



Holistic Student Assessment Overview

Wisconsin Department of Public Instruction

May 13th, 2021

Gil Noam, Ed.D, Dr. Habil
Founder and Chair

Dawn McDaniel, Ph.D.
Associate Director of Research & Development

Jocelyn Coo, M.Ed
Manager of School Supports and Interventions



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.

Overview

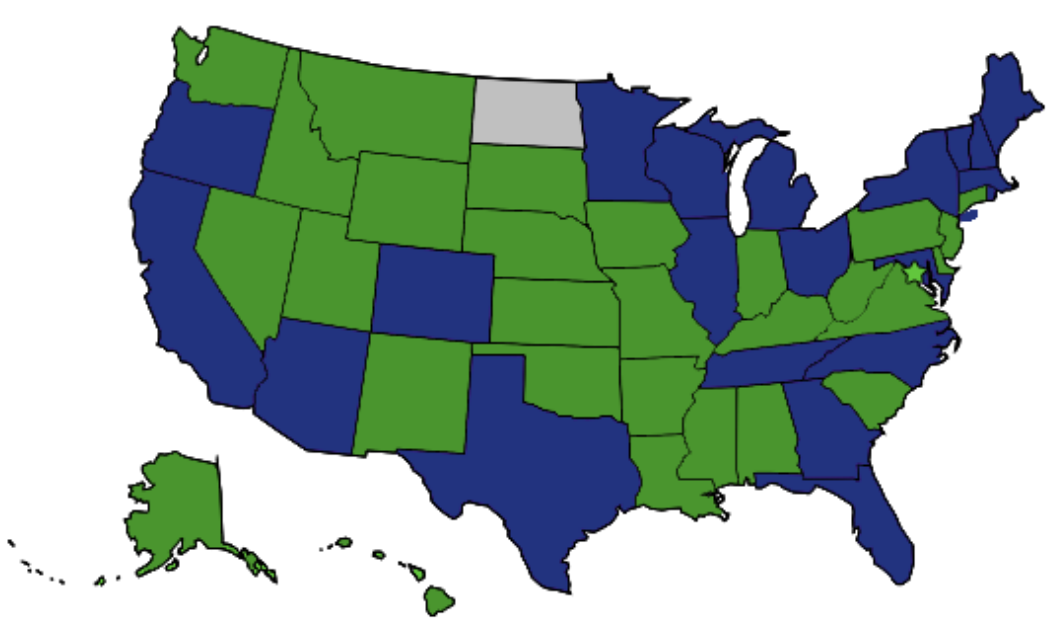
- Our Story
- SEL Frameworks
- Holistic Student Assessment (HSA)
- Mental Health
- Data Walk-Through
- HSA to School Transformation





We partner with school districts to substantially increase **social-emotional skills** and **resilience** in the service of **academic** and **life success**.



Our Reach



-  States using PEAR's SED & STEM Tools
-  States using PEAR's STEM Tools

PEAR's assessment tools are used in schools or programs in Wisconsin across 8 cities, including Milwaukee, Madison, and Green Bay, as well as in the Mott State OST Network.



Core Beliefs

- Know every child and encourage student voice
- Focus on strengths
- Create proactive systems for inclusion and equity
- Use data to support all learners

CASEL Framework



A Need for a Developmental Approach

“Until now, no comprehensive, developmentally-appropriate SEL benchmarks have been available to all educators and out-of-school-time programs in the state.”

Wisconsin Department of Public Instruction



The Clover Model



The Clover Model

A developmental differentiated process theory

- Voice
- Choice
- Autonomy

Assertiveness

Belonging

- Relationships
- Community
- Acceptance

- Body
- Movement
- Hands-on learning

Active Engagement

Reflection

- Meaning making
- Observation
- Insight
- Self-awareness

Developed by Dr. Gil Noam at Harvard University and McLean Hospital



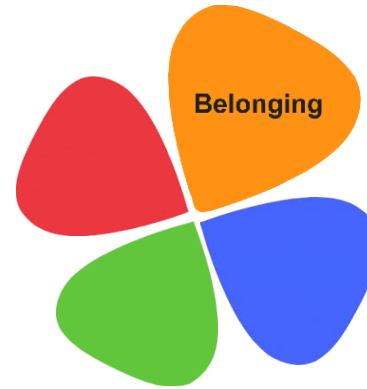
A Developmental Approach



Pre-School
Ages 0-5



Elementary School
Ages 6-10



Early Adolescence
Ages 11-15



Late Adolescence
Ages 16+



Data System to Support Youth Voice

Holistic Student Assessment (HSA)

Designed to help programs tailor services to better support the social and emotional well-being of learners from kindergarten to adulthood.

