



APERTURE EDUCATION

# Effective Use of the Educator Portal in the DESSA System

# Session Objectives

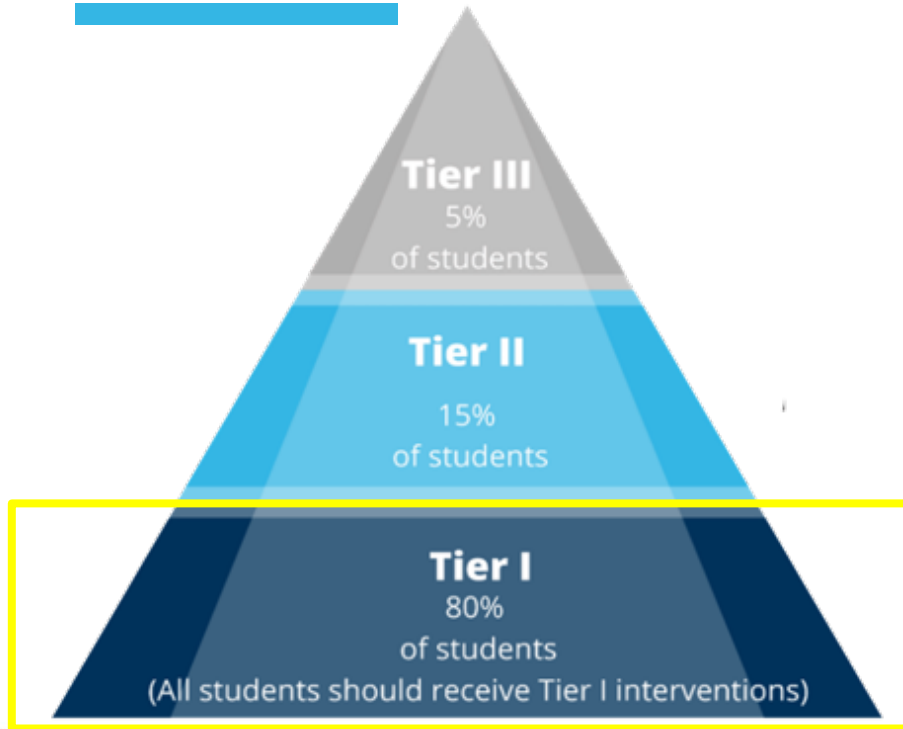
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- Learn from case studies about successful DESSA System implementations.
- Explore the resources available in the Educator Portal.
- Use an Effort vs. Impact matrix to plan next steps.

**INTRODUCTION**  
**LAYING THE FOUNDATION**  
**CASE STUDIES**  
**RESOURCE REVIEW**  
**EFFORT vs. IMPACT MATRIX**  
**OPTIMISTIC CLOSURE**

