

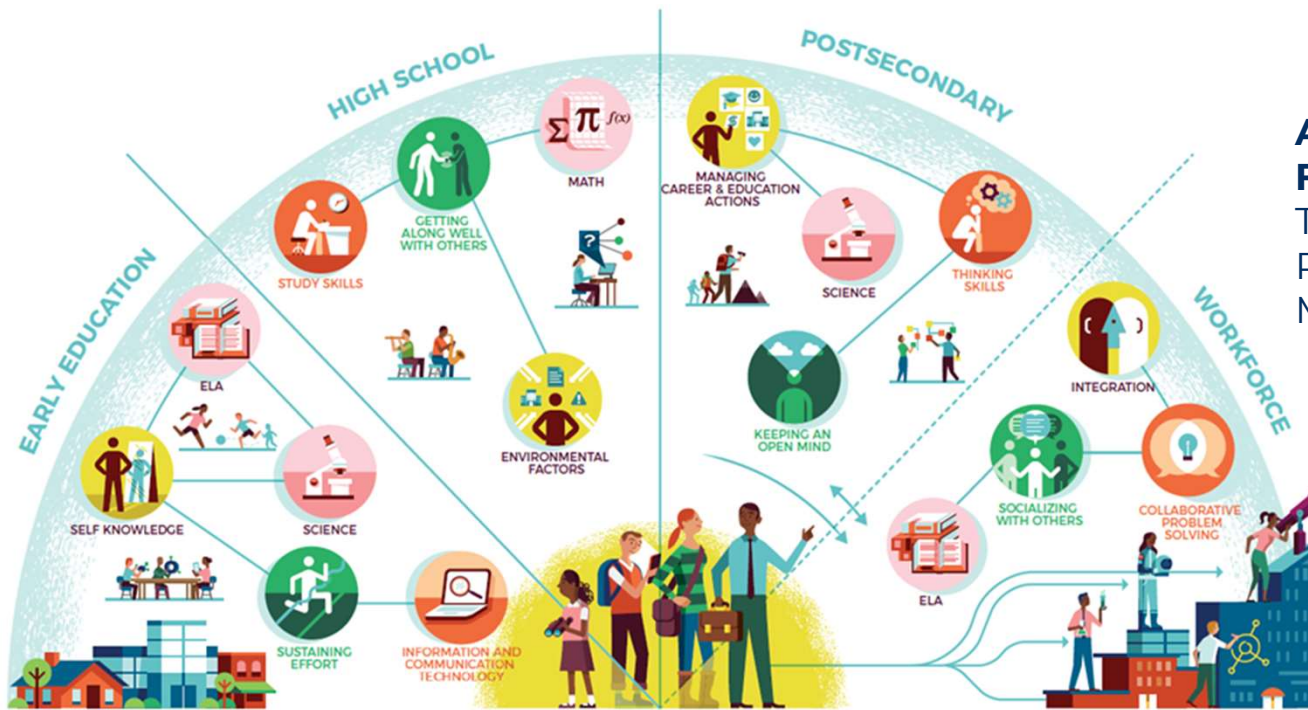
# *A Comprehensive Social Emotional Learning Solution for the Wisconsin Department of Public Instruction*

Jeremy Burrus, Ph.D.  
Senior Director, Social Emotional and Academic Learning Research

Mike Capobianco  
Director, State and Strategic Partnerships



# Beyond Academics



**ACT Holistic Framework**  
 The Research and Philosophy behind Mosaic by ACT

The holistic model of education and work success

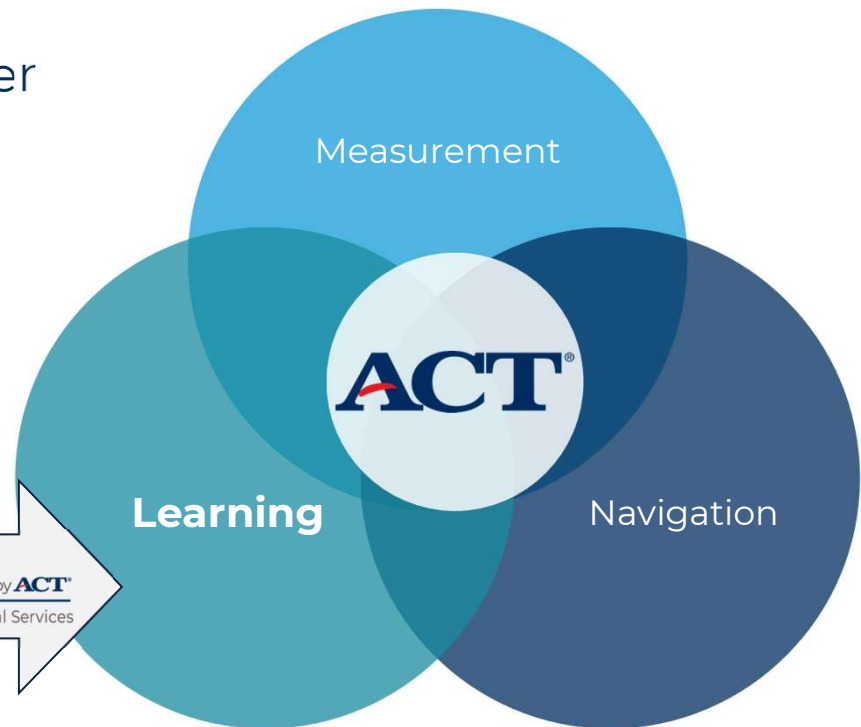
<b>CORE ACADEMIC SKILLS</b> English Language Arts Mathematics Science	<b>CROSS-CUTTING CAPABILITIES</b> Information and Communication Technology Collaborative Problem Solving Thinking Skills Learning Skills	<b>BEHAVIORAL SKILLS</b> Acting Honestly Getting Along Well with Others Keeping an Open Mind Maintaining Composure Socializing with Others Sustaining Effort	<b>EDUCATION &amp; CAREER NAVIGATION</b> Self-Knowledge Environmental Factors Integration Managing Career & Education Actions
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# ACT's Focus on Learning