Languages available:

- Cape Verdean Creole
- Chinese (Simplified and Traditional)
- English
- Haitian Creole
- Portuguese
- Spanish



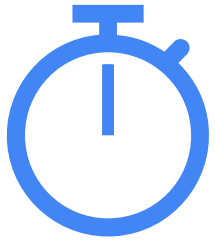
Developmentally-Sensitive Versions

Elementary: K-3rd Grade

Standard: 4th – 12th Grade

Adult: 18 years and up

Administration



10-20
minutes



Paper



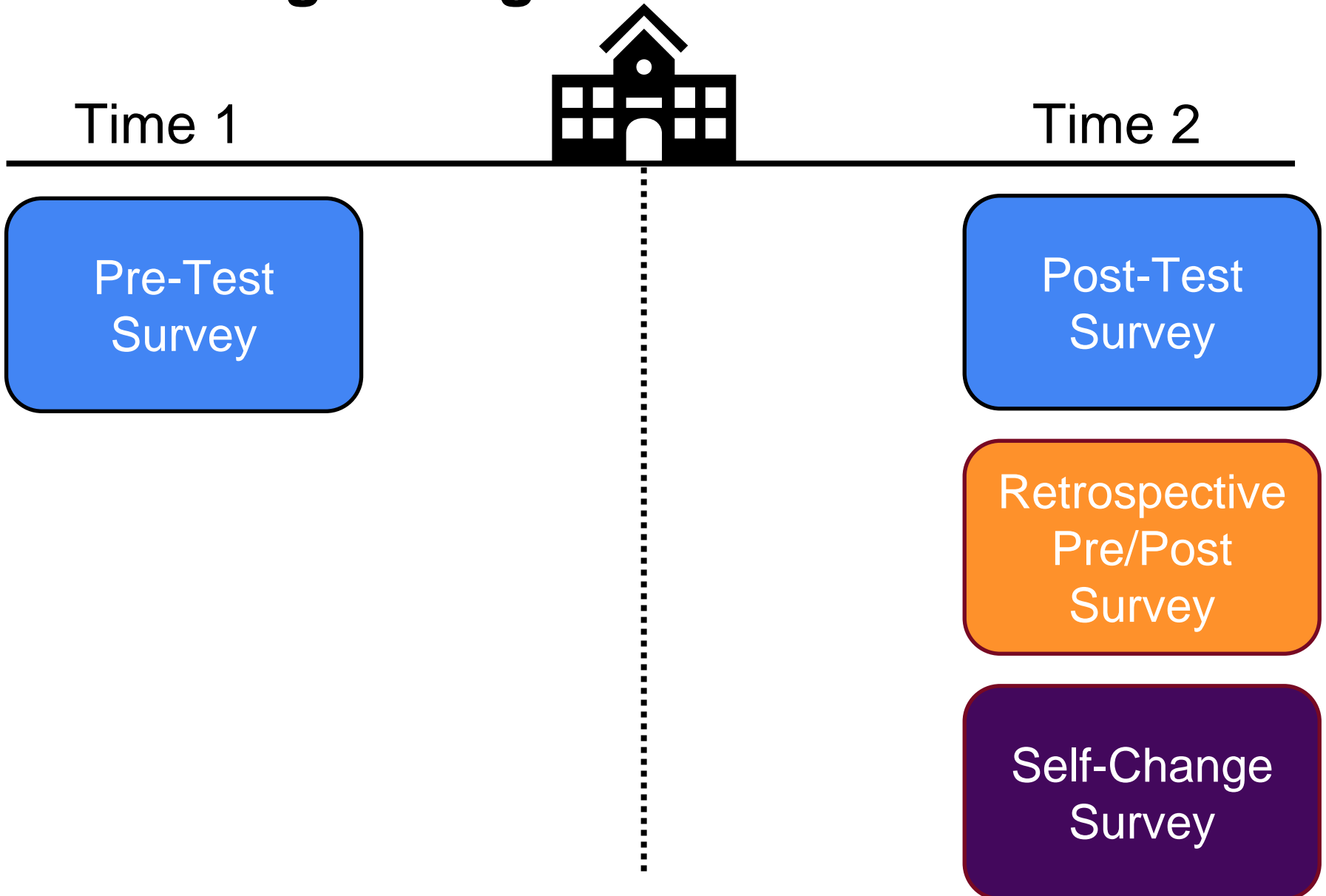
Electronic



For each statement below, please select the bubble that best describes what you think about the statement.

	Not at All	Sometimes	Often	Almost Always
I like to learn new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stand up for things that matter to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I see another kid who is hurt or upset, I feel sorry for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are adults I look up to and admire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to look at a situation in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to help people with their problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Measuring Change



Time 1

Time 2

Pre-Test
Survey

Post-Test
Survey

Retrospective
Pre/Post
Survey

Self-Change
Survey

National Norms

SEL strengths and challenges are based on comparisons to national norms.



Validation

Rigorously validated student self-report survey

Evidence	Examples
Reliability	Omega coefficients ranged from 0.76 to 0.91 (Malti, Zuffiano & Noam, 2017).