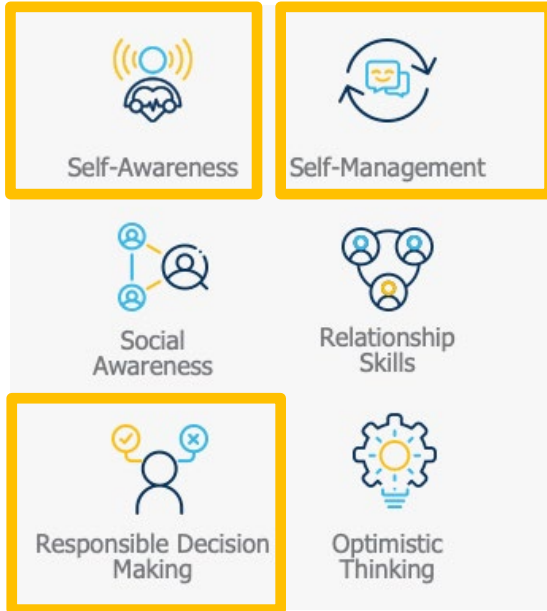
**AGENDA**

# A Student-Centered Ecosystem: The Foundation

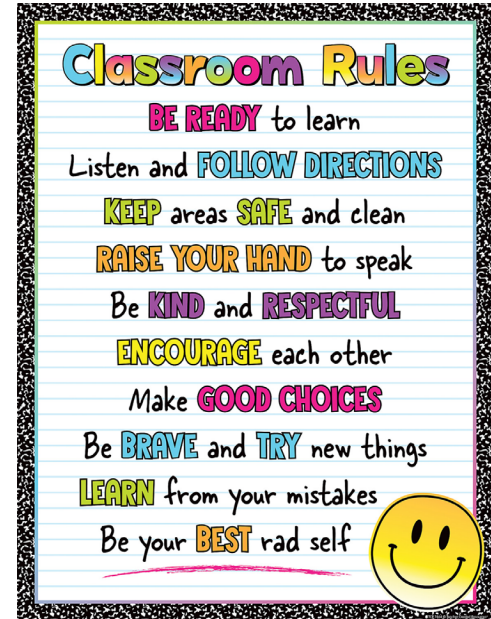


# A Student-Centered Ecosystem: The Foundation

Students need these skills



to demonstrate these behaviors



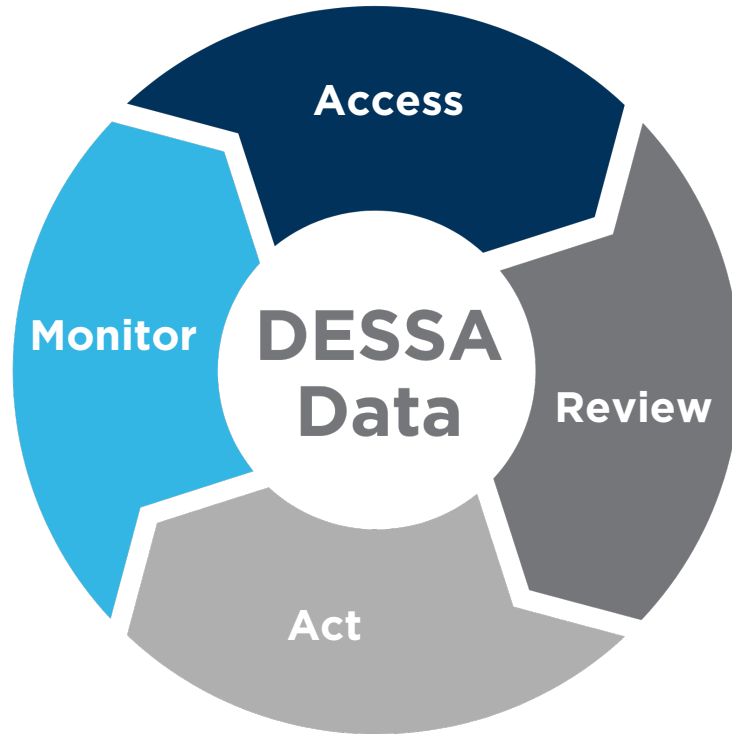
# Keep in Mind

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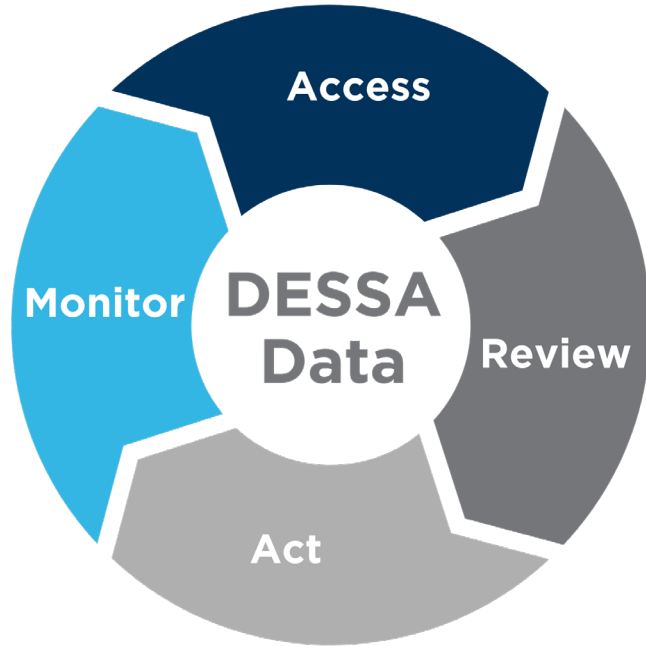
# Using DESSA Data to Drive Decisions

