Holistic Student Assessment Overview
Wisconsin Department of Public Instruction
May 13th, 2021

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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

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.

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

- Self-Awareness
- Self-Management
- Social and Emotional Learning
- Social Awareness
- Relationship Skills
- Responsible Decision-Making
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

- Body
- Movement
- Hands-on learning

- Assertiveness

- Belonging
- Relationships
- Community
- Acceptance

- Reflection
- Meaning making
- Observation
- Insight
- Self-awareness

Active Engagement

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.

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

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Measuring Change

Time 1

Pre-Test Survey

Time 2

Post-Test Survey

Retrospective Pre/Post Survey

Self-Change Survey

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National Norms

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

Rigorously validated student self-report survey

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability</td>
<td>Omega coefficients ranged from 0.76 to 0.91 (Malti, Zuffiano &amp; Noam, 2017).</td>
</tr>
</tbody>
</table>
| Validity | Convergent Validity using -  
  • Resiliency Inventory, a previously established instrument (Noam & Goldstein, 1998).  
  • Strength and Difficulties Questionnaire (Goodman, 1997) |
## HSA: Standard Domains & Scales

<table>
<thead>
<tr>
<th>Resiliencies</th>
<th>Learning &amp; School Engagement</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Orientation</td>
<td>Learning Interest</td>
<td>Relationships with Peers</td>
</tr>
<tr>
<td>Emotion Control</td>
<td>Critical Thinking</td>
<td>Relationships with Adults</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Academic Motivation</td>
<td></td>
</tr>
<tr>
<td>Perseverance</td>
<td>School Bonding</td>
<td></td>
</tr>
<tr>
<td>Trust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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HSA: Add-On Options

Co-develop new scales based on client’s needs

<table>
<thead>
<tr>
<th>Pilot Scales</th>
</tr>
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<tbody>
<tr>
<td>Growth Mindset: Learning</td>
</tr>
<tr>
<td>Growth Mindset: Character</td>
</tr>
<tr>
<td>Teamwork</td>
</tr>
<tr>
<td>Fair Treatment (DEI)</td>
</tr>
<tr>
<td>Representation (DEI)</td>
</tr>
<tr>
<td>Creativity Scales</td>
</tr>
</tbody>
</table>
## HSA: Add-On Options

A brief behavioral screening questionnaire

<table>
<thead>
<tr>
<th>Pilot Scales</th>
<th>Strengths &amp; Difficulties Questionnaire (SDQ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth Mindset: Learning</td>
<td>Hyperactivity/Inattention</td>
</tr>
<tr>
<td>Growth Mindset: Character</td>
<td>Conduct Problems</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Emotional Symptoms</td>
</tr>
<tr>
<td>Fair Treatment (DEI)</td>
<td>Peer Problems</td>
</tr>
<tr>
<td>Representation (DEI)</td>
<td>Prosocial Behavior</td>
</tr>
<tr>
<td>Creativity Scales</td>
<td></td>
</tr>
</tbody>
</table>

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# HSA: Add-On Options

## STEM-related attitudes

<table>
<thead>
<tr>
<th>Pilot Scales</th>
<th>Strengths &amp; Difficulties Questionnaire (SDQ)</th>
<th>Common Instrument Suite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth Mindset: Learning</td>
<td>Hyperactivity/Inattention</td>
<td>STEM Engagement</td>
</tr>
<tr>
<td>Growth Mindset: Character</td>
<td>Conduct Problems</td>
<td>STEM Identity</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Emotional Symptoms</td>
<td>STEM Career Interest</td>
</tr>
<tr>
<td>Fair Treatment (DEI)</td>
<td>Peer Problems</td>
<td>STEM Career Knowledge</td>
</tr>
<tr>
<td>Representation (DEI)</td>
<td>Prosocial Behavior</td>
<td>STEM Enjoyment</td>
</tr>
<tr>
<td>Creativity Scales</td>
<td></td>
<td>STEM Activities</td>
</tr>
</tbody>
</table>

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Alignment of CASEL & HSA

- Reflection
- Growth Mindset
- Empathy
- School Bonding

- Emotion Control
- Assertiveness
- Perseverance
- Critical Thinking
- Reflection

- Relationships with Peers
- Relationships with Adults
- Teamwork

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## Alignment of CASEL, HSA & Wisconsin DPI SEL

<table>
<thead>
<tr>
<th>CASEL</th>
<th>HSA</th>
<th>Wisconsin DPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Management</td>
<td>Emotion Control, Assertiveness, Perseverance</td>
<td>Emotional Development, Self-Concept</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>Reflection, Growth Mindset</td>
<td>Emotional Development, Self-Concept</td>
</tr>
<tr>
<td>Responsible Decision-Making</td>
<td>Critical Thinking, Reflection</td>
<td>Social Competence</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Empathy, School Bonding</td>
<td>Emotional Development, Self-Concept, Social Competence</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>Relationship with Peers, Relationship with Adults, Teamwork</td>
<td>Social Competence</td>
</tr>
</tbody>
</table>
Best Practice in Assessment

Multi-method approach reduces bias

Classroom Observation

Educator/Family Report

Youth Self-Report

Social-Emotional Outcomes
Educational and Mental Health Crisis

Re-envisioning educational practice and mental health from a social-emotional learning perspective
HSA Data Informs Tiered Levels of Supports

- **Tier 1**: All
- **Tier 2**: Some
- **Tier 3**: Few
Tiered Supports

- Intervention
- Proactive Support
- Prevention

Tier 1
Tier 2
Tier 3
Demo of HSA Dashboard
From HSA to School Transformation

Assessments

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

Data Platform

- Dynamic Qualtrics Dashboards
- Integration of Academic Data
- Data-Informed Planning and Evaluation
From HSA to School Transformation

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

Coaching & Professional Development
- Leadership Coaching
- Trainings
- Certification Programs

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

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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.

**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

**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.

For More Information: [https://www.pearinc.org/contact](https://www.pearinc.org/contact) or email [contact@pearinc.org](mailto: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

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

Programs & Practices
- Advisory Curricula
- Tier 2 Group Interventions
- Mental Health Resources

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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.