Validity	Convergent Validity using - <ul style="list-style-type: none"><li data-bbox="421 758 1611 893">• Resiliency Inventory, a previously established instrument (Noam & Goldstein, 1998).<li data-bbox="421 911 1464 1046">• Strength and Difficulties Questionnaire (Goodman, 1997)

HSA: Standard Domains & Scales

Resiliencies
Action Orientation
Emotion Control
Assertiveness
Perseverance
Trust
Empathy
Reflection
Optimism

Learning & School Engagement
Learning Interest
Critical Thinking
Academic Motivation
School Bonding

Relationships
Relationships with Peers
Relationships with Adults

HSA: Add-On Options

Co-develop new scales based on client's needs

Pilot Scales
Growth Mindset: Learning
Growth Mindset: Character
Teamwork
Fair Treatment (DEI)
Representation (DEI)
Creativity Scales

HSA: Add-On Options

A brief behavioral screening questionnaire

Pilot Scales	Strengths & Difficulties Questionnaire (SDQ)
Growth Mindset: Learning	Hyperactivity/Inattention
Growth Mindset: Character	Conduct Problems
Teamwork	Emotional Symptoms
Fair Treatment (DEI)	Peer Problems
Representation (DEI)	Prosocial Behavior
Creativity Scales	

HSA: Add-On Options

STEM-related attitudes

Pilot Scales
Growth Mindset: Learning
Growth Mindset: Character
Teamwork
Fair Treatment (DEI)
Representation (DEI)
Creativity Scales

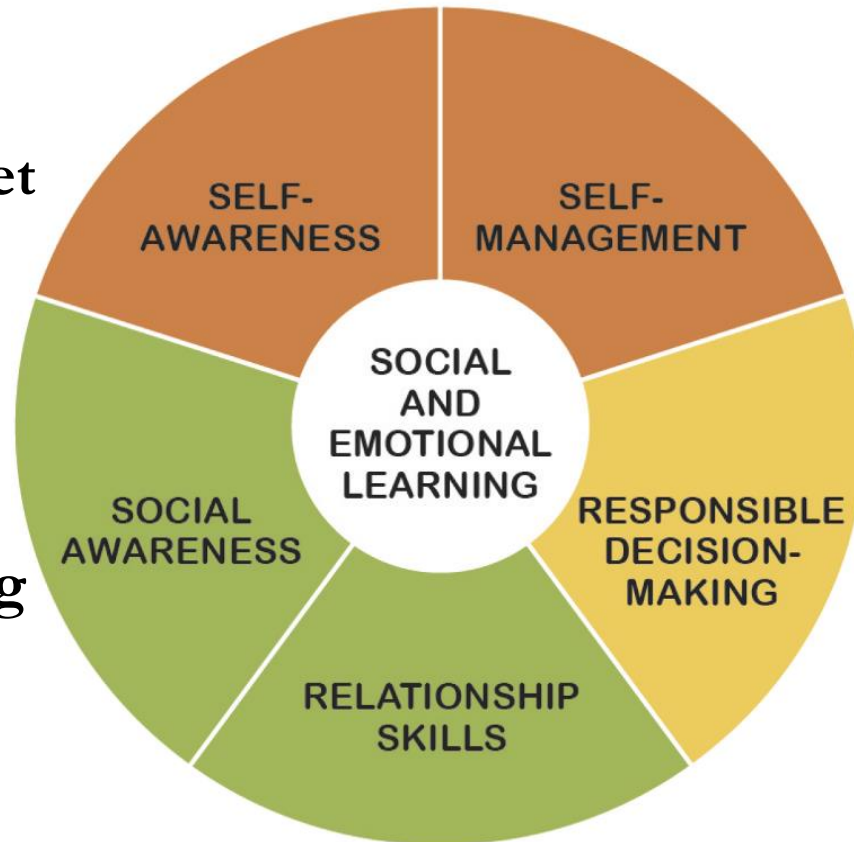
Strengths & Difficulties Questionnaire (SDQ)
Hyperactivity/Inattention
Conduct Problems
Emotional Symptoms
Peer Problems
Prosocial Behavior