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# Using DESSA Data to Drive Decisions

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## Celebrate & Share:

What example(s) of student success based on using DESSA data can you highlight?





# Guiding Questions for Continuous Improvement

Questions to Guide Continuous Improvement in SE Programming	Goal-setting Questions Based on DESSA Results
✓ Has targeted evidence-based social and emotional programming been implemented?	✓ What are the decision criteria to guide movement in and out of targeted supports for students?
✓ Have adequate resources been provided to support targeted social and emotional programming (e.g., budget, professional learning, and dedicated time for instruction and practice)?	✓ Does the data indicate equitable growth and outcomes for students from different racial/ethnic groups?
✓ Is the social and emotional program implementation assessed regularly using an <u>implementation rubric</u> and is the information used for continuous quality improvement?	✓ Have school staff received the professional development and resources needed to implement high-quality targeted social and emotional programs?
✓ How is your school working to ensure equitable social and emotional outcomes?	✓ Are the targeted supports aligned with the needs of the students and with the goals of the universal program?

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# Aperture Education Case Studies

## Case Studies

See how we have supported individuals, schools, and districts with our SEL solutions.

### FILTER

Choose Topic

Choose Solution

Choose State

FILTER



### Aperture Partner Case Study: Increased Student Engagement through Strength-Based SEL

13 minute read



### Aperture Partner Case Study: Lowell Public Schools

12 minute read



### Aperture Partner Case Study: Boerne ISD's Integrated SEL & MTSS Framework

11 minute read



### Aperture Partner Case Study: Port Washington-Sauville School District

10 minute read



### [Video] Aperture Partner Q&A: Equity-Centered SEL in Practice

17 minute read



### Aperture Partner Case Study: SEL in the Memphis Teacher Residency Program

10 minute read

# Bellevue School District



**Challenge:** Wanting a tool to measure effectiveness of Tier 1 SEL support

**Solution:** Prioritizing a whole-child approach

**Key Components for Aperture System Implementation:** Combining Data from Multiple Sources, Teach the “Why” of SEL, Leverage Community Engagement



# Windsor Public Schools

**Challenge:** Bringing social and emotional skill development through a CT Statewide Partnership.

**Solution:** Creating transformation through social and emotional Training, Implementation, and Growth Strategies.

**Key Components for Aperture System Implementation:** SEL as an integral part of everyday life, social and emotional Educator Champions, Educating the larger Windsor area.

A screenshot of a newsletter titled "SOCIAL EMOTIONAL LEARNING NEWSLETTER". The newsletter includes a section for "Week Two Affirmations" with five numbered items, a "Dear Teachers & Staff" message, and a video player. At the bottom, it identifies the "Video From" as "Katelyn Jutilina, Clover Street School" and features the "WINDSOR PUBLIC SCHOOLS" logo.

**SOCIAL EMOTIONAL LEARNING NEWSLETTER**

**Week Two Affirmations**

1. I'm successful and resilient.
2. I'm confident in my teaching abilities.
3. I am energized, and I am prepared to succeed.
4. I am proud to be a teacher.
5. I have a powerful gift. I have something important to share.

**Dear Teachers & Staff**

Hope everyone has had a great start to the new school year. We have exciting opportunities for week two activities happening throughout the district. We encourage you to share that you have a community of professionals here to support, encourage, and help you succeed.

