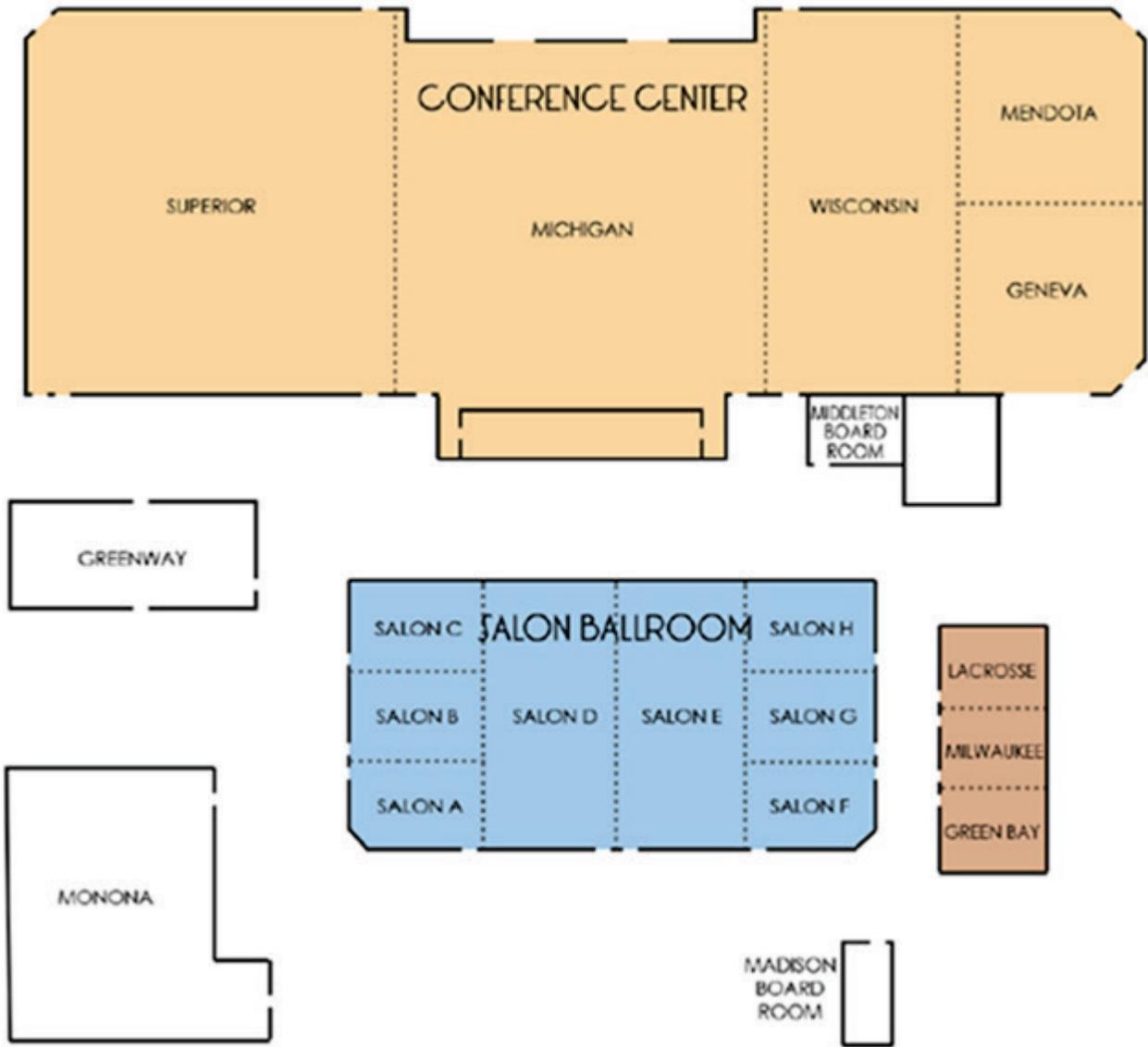




Creating Safe & Supportive
School Communities
SUMMER INSTITUTE
Social and Emotional Learning