Common Instrument Suite
STEM Engagement
STEM Identity
STEM Career Interest
STEM Career Knowledge
STEM Enjoyment
STEM Activities

Alignment of CASEL & HSA

- Reflection
- Growth Mindset

- Empathy
- School Bonding



- Emotion Control
- Assertiveness
- Perseverance

- Critical Thinking
- Reflection

- Relationships with Peers
- Relationships with Adults
- Teamwork

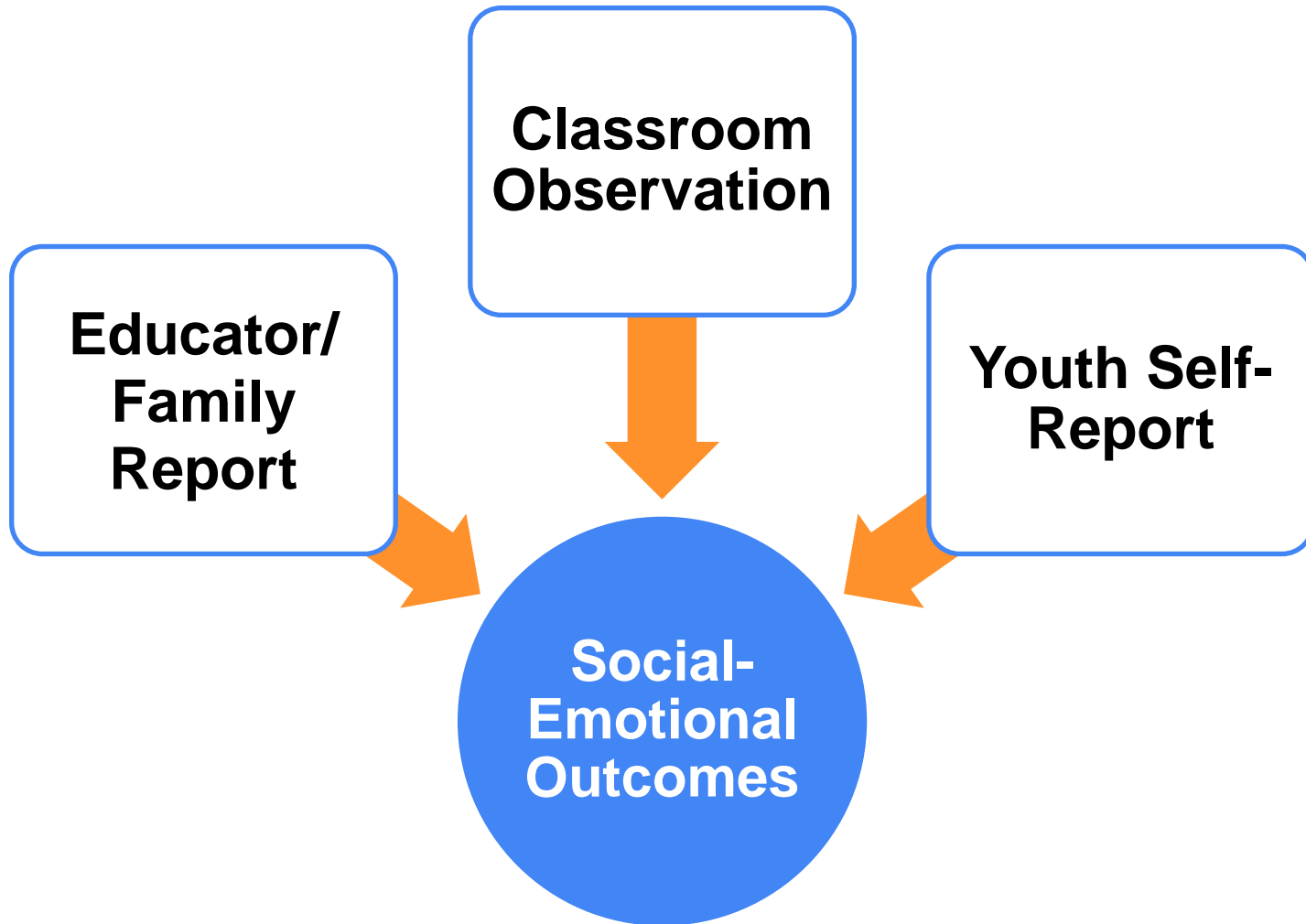
Alignment of CASEL, HSA & Wisconsin DPI SEL