**Presented by:**  
District Coordinator of Social Emotional Learning  
Dr. Melissa Murray (Ph.D.)

**Video From:**  
Katelyn Jutilina  
Clover Street School

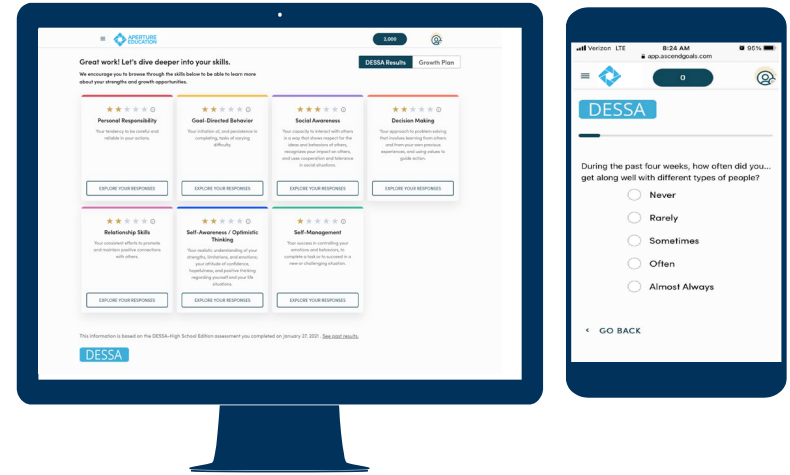
**WINDSOR PUBLIC SCHOOLS**

# Oak Creek-Franklin Joint School District

**Challenge:** Implementing SEL programming in the high school setting

**Solution:** Collect data from students and provide educator SEL programming

**Key Components for Aperture System Implementation:** Buy-in and input, training and resources, consistency



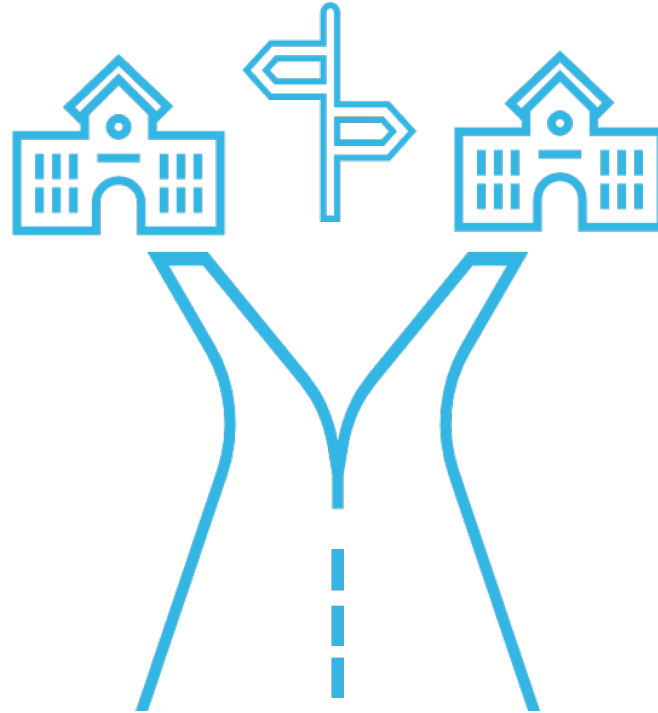
# Additional Considerations

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All grade levels  
and settings

Strength-based

Meet students  
"where they are"



High needs for  
student...