Helping people achieve education and workplace success.

Offering helpful solutions to empower educators, so that your students and community can thrive.

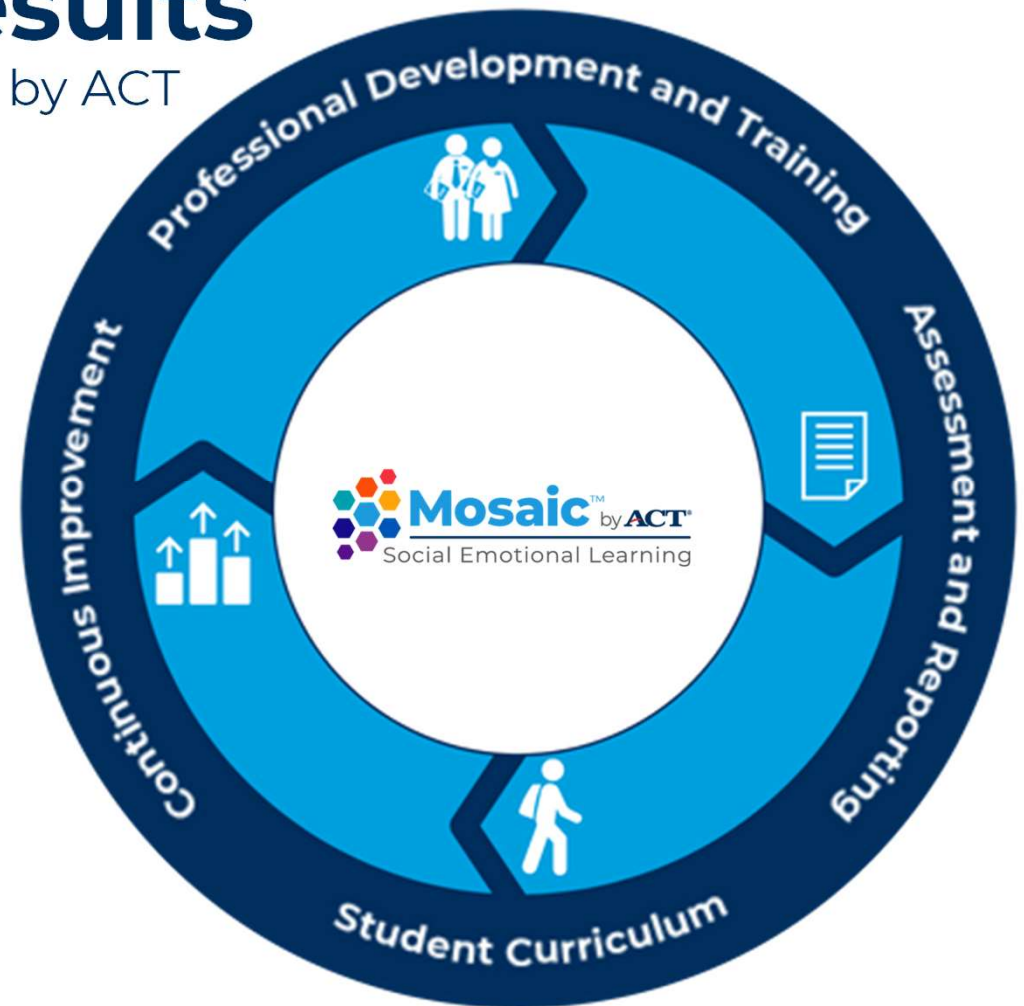
- Social Emotional Learning
- Adaptive Academic Learning
- Learning & Professional Services



# SEL That Gets Results

Reinforce Resilience with Mosaic™ by ACT

- Blended Delivery & Focused on Application
- Full K-12 Suite, including ELL Focused Content
- Evidence Based & CASEL\*\* Aligned
- Partner-focused for Customized Solutions



*\*\*Collaborative for Academic, Social, and Emotional Learning*



## Comprehensive K-12 Curriculum and Professional Development

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### Elementary Suite

Turbo Elementary  
Super ELL Elementary



### Middle School Suite

Turbo Leader 1  
Turbo Leader 2  
Turbo Leader 3  
Super ELL (Gr 7-12)  
Super Student (Gr 8-12)