CASEL	HSA	Wisconsin DPI
Self-Management	Emotion Control, Assertiveness, Perseverance	Emotional Development, Self-Concept
Self-Awareness	Reflection, Growth Mindset	Emotional Development, Self-Concept
Responsible Decision-Making	Critical Thinking, Reflection	Social Competence
Social Awareness	Empathy, School Bonding	Emotional Development, Self-Concept, Social Competence
Relationship Skills	Relationship with Peers, Relationship with Adults, Teamwork	Social Competence

Best Practice in Assessment



Multi-method approach reduces bias



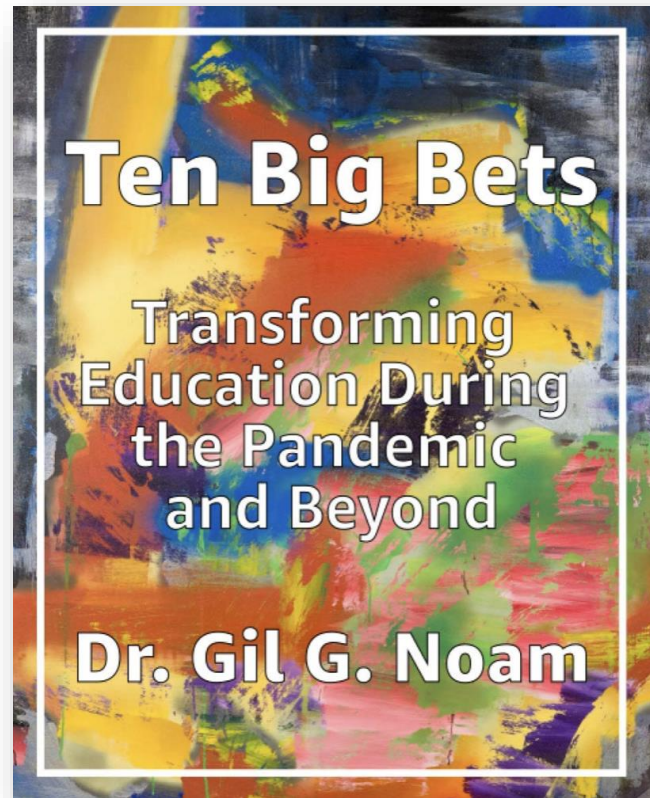


Mental Health



Educational and Mental Health Crisis

Re-envisioning educational practice and mental health from a social-emotional learning perspective



Wisconsin School Mental Health Framework

Promoting Relationships, Engagement & Learning

Linking with Systems of Care

Appropriate Information Sharing
Continuous Communication Loop
Supported Navigation through Systems of Care
Wraparound Support
Family-Driven & Youth-Guided Planning

FEW

Counseling & Support Teams
Safety & Re-entry Plans
Seamless Referral & Follow-up Processes
Deepened Collaboration with Youth, Families, & Community Providers