Academic support

Mental and  
behavioral health

Social and emotional  
development

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**STRATEGIES**

**TRAINING**

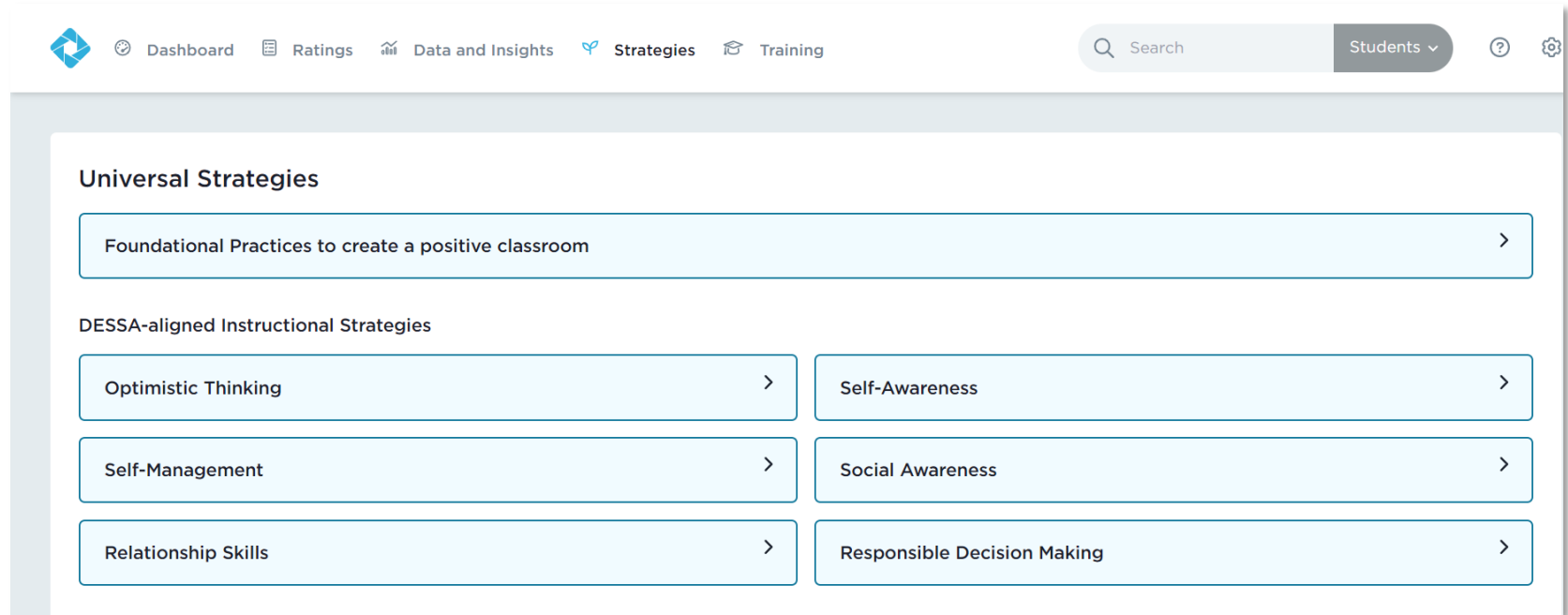
**SUPPORT PORTAL**



**EDUCATOR PORTAL**

**RESOURCES**

# Educator Portal Resources: Strategies



The screenshot shows the 'Strategies' section of an educator portal. At the top, there is a navigation bar with icons and labels for 'Dashboard', 'Ratings', 'Data and Insights', 'Strategies' (which is highlighted), and 'Training'. To the right of the navigation bar is a search bar with a magnifying glass icon and the text 'Search', and a dropdown menu labeled 'Students' with a downward arrow. There are also help and settings icons on the far right. Below the navigation bar, the main content area is titled 'Universal Strategies' and contains a single light blue button with the text 'Foundational Practices to create a positive classroom' and a right-pointing chevron. Below this, the section is titled 'DESSA-aligned Instructional Strategies' and contains six light blue buttons arranged in two columns. The left column has three buttons: 'Optimistic Thinking', 'Self-Management', and 'Relationship Skills'. The right column has three buttons: 'Self-Awareness', 'Social Awareness', and 'Responsible Decision Making'. Each button has a right-pointing chevron.