June 21, 2018
Madison Marriott West

Madison Marriott West Floor Plan



Time	Event	Tracks
7:00–8:00 Michigan	Registration Continental Breakfast	
8:00–8:15 Michigan	Welcome Wisconsin State Superintendent, Tony Evers	
8:15-9:30 Michigan	Keynote Research-Informed Bullying Prevention: Social and Emotional Learning and School Climate Improvement Approaches <i>Dorothy L. Espelage, PhD, Department of Psychology University of Florida</i>	
9:30 – 9:45	Break	
9:45-11:00 Breakout Sessions I	District-Wide Social and Emotional Learning: CASEL’s Theory of Action <i>Melissa Schlinger, Vice President of Programs, CASEL Jo Salazar, LCSW, SEL Practice Specialist, CASEL</i>	Implementation Geneva
	Ready To Assess <i>Amy Mart, PhD, Researcher, American Institutes for Research</i>	Assessment Wisconsin
	Wondering How To Purposefully Implement Social and Emotional Learning Within Your PBIS Framework? This is How! <i>Kim Gulbrandson, PhD, Research and Evaluation Coordinator, Wisconsin RtI Center Emilie O’Connor, MSW, Technical Assistance Coordinator, Wisconsin RtI Center</i>	State and Local Practice Mendota
	Embedding Social and Emotional Learning into Afterschool Practices <i>Nick Yoder, PhD, Midwest Comprehensive Center at American Institutes for Research</i>	Out-of-School Time Salon FGH
	Preventing Bullying Among Children and Adolescents <i>Dorothy L. Espelage, PhD, Department of Psychology University of Florida</i>	Exploration Superior
11:00-11:15	Break	
11:15-12:30 Breakout Sessions II	School-Wide Social and Emotional Learning: CASEL’s Theory of Action <i>Melissa Schlinger, Vice President of Programs, CASEL Jo Salazar, LCSW, SEL Practice Specialist, CASEL</i>	Implementation Geneva
	Taking Stock of SEL Implementation and Measurement in Wisconsin: Current and Future <i>Bradley Carl, PhD Wisconsin Center for Education Research Julia Rutledge, PhD University of Wisconsin School of Education</i>	Assessment Wisconsin
11:15-12:30 Breakout Sessions II (cont’d)	Connecting Social and Emotional Learning and Academic Instruction: Key Components of Student Success <i>Nick Yoder, PhD, Midwest Comprehensive Center at American Institutes for Research</i>	State and Local Practice Mendota

Time	Event	Tracks
11:15-12:30 Breakout Sessions II (continued)	Ready, Set, Go: Building the Culture of SEL <i>Jessica Lovins, SEL Coach and Trainer, WINGS for Kids</i>	Out-of-School Time Salon FGH
	The Art and Science of Engaging Authentic Youth Voice <i>Roberto Rivera, PhD, Chief Empowerment Officer, 7 Mindsets</i>	Exploration Superior
12:30-1:15 Michigan	Lunch and General Session <i>Rebecca Collins, Director Student Services/Prevention and Wellness Team, DPI</i>	
1:15 - 1:30	Break	
1:30-2:45 Breakout Sessions III	Coaching to Support Social and Emotional Learning <i>Nick Yoder, PhD, Midwest Comprehensive Center at American Institutes for Research</i>	Implementation Geneva
	Adult Social and Emotional Competence <i>Amy Mart, PhD, Researcher, American Institutes for Research</i>	Assessment Wisconsin
	SEL as a Universal Trauma Sensitive Practice <i>Elizabeth Cook, School Psychology Consultant, DPI</i>	State and Local Practice Mendota
	Avoid a Mess and GET PAST Behavior Management Challenges <i>Jessica Lovins, SEL Coach and Trainer, WINGS for Kids</i>	Out-of-School Time Salon FGH
	Hip-Hop(e): A Holistic Model for Cultivating Health and Hope in All Youth <i>Roberto Rivera, PhD, Chief Empowerment Officer, 7 Mindsets</i>