SOME

Early Identification, Screening, & Progress Monitoring
Effective Individual & Group Interventions
Wellness Plans
Co-Planning Strategies with Students, Families & Community Providers

ALL

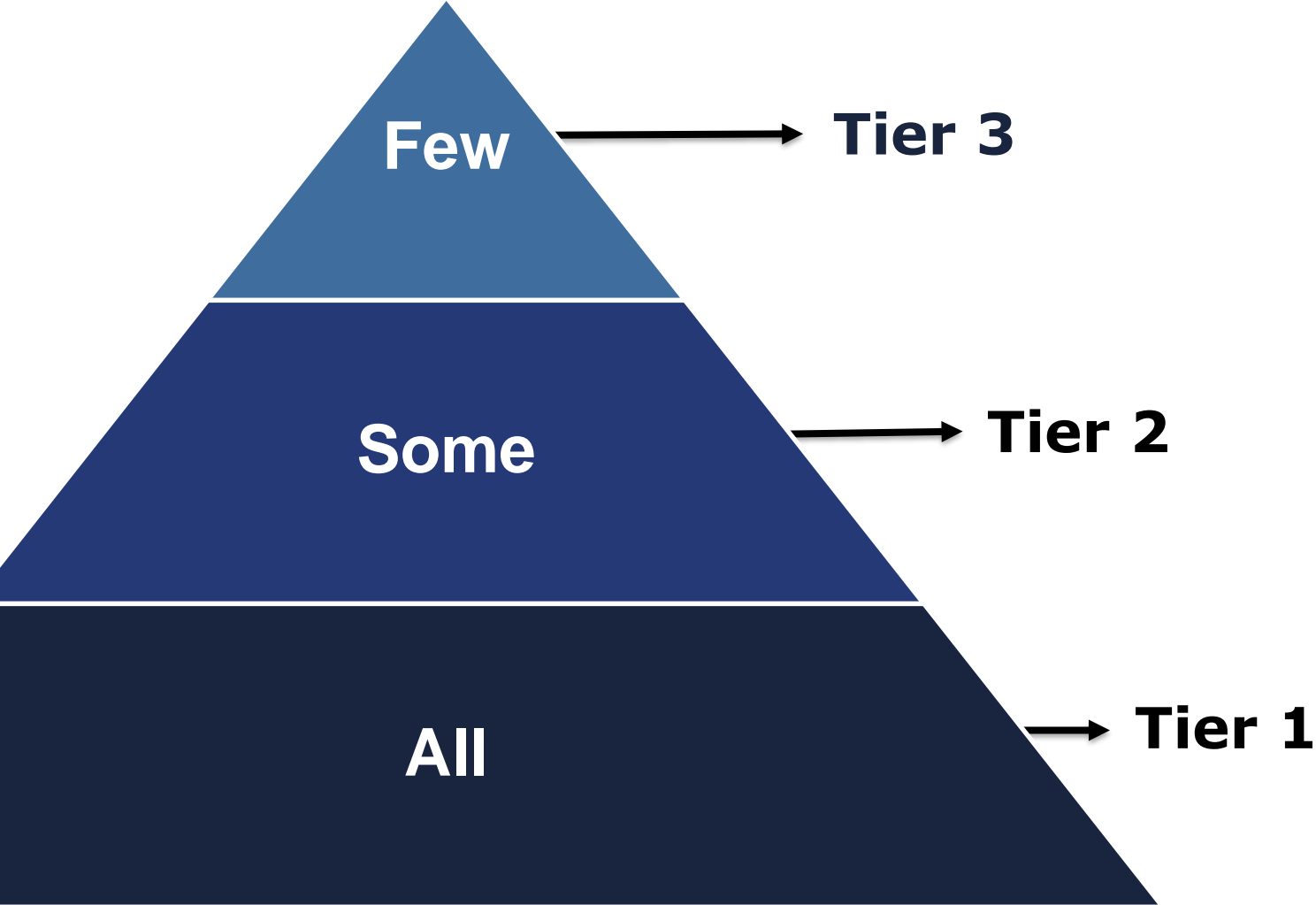
Relationship Building, Resiliency & Rich Social-Emotional Learning
Trauma Sensitive Practices
Mental Health & Wellness Education