Dashboard Ratings Data and Insights **Strategies** Training

Search Students

## Universal Strategies

Foundational Practices to create a positive classroom >

## DESSA-aligned Instructional Strategies

Optimistic Thinking > Self-Awareness >

Self-Management > Social Awareness >

Relationship Skills > Responsible Decision Making >

# Foundational Practices

## Schoolwide Culture and Climate

### Example:

- Highlight a topic
- Brainstorm as a staff
- Focus intentionally about using these resources across campus

## Celebrate Small Successes



### Purpose:

Celebrating small successes can help students take time to reflect on their accomplishments. It can also help promote optimistic thinking and has been shown to improve mental health. By celebrating small achievements, students receive ongoing recognition for their efforts that can help them persevere through setbacks and encourage them to take on larger challenges. Research supports the idea that celebrating student success in the classroom significantly impacts their memory, learning, motivation, and other cognitive functions. When students receive positive feedback for something they have done, the brain is signaled to repeat this action! Celebrations do not have to be a big deal - they can be as simple as sending shout-outs to students for their hard work or helping a classmate. Celebrating as a class can also build a stronger community and create a more positive learning environment.

### Key Principles:

- Celebrations should not only be for achievements but also for taking risks and for effort.
- Check with students on their preferences for recognition - some may prefer more public acknowledgment while others prefer a written note or 1:1 acknowledgment. A Google Form or other survey can be used to collect and track student preferences.
- Create a system that allows students to send 'shout outs' for their classmates.

### Ideas and Examples:

- Shout-outs! are an opportunity to call out someone's positive contributions. You can set aside a few minutes of class time for students to share their shout out. You can have a bulletin board where students can post their shout out with a sticky note. Include parents by sending an email home.
- Play students' 'walk out' song. At the beginning of the year, ask students to tell you their favorite song (you may want to update this survey periodically) - when you want to celebrate a student's success, play their song, and have a one-minute dance party. For students who don't want to be publicly recognized, you can just play the student's song without announcing anything.
- Give students a thank you note. Use sticky notes to send students a thank you for something specific - helping a classmate or helping to lead a class discussion. Place the note on their desk.
- Put student work on display. Make sure you change displays of student work regularly.
- Peer awards can be used for students to celebrate student success by presenting student awards. The class will use a buddy system where each student is paired with another. This buddy system can help students feel supported and valued. The buddy system can also teach important social skills and create a supportive culture in the class. Each week, the class can take turns where a couple of students will receive a peer award.

# DESSA Strategies

- Grade level differentiation
- Aligned with competencies
- Universal and Research-based
- Mapped to DESSA items
- Downloadable as a PDF



## MINDSET SHIFT

Self-Awareness

Middle School

### Why this Works

#### Support the development of growth mindsets

Growth Mindsets can help students cope through challenging situations. Growth mindsets can help improve happiness, increase determination, and foster intrinsic motivation for tasks.<sup>12</sup>

### Purpose

- Students reflect on situations and consider Fixed Mindsets that might accompany that experience.
- Students then practice shifting to a Growth Mindset using personal strengths they can use to be successful.
- Students reflect on how it feels to practice being flexible by using Growth Mindset strategies.

### Materials

- Growth versus Fixed Mindset Table (Included below)
- Chart paper, whiteboard, or electronic display
- Index cards or sticky notes

### DESSA Theme

Understanding and accepting of strengths and growth opportunities.

This strategy helps students practice flexibility by shifting from a Fixed Mindset to a Growth Mindset using their strengths.

 Duration: 15-20 minutes

### Activity Overview

**Fixed Mindsets** are described as the core belief that intelligence and skills are predetermined and very difficult to improve. In contrast, **Growth Mindsets** acknowledge that skills, abilities, and intelligence can be improved with practice. In this activity, students brainstorm a list of difficult situations they have experienced and then identify skills needed to shift from a Fixed Mindset to a Growth Mindset that they can apply to get through that situation. If necessary, adapt this strategy to meet the needs of your students by splitting it into multiple parts.

### Implementation Considerations



This strategy includes opportunities for movement! Reference the Academic Integration Foundational Practice, **Incorporate Movement**, to support this strategy.



Use the Trauma-Informed Foundational Practice, **Build and Sustain Relationships**, to support this strategy.



Consider implementing this strategy with the Self-Awareness strategy, **What I can Control**.



