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

CORE ACADEMIC SKILLS
- English Language Arts
- Mathematics
- Science

CROSS-CUTTING CAPABILITIES
- Information and Communication Technology
- Collaborative Problem Solving
- Thinking Skills
- Learning Skills

BEHAVIORAL SKILLS
- Acting Honestly
- Getting Along Well with Others
- Keeping an Open Mind
- Maintaining Composure
- Socializing with Others
- Sustaining Effort

EDUCATION & CAREER NAVIGATION
- Self-Knowledge
- Environmental Factors
- Integration
- Managing Career & Education Actions

Mosaic by ACT
Comprehensive Learning Solution
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

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)
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

1. Self-Report Likert
2. Forced Choice
3. Situational Judgment Test
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.

For the first statement:
- Very Likely: 
- Likely: ☐
- May or May Not: 
- Unlikely: 
- Very Unlikely: 

For the second statement:
- 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.
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

01 Self-Report Likert

02 Forced Choice

03 Situational Judgment Test

04 Unified Score
Reporting
SCHOOL PROFILE DETAIL: SUSTAINING EFFORT

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

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.
SUSTAINING EFFORT

**YOUR SUSTAINING EFFORT SCORE**

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

**WHEN YOU DEMONSTRATE SUSTAINING EFFORT, YOU...**
- Complete tasks on time without receiving 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.

GETTING ALONG WITH OTHERS

**YOUR GETTING ALONG WITH OTHERS SCORE**

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

**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 learners’ 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.

MAINTAINING COMPOSURE

**YOUR MAINTAINING COMPOSURE SCORE**

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

**WHEN YOU DEMONSTRATE MAINTAINING COMPOSURE, YOU...**
- Recognize when you are being affected by stress and take steps to reduce them.
- 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.
- Defuse 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 spending 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.
### Roster Report Example

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

- Sortable and downloadable views of individual student results

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*Mosaic by ACT*

Comprehensive Learning Solution
## Correlations Between Mosaic by ACT SEL Skills and School Climate

### Middle School

<table>
<thead>
<tr>
<th></th>
<th>Relationships</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustaining Effort</td>
<td>.50*</td>
<td>.38*</td>
</tr>
<tr>
<td>Getting Along with Others</td>
<td>.50*</td>
<td>.38*</td>
</tr>
<tr>
<td>Maintaining Composure</td>
<td>.54*</td>
<td>.43*</td>
</tr>
<tr>
<td>Keeping an Open Mind</td>
<td>.48*</td>
<td>.34*</td>
</tr>
<tr>
<td>Social Connection</td>
<td>.49*</td>
<td>.29*</td>
</tr>
</tbody>
</table>

### High School

<table>
<thead>
<tr>
<th></th>
<th>Relationships</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustaining Effort</td>
<td>.41*</td>
<td>.29*</td>
</tr>
<tr>
<td>Getting Along with Others</td>
<td>.44*</td>
<td>.33*</td>
</tr>
<tr>
<td>Maintaining Composure</td>
<td>.41*</td>
<td>.32*</td>
</tr>
<tr>
<td>Keeping an Open Mind</td>
<td>.39*</td>
<td>.24*</td>
</tr>
<tr>
<td>Social Connection</td>
<td>.42*</td>
<td>.19*</td>
</tr>
</tbody>
</table>

* All correlations statistically significant
Correlations Between ACT Mosaic Skills and GPA

*All correlations statistically significant
Associations Between Sustaining Effort and GPA: A Closer Look (Middle School)

Percentage of students with A or A+ GPA by quartile

- Below average
- Slightly below average
- Slightly above average
- Above average
## Associations Between Mosaic by ACT SEL Skills and Disciplinary Infractions

Students with at least 1 disciplinary infraction had...

<table>
<thead>
<tr>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lower Sustaining Effort</td>
<td>- Lower Sustaining Effort</td>
</tr>
<tr>
<td>- Lower Getting Along w Others</td>
<td>- Lower Getting Along w Others</td>
</tr>
<tr>
<td>- Lower Maintaining Composure</td>
<td>- Lower Maintaining Composure</td>
</tr>
<tr>
<td>- Worse Relationships with adults at school</td>
<td>- Higher Social Connection</td>
</tr>
<tr>
<td>- Worse relationships with adults at school</td>
<td>- Worse relationships with adults at school</td>
</tr>
<tr>
<td>- Lower feelings of School Safety</td>
<td>- Lower feelings of School Safety</td>
</tr>
</tbody>
</table>

...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

<table>
<thead>
<tr>
<th>Very few to no significant differences for:</th>
<th>Significant differences consistent with literature for gender differences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Socio-economic status (free and reduced lunch vs. other)</td>
<td>• Females tend to score higher on most skills</td>
</tr>
<tr>
<td>• Race/Ethnicity</td>
<td></td>
</tr>
</tbody>
</table>
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

Mike Capobianco
mike.capobianco@act.org
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.