Foundation

Integrating School Mental Health
with Positive Behavioral Interventions & Supports through:

1. Strong Universal Implementation
2. Integrated Leadership Teams
3. Youth-Family-School-Community Collaboration at all Levels
4. Culturally Responsive Evidence Based Practices
5. Data-Based Continuous Improvement
6. Positive School Culture & Climate
7. Staff Mental Health Attitudes, Competencies & Wellness
8. Systemic Professional Development & Implementation
9. Confidentiality & Mental Health Promotion Policies
10. Continuum of Supports

HSA Data Informs Tiered Levels of Supports

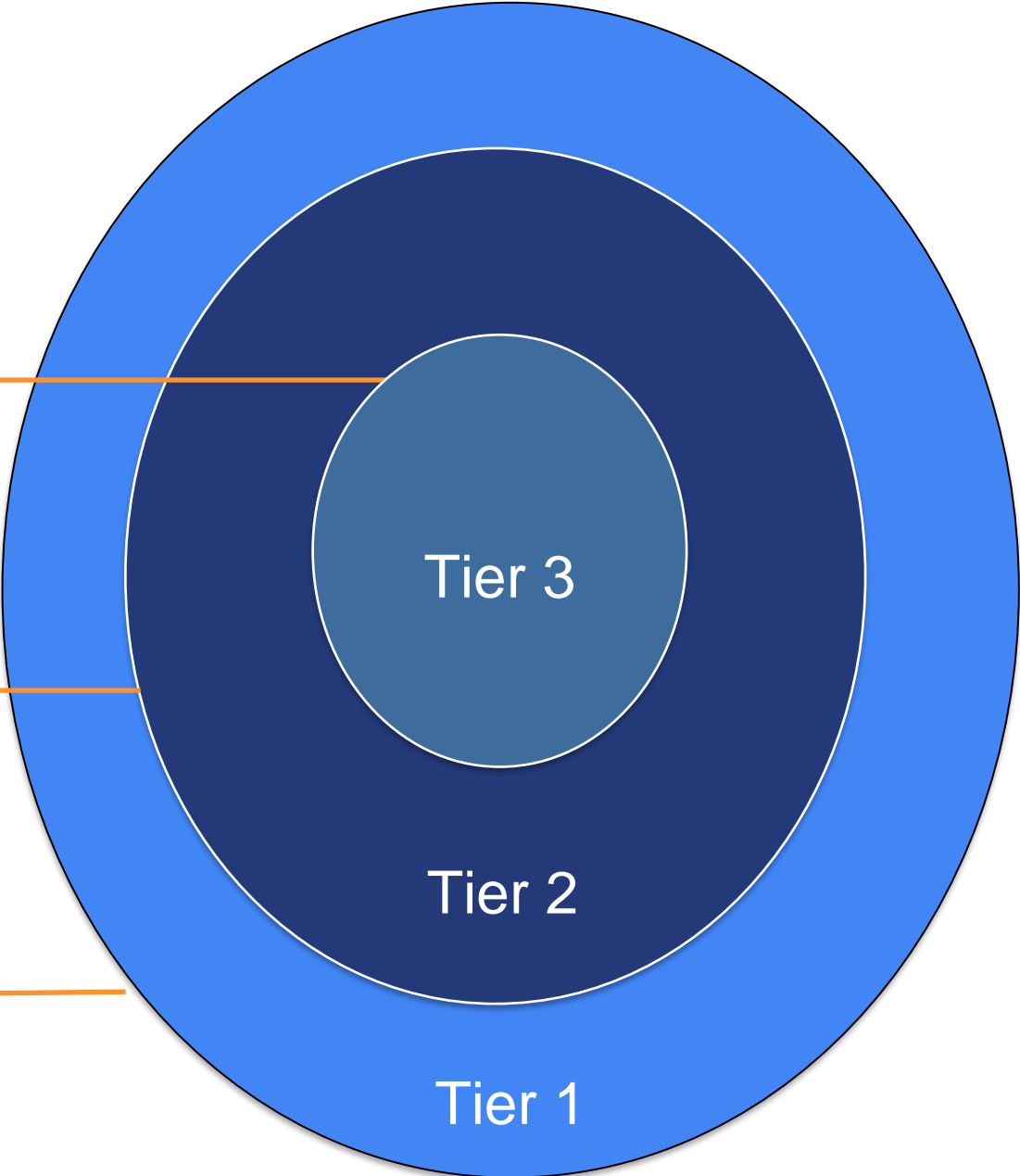


Tiered Supports

Intervention

**Proactive
Support**

Prevention



Tier 3

Tier 2

Tier 1



Demo of HSA Dashboard



From HSA to School Transformation

Assessments

- Student Assessments
- Educator/Family Assessments
- Whole School Observations

- Dynamic Qualtrics Dashboards
- Integration of Academic Data
- Data-Informed Planning and Evaluation

Data Platform

From HSA to School Transformation

Assessments

- Student Assessments
- Educator/Family Assessments
- Whole School Observations

Coaching & Professional Development

- Leadership Coaching
- Trainings
- Certification Programs

- Dynamic Qualtrics Dashboards
- Integration of Academic Data
- Data-Informed Planning and Evaluation

Data Platform



Coaching and Professional Development

Resilient School Openings: Essential Ingredients



Motivating Students & Supporting Educators

To help educators prepare for the physical reopening of school, PEAR has prepared the services and tools we believe are essential to assure that learning, social-emotional, and mental health needs of children, youth, and educators are met.



Know Every Child: Elevating Student Voices

As we return to in-person education, there is an opportunity to make data-informed decisions to support the needs of students and promote equity throughout the school. By using a student-voice youth assessment like the **Holistic Student Assessment (HSA)**, educators can get an immediate snapshot of how students are doing at the start of school.

- **Fast turnaround** – results within two weeks of administration
- **Strength-based** – present strengths as well as challenges in different social-emotional domains.
- **Differentiated learning** – data is linked to the Multi-Tier Support System (MTSS) to help educators determine the right level of support for each student.
- **New remote learning questions** – asks students how they feel about in-person and remote learning.