**SUPPORT SPECIALIST** If you have concerns about this activity eliciting strong reactions from your students, consider asking a specialist to support implementation—for example, school counselor, social worker, or behavioral/mental health specialist.

**STRATEGIES**

**TRAINING**

**SUPPORT PORTAL**



**EDUCATOR PORTAL**

**RESOURCES**

# Educator Portal Resources: Training



Dashboard



Ratings



Data and Insights



Strategies



Training



Search

Students ▾



Training My Dashboard Bittweh H

## DESSA System Training

Looking for resources to plan your DESSA training? Visit our Support Portal for more information and downloadable resources!

[DESSA System Arc of Professional Learning](#)

### Courses

Ready to get started with the DESSA System?

Everything you need to know about the DESSA assessments, from collecting reliable data and analyzing results, to using resources for data-driven instruction and intervention.

[Get Started](#)



### On-Demand Video Library

Short training videos, organized by topic.

Easy to access and shareable videos about implementing the DESSA, accessing data, and making data-driven decisions.

[View On-Demand Videos](#)



### Office Hours

Monthly Office Hours include a 15-minute presentation and 30 minutes of general Q&A time with staff from our Professional Learning and Success Teams.

If you have any questions that are front of mind, please include them in your registration.

[Register Now!](#)



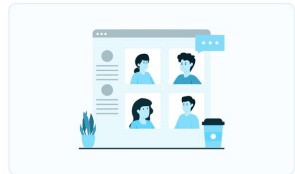
### Live Webinar Trainings

Interested in scheduling a live training session? Speak with your Aperture Partnership or Success team member to learn more.

Live webinar trainings are available for programs with 10,000 or more student licenses and cover topics such as:

- Introduction to the DESSA System
- Analyzing DESSA Data
- Student Self-Report (SSR)
- Using the Strategies and Interventions
- Integrating DESSA and MTSS

[Learn More](#)



