab is found at the top of your dashboard, as seen circled in yellow on the slide, and is a one stop shop for learning! If you have our Educator Social and Emotional Reflection and Training (EdSERT) program, you'll find that here.</li> <li>Also, the resources mentioned before: self paced courses, the on-demand video library, and registration links for office hours and live webinars.</li> </ul>
Slide 23		<ul style="list-style-type: none"> <li>Lastly, we will take a closer look at where to go to find many additional resources within the Educator Portal, the Support Portal. A few of those resources we'll highlight today are the Quick-Start Guides and the Site Leaders Post Rating Guide.</li> <li>Again, these resources may not be new to you, but certainly a helpful refresher and nice to know exactly <i>where</i> to find them after today. Also, hopefully we'll prompt some new ideas for you.</li> </ul>
Slide 24		<ul style="list-style-type: none"> <li>We will circle back now to a few examples of what can be found within the Support Portal. Aperture Education's Quick-Start Guides are a learning resource that provides the basics of getting started with the DESSA System. The guides very succinctly and efficiently provide instruction on how to access your account, conduct ratings, access reports, strategies and support.</li> <li>Guides are provided for each of the 3 user roles in the system with the relative information that will get them started: Program Administrators (District Leaders), Site Leaders (School Leaders) and Raters (Educators). Guides are also available for our Student Self-Report.</li> </ul>

SLIDE	VISUAL	SCRIPT
Slide 25	 <p>The image shows a document titled "Site Leaders Post-Rating Guide" with three columns of content, including photos of people and various charts and graphs.</p>	<ul style="list-style-type: none"> <li>• The Site Leaders Post-Rating Guide is a resource available for reference that includes all the of the different reports available within the Aperture System that a site leader can utilize after a rating period</li> <li>• This includes highlighting the reports for viewing the data collected at tiered level, like MTSS, and analyzing it further.</li> </ul>
Slide 26	 <p>The image shows a blue slide with the word "AGENDA" in white. A list of topics is shown in smaller text: INTRODUCTION, LAYING THE FOUNDATION, CASE STUDIES, RESOURCE REVIEW, EFFORT vs. IMPACT MATRIX, and OPTIMISTIC CLOSURE.</p>	<ul style="list-style-type: none"> <li>• Whew! We've covered quite a bit in a short amount of time.</li> <li>• Perhaps your head (and hopefully paper!) is full of ideas, but you're not quite sure what direction to head in next? Here comes a resource to provide you that thoughtful guidance!</li> </ul>
Slide 27	 <p>The image shows a slide titled "Impact vs. Effort". It includes a lightbulb icon and text defining "Impact" as the effect on student social and emotional well-being, and a puzzle piece icon with text defining "Effort" as the work (time, energy, people, resources) to execute an idea.</p>	<ul style="list-style-type: none"> <li>• Impact is the effect an idea would have on student social and emotional well-being.</li> <li>• Effort is how much work (time, energy, people, resources) it would take to execute an idea.</li> </ul>
Slide 28	 <p>The image shows a 2x2 matrix titled "Impact vs. Effort". The vertical axis is labeled "LOW TO HIGH IMPACT" and the horizontal axis is labeled "LOW TO HIGH EFFORT". The quadrants are: Top-Left (High Impact, Low Effort) with a heart icon and text "LOW EFFORT, HIGH IMPACT: 'WOW!'"; Top-Right (High Impact, High Effort) with a thumbs up icon and text "HIGH EFFORT, HIGH IMPACT: 'WOW!'"; Bottom-Left (Low Impact, Low Effort) with a sad face icon and text "LOW EFFORT, LOW IMPACT: 'Meh'"; Bottom-Right (Low Impact, High Effort) with a sad face icon and text "HIGH EFFORT, LOW IMPACT: 'Meh'".</p>	<ul style="list-style-type: none"> <li>• Let's take some time now to open our own personal copies of this matrix.</li> <li>• I'll give you a few moments to pull it up.</li> <li>• We don't have time to fill it in completely together today, but read it over, and consider the notes you have taken and where your favorite resources and or ideas may fall within this matrix.</li> <li>• Allow about 15-20 minutes for participants to complete and additional 10-12 to discuss.</li> </ul>

SLIDE	VISUAL	SCRIPT
Slide 29		<ul style="list-style-type: none"> <li>• As you look at all the work you’ve done in the last hour, it’s important to keep in mind that this is a process.</li> <li>• As an optimistic closure, consider your next steps. What are they?</li> <li>• I invite you to take a moment to reflect and identify what that may be- whether they are “big steps” or “small steps”- and share them with a partner or with the group.</li> </ul>
Slide 30		<ul style="list-style-type: none"> <li>• Thank you for your time today!</li> <li>• We look forward to hearing how this session impacted your teaching and learning experience.</li> </ul>