Pricing:

- \$3.85 per survey for groups over 100
- \$400 flat fee for groups under 100
- Includes access to dynamic data dashboard and technical support



Support Educators: Professional Development to Meet the Moment

In addition to our Clover Model training, PEAR has developed a series of nine evidence-informed virtual workshops for school teams to work together to plan to address the needs of their students. Each workshop has time built in for the group to discuss and plan together.

- **Clover Model Introduction:** 4-hour introductory course
- **Understanding Mental Health in our Times:** Series of 3, 90-min. each
- **Belonging, Relationships, and Structure:** Series of 3, 90-min. each
- **Engaging Students in Virtual Learning:** Series of 3, 90-min. each

Pricing:

- Clover training: \$1,500
- Workshops: \$750 each workshop and \$1,800 if a group signs up for a three-workshop series (for groups under 50).



Multi-Tiered Interventions to Meet Student Needs

Guided by the Clover Model of social-emotional development, PEAR helps educators support students at all three tiers of social-emotional need (MTSS). As we return to in-person education, we have an opportunity to take a more integrated approach to social-emotional learning and mental health to "work upstream" to help all youth thrive.

- **Tier 1: Advisory** – Helps group members form closer bonds
- **Tier 2: Group Interventions** – The [Clover Groups](#) integrate mental health, youth development and education.
- **Tier 3: Clinical Consultation and Referral** – PEAR can work directly with schools to provide clinical support and referral system review.

Pricing:

- Advisory: \$350
- Groups: \$975.00 for basic group package, enhanced support are also available
- Clinical Consultation: Varies based on need

For More Information: <https://www.pearinc.org/contact> or email contact@pearinc.org

From HSA to School Transformation

Assessments

- Student Assessments
- Educator/Family Assessments
- Whole School Observations

Coaching & Professional Development

- Leadership Coaching
- Trainings
- Certification Programs

- Dynamic Qualtrics Dashboards
- Integration of Academic Data
- Data-Informed Planning and Evaluation

Data Platform

- Advisory Curricula
- Tier 2 Group Interventions
- Mental Health Resources

Programs & Practices



Clover Groups

Four social-emotional development curricula designed for Tier 2 students to help build youth social-emotional competencies through their relationships with adults and peers.



contact@pearinc.org

www.pearinc.org