**STRATEGIES**

**TRAINING**

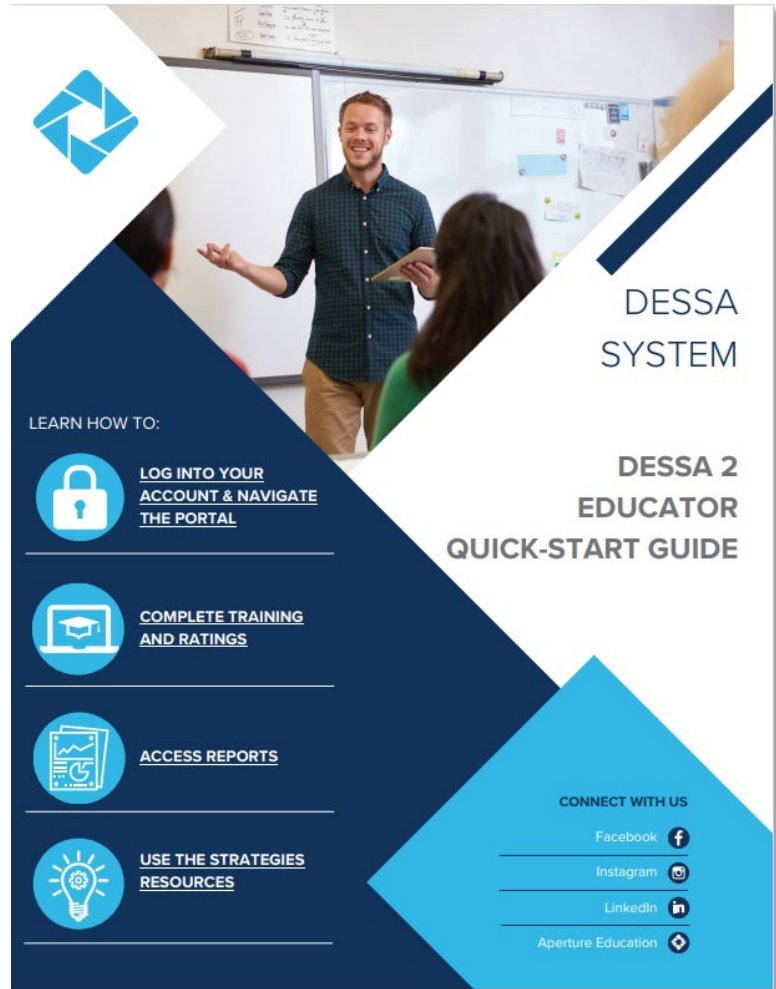
**SUPPORT PORTAL**




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# Quick-Start Guides

- Downloadable guide to the basics of getting started
- Guides available for each user role:
  - School Leaders (Program Administrators and Site Leaders)
  - Raters (Educators)
- Student Self-Report







The cover features a central photograph of a male teacher in a classroom, smiling and gesturing towards a whiteboard. The design is modern with geometric shapes in shades of blue and white. At the top left is the Aperture Education logo. The title 'DESSA SYSTEM' is in the top right, and 'DESSA 2 EDUCATOR QUICK-START GUIDE' is in the middle right. A 'LEARN HOW TO:' section lists four key actions with corresponding icons: logging into the portal, completing training, accessing reports, and using strategies. Social media links for Facebook, Instagram, and LinkedIn are provided at the bottom right, along with the Aperture Education website link.







DESSA SYSTEM

DESSA 2  
EDUCATOR  
QUICK-START GUIDE

LEARN HOW TO:

-  [LOG INTO YOUR ACCOUNT & NAVIGATE THE PORTAL](#)
-  [COMPLETE TRAINING AND RATINGS](#)
-  [ACCESS REPORTS](#)
-  [USE THE STRATEGIES RESOURCES](#)

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# Site Leaders Post-Rating Guide

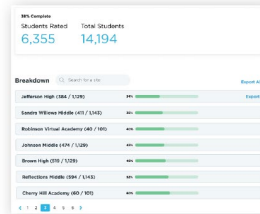


## Site Leaders Post-Rating Guide

APERTURE SYSTEM



### Completion Report



#### Navigation: Data & Insights → Completion

**Description:** The Completion Report breaks down rating completion by site. If you have access to multiple sites, each will be listed in order of lowest to highest completion. To view a list of students who have been rated, click on the Export button next to an individual site, or click Export All button at the top to download a csv of all students across all sites.

**Notes:** By default, students will be marked as “complete” if they have the universal rating complete along with any conditional assessments as needed, based on your Yearly Setup setting. If you want to look at completion for a specific assessment form, feel free to filter to that form.

If you wish to see completion rates by rater, it may be best to utilize **Assignment Review** within **Settings → Admin**. This report is best for identifying which student have been rated by at least one rater.



### Impact Report

#### Navigation: Data & Insights → Impact

**Description:** The Impact Report compares two rating windows to show any growth of students between the two periods. To generate the Impact Report, start by selecting two Ratings Windows to compare at the top of the report and click Apply.

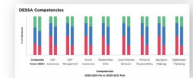
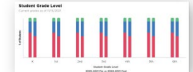
The My Students Summary at the top shows the distribution of students across the three descriptive ranges for each of the rating windows:

The Student Movement charts display how students who started in a particular descriptive range, such as Need for Instruction, moved to another descriptive range category in the second rating window:

The Student Grade Level chart displays the changes in descriptive range, grouped by grade. As a note, the grade is representative of the students' current grade as of the data of the report. Each grade band is therefore comparing the same group of students.

The Competencies Chart(s) at the bottom show the changes in the descriptive range, grouped by competency. As a note, only students with competency level scores in both rating windows will be displayed in this chart.

**Notes:** This report will only show data of students who had ratings in BOTH rating windows, in order to compare apples to apples.



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# Impact vs. Effort

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**Impact** is the effect an idea would have on student social and emotional well being.



**Effort** is how much work (time, energy, people, resources) it would take to execute an idea.

# Impact vs. Effort



# Optimistic Closure

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What are your **next steps**?

**THANK YOU!**