### High School Suite

Turbo Leadership  
College and Career Readiness  
Critical Thinking & Study Skills  
Super ELL (Gr 7-12)  
Super Student (Gr 8-12)



### Professional Development

Powerful Educator  
Trauma Informed Instruction  
Empowering ELLs Leaders Kit

# SEL That Gets Results

## CASEL Alignment



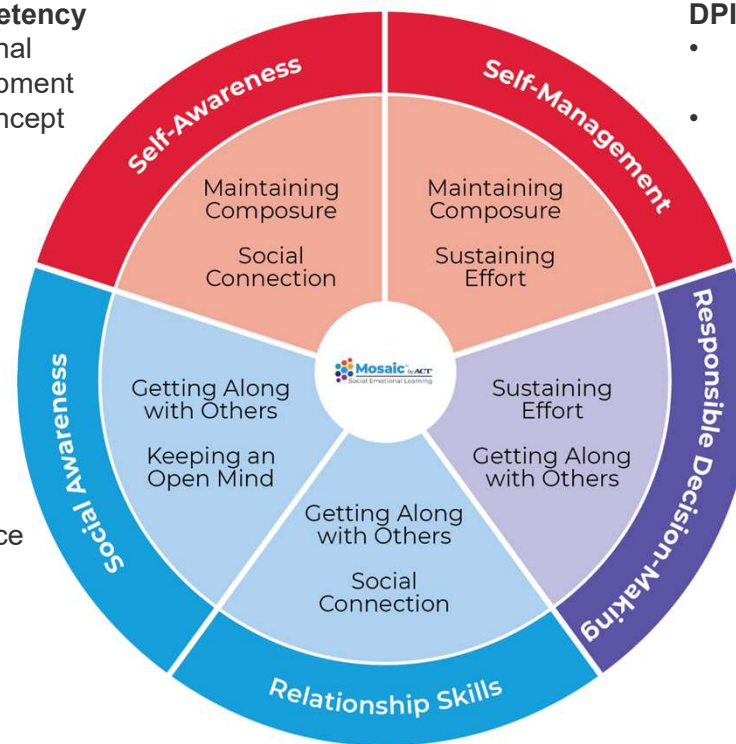
\*CASEL (Outer Circle)  
Mosaic by ACT SEL (Inner Circle)

### DPI Competency

- Emotional Development
- Self-concept

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### DPI Competency

- Emotional Development
- Self-concept
- Social Competence

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# Assessment



# Social Emotional Learning: Assessment

- ✓ Grades 3-5, 6-8, 9-12
  - ✓ Spanish Available in Fall 2021
- ✓ Five Constructs + School Climate
- ✓ Alignment to Mosaic SEL Curriculum
- ✓ 3 Methods/ Item types
- ✓ Online, easy administration
- ✓ Rapid Reports for schools, teachers, students
- ✓ SEL Screener planned for release in September 2021



# What does Mosaic by ACT SEL measure?

## SKILLS

### SUSTAINING EFFORT



How actions demonstrate diligence, effort, organization, self-control, and compliance with the rules.

### GETTING ALONG WITH OTHERS



How actions demonstrate positive interactions and cooperation with others, kindness, friendliness, and tactfulness.

### MAINTAINING COMPOSURE



How actions demonstrate relative calmness, serenity, and the ability to manage emotions effectively.

### KEEPING AN OPEN MIND



How actions demonstrate open-mindedness and curiosity about a variety of ideas, beliefs, people, and experiences.

### SOCIAL CONNECTION



How actions demonstrate a preference for social interaction, assertiveness in social situations, and optimism.

## SCHOOL CLIMATE

### RELATIONSHIPS WITH SCHOOL PERSONNEL



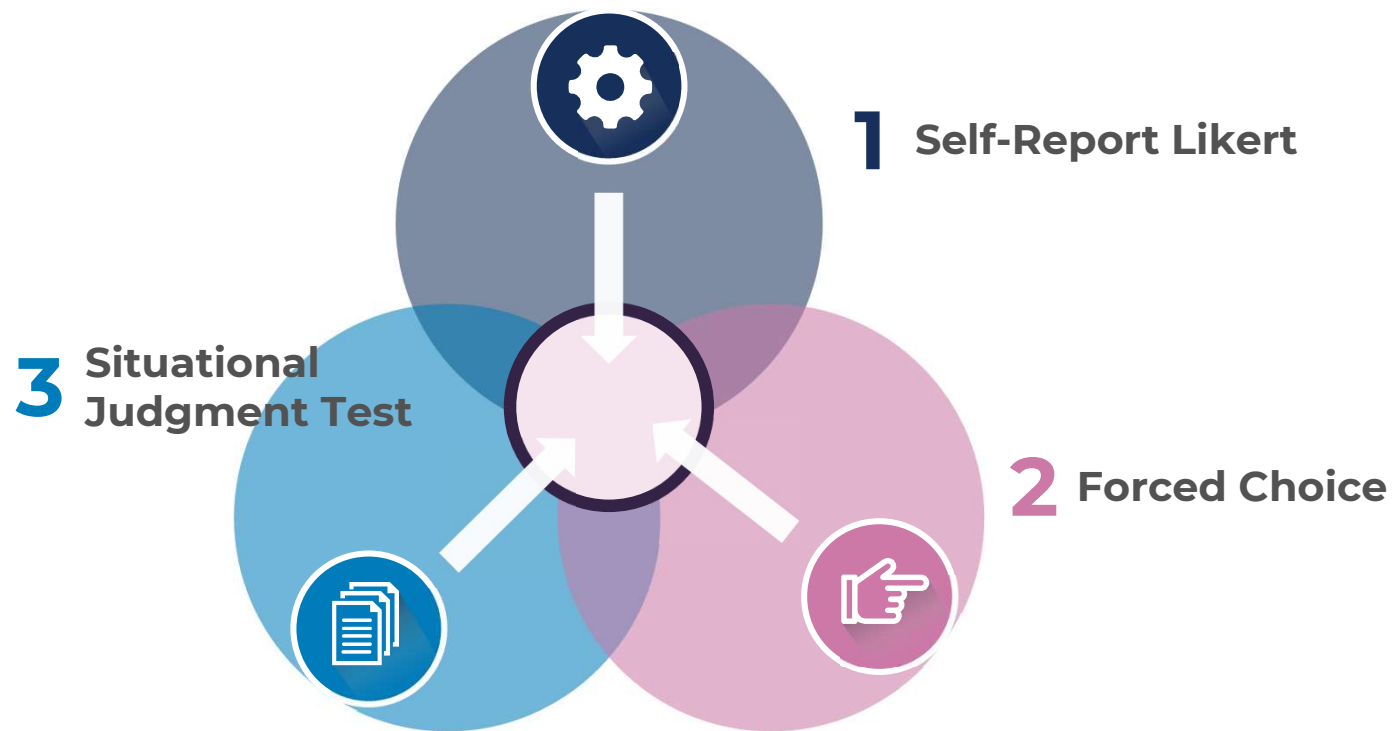
The extent to which students relate to school personnel as part of their connection to school.

### SCHOOL SAFETY CLIMATE



A student's perception of the school qualities related to security at school.

# ACT Mosaic SEL Solution: Triangulation Using Multiple Methods



# Typical SEL Measurement: Self-Report Likert-Type

Select how much you agree with each of the following statements.

I finish my homework assignments before they are due.

Strongly Agree   Somewhat Agree   Agree   Disagree   Somewhat Disagree   Strongly Disagree



- ✓ Efficient
- ✓ Valid
- ✓ Reliable

\*However, these items are also subject to biases

# Situational Judgement Tests

After studying very hard for a math test, the test results are disappointing and you have yet to do as well as expected. While you are currently proficient, you would like to move up to the next level.

How likely are you to do each of the following?

Look over the test to see what questions you got wrong and work on those.

Very Likely



Likely



May or May Not



Unlikely



Very Unlikely



Decide there's no point to studying so hard if you don't get the results you want.

Very Likely



Likely



May or May Not



Unlikely



Very Unlikely



# Forced Choice

Which sentence is MOST like you? Which sentence is LEAST like you? Choose by dragging one sentence into each box. Leave the remaining sentence alone.

People can count on me to keep my commitments.

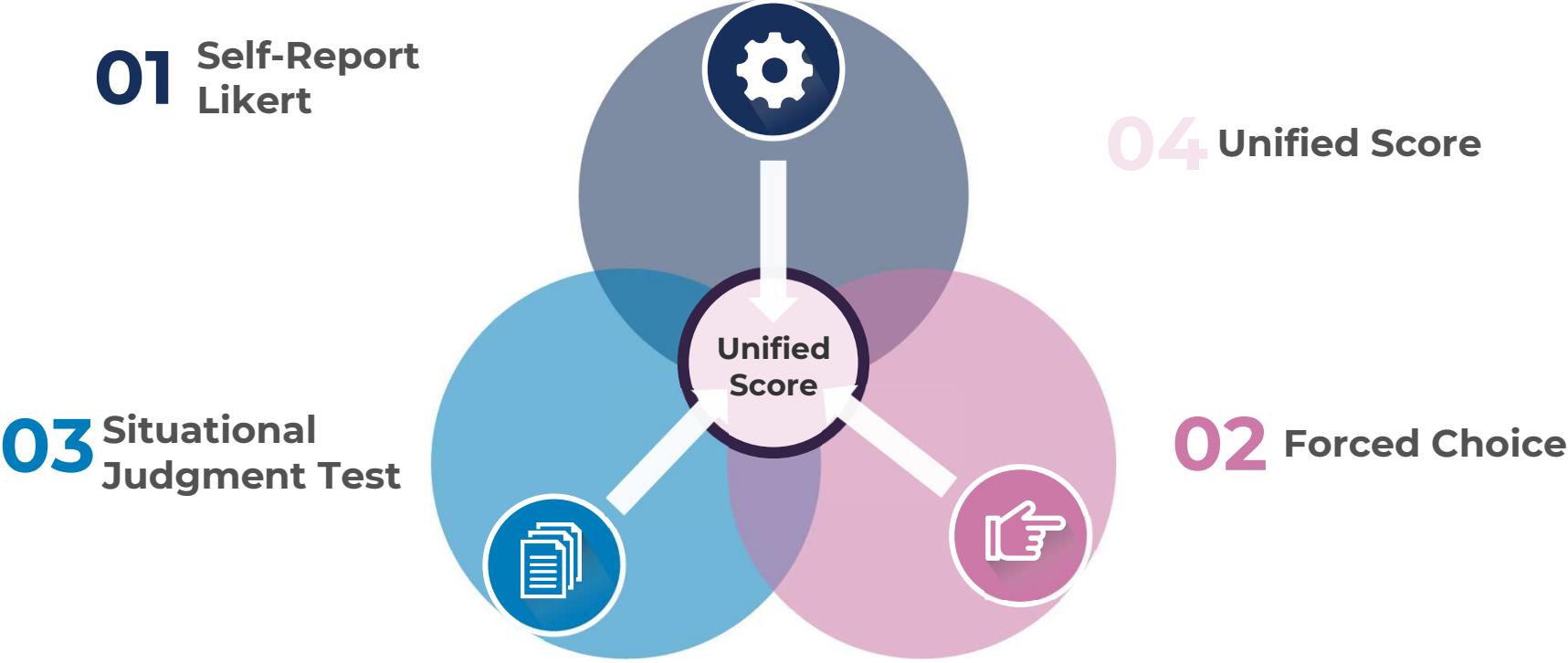
I am kind to others.

I take it personally when I am criticized.

Most like me

Least like me

# ACT Mosaic SEL Solution: Triangulation Using Multiple Methods



# Reporting



# School Report

## SCHOOL PROFILE DETAIL: SUSTAINING EFFORT



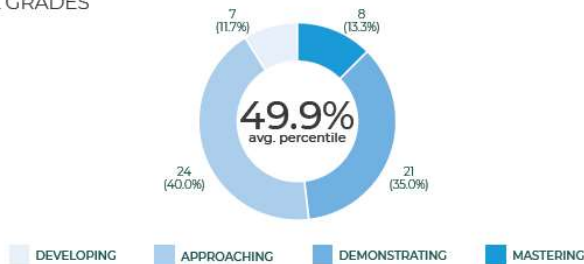
How actions demonstrate diligence, effort, organization, self-control, and compliance with the rules.

### RESEARCH SHOWS: SUSTAINING EFFORT IS IMPORTANT

- This skill is associated with improved outcomes in both work and school.
- Students in the top quartile of Sustaining Effort tend to earn higher grades than students in the bottom quartile.
- Students in the lowest quartile of Sustaining Effort are nearly 4 times more likely to be chronically absent than students in the top quartile.

### OVERALL STUDENT DISTRIBUTION

ALL GRADES



### BY GRADE LEVEL

	6TH GRADE		7TH GRADE	
	NUMBER	PERCENT	NUMBER	PERCENT
DEVELOPING	4	6.7%	4	6.7%
APPROACHING	10	16.7%	11	18.3%
DEMONSTRATING	12	20.0%	12	20.0%
MASTERING	4	6.7%	3	5.0%

### WAYS TO DEVELOP SUSTAINING EFFORT

- For resources on how to develop Sustaining Effort, visit [PLACEHOLDER LINK](#)

## SCHOOL CLIMATE DETAIL: RELATIONSHIPS WITH SCHOOL PERSONNEL ITEMS

Below you will find the items that make up Relationship with School Personnel along with students' level of agreement with each item.



### POSITIVELY KEYED ITEMS

I am comfortable sharing my thoughts with adults at my school.



There are adults at my school who care about me.



Adults at my school understand my point of view.



My views of the world are similar to those of adults at my school.



If I was in trouble, adults at my school would be there to help.



Adults at my school are kind to me.



Adults at my school know about my interests.



If I did something great, I would want to tell adults at my school.



I enjoy spending time with adults at my school.





# Student Report

## SUSTAINING EFFORT



How your actions demonstrate diligence, effort, organization, self-control, and compliance with the rules.

### YOUR SUSTAINING EFFORT SCORE



DEMONSTRATING

### WHEN YOU DEMONSTRATE SUSTAINING EFFORT, YOU...

- Complete tasks on time without needing reminders and even during difficult circumstances
- Actively seek feedback to improve work and make needed revisions
- Keep all of your materials organized
- Attempt challenging tasks and persevere through frustrations
- Set realistic goals for yourself and make realistic plans to achieve them

### WANT TO IMPROVE IN SUSTAINING EFFORT? HERE'S A WAY TO START:

Get organized. Start keeping track of all of your assignments and chores at home, and organize your time so that you can get all of your tasks done. To access videos and other tools to help you improve in Sustaining Effort, go to [www.act.org/link](http://www.act.org/link)

## GETTING ALONG WITH OTHERS



How your actions demonstrate positive interactions and cooperation with others, and kindness, friendliness, and tactfulness.

### YOUR GETTING ALONG WITH OTHERS SCORE



APPROACHING

### WHEN YOU DEMONSTRATE GETTING ALONG WITH OTHERS, YOU...

- Consistently show compassion or empathy for others in a variety of circumstances
- Work pleasantly with others following conflict
- Are able to identify when others need help and help others without expecting anything in return
- Consistently speak to teachers and peers politely, using respectful language and tone
- Appropriately identify sources of conflict when disagreements arise and actively suggest solutions

### WANT TO IMPROVE IN GETTING ALONG WITH OTHERS? HERE'S A WAY TO START:

Consider other team members' perspectives. The next time you work with others, try to see things from their points of view. To access videos and other tools to help you improve in Getting Along with Others, go to [www.act.org/link](http://www.act.org/link)

## MAINTAINING COMPOSURE



How your actions demonstrate relative calmness, serenity, and the ability to manage emotions effectively.

### YOUR MAINTAINING COMPOSURE SCORE



DEMONSTRATING

### WHEN YOU DEMONSTRATE MAINTAINING COMPOSURE, YOU...

- Recognize when you are being affected by stress and take steps to reduce stress
- Successfully manage stress related to activities or tasks
- Use multiple coping strategies to deal with negative feelings (e.g., seeking social support, relaxation)
- Manage negative emotions when you experience them
- Reframe past mistakes or events into something positive instead of dwelling on them

### WANT TO IMPROVE IN MAINTAINING COMPOSURE? HERE'S A WAY TO START:

Be grateful. Being grateful means being thankful for the things and people in your life. Try to spend a little bit of time each day thinking about the things in your life for which you are grateful. To access videos and other tools to help you improve in Maintaining Composure, go to [www.act.org/link](http://www.act.org/link)

# Roster Report Example

First Name	Last Name	Grade	Sustaining Effort Level	Sustaining Effort Percentile	Getting Along with Others Level	Getting Along with Others Percentile	Maintaining Composure Level	Maintaining Composure Percentile	Keeping an Open Mind Level	Keeping an Open Mind Percentile
Student	One	6	4	92	4	92	4	92	4	92
Student	Two	7	3	72	3	72	3	72	3	72
Student	Three	8	4	88	4	88	4	88	4	88
Student	Four	6	2	42	2	42	2	42	2	42
Student	Five	7	1	13	1	13	1	13	1	13

- Sortable and downloadable views of individual student results

# Validity Evidence for SEL Assessment



# Correlations Between Mosaic by ACT SEL Skills and School Climate

## Middle School

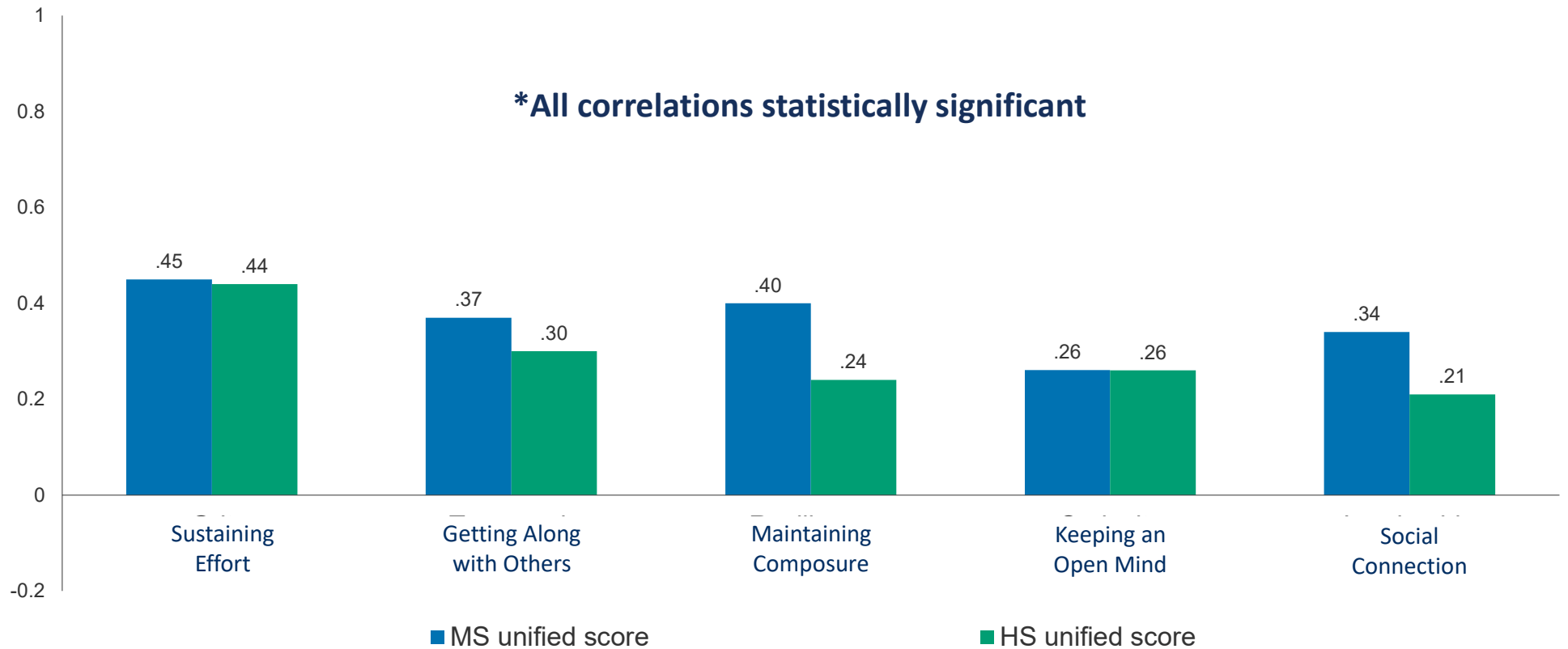
	Relationships	Safety
Sustaining Effort	.50*	.38*
Getting Along with Others	.50*	.38*
Maintaining Composure	.54*	.43*
Keeping an Open Mind	.48*	.34*
Social Connection	.49*	.29*

## High School

	Relationships	Safety
Sustaining Effort	.41*	.29*
Getting Along with Others	.44*	.33*
Maintaining Composure	.41*	.32*
Keeping an Open Mind	.39*	.24*
Social Connection	.42*	.19*

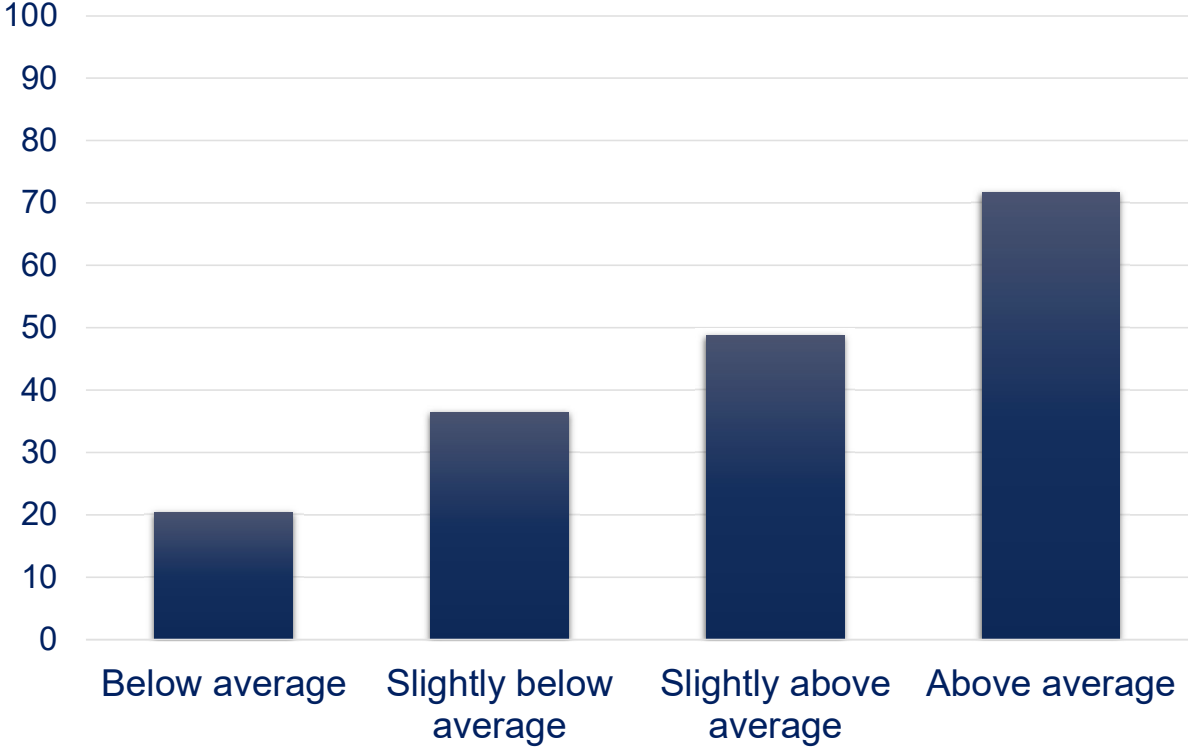
\* All correlations statistically significant

# Correlations Between ACT Mosaic Skills and GPA



# Associations Between Sustaining Effort and GPA: A Closer Look (Middle School)

Percentage of students with A or A+ GPA by quartile



# Associations Between Mosaic by ACT SEL Skills and Disciplinary Infractions

Students with at least 1 disciplinary infraction had...

## Middle School

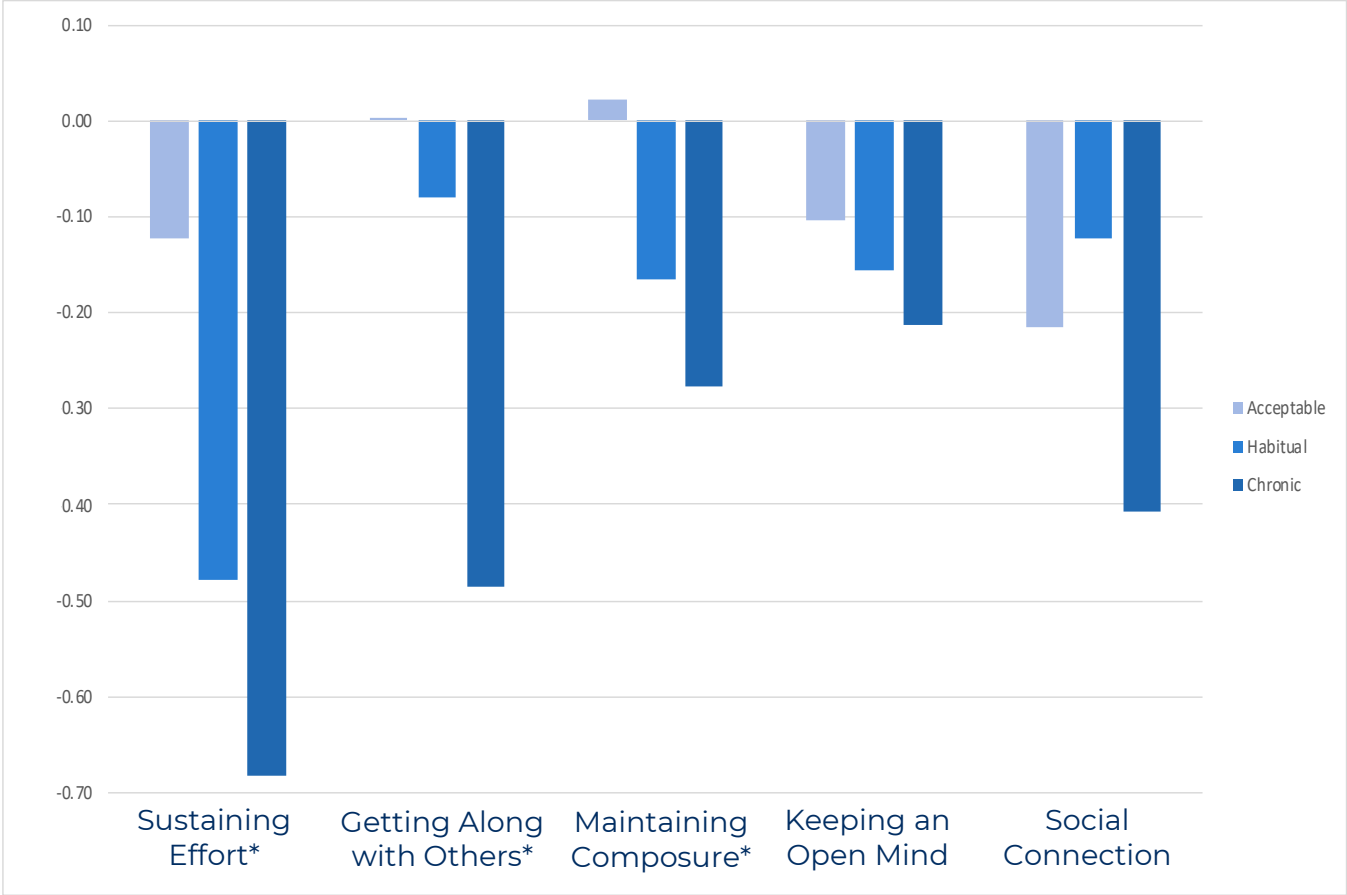
- Lower Sustaining Effort
- Lower Getting Along w Others
- Lower Maintaining Composure
- Worse Relationships with adults at school

## High School

- Lower Sustaining Effort
- Lower Getting Along w Others
- Lower Maintaining Composure
- *Higher* Social Connection
- Worse relationships with adults at school
- Lower feelings of School Safety

...as compared to students with 0 disciplinary infractions

# Associations Between Mosaic by ACT SEL Skills and Absenteeism (High School)





# Subgroup Differences for Mosaic by ACT SEL Skills

## Very few to no significant differences for:

- Socio-economic status (free and reduced lunch vs. other)
- Race/Ethnicity

## Significant differences consistent with literature for gender differences:

- Females tend to score higher on most skills

# Summary



Mosaic by ACT's blended SEL Curriculum, Assessment, and Professional Development includes **comprehensive** resources to support districts in meeting the SEL needs of their students and educators.



These resources have a strong **research** basis, so districts can trust that the Mosaic by ACT SEL solution will reliably and validly assess students and effectively teach them.

# QUESTIONS

## Contact Information

**Jeremy Burrus**

[jeremy.burrus@act.org](mailto:jeremy.burrus@act.org)

**Mike Capobianco**

[mike.capobianco@act.org](mailto:mike.capobianco@act.org)

# **WI DPI Disclaimer**

**The information and views shared during this presentation reflect those of the presenter(s) and do not necessarily reflect the requirements or the views of the Wisconsin Department of Public Instruction.**



**Mosaic**<sup>TM</sup> by **ACT**<sup>®</sup>

Comprehensive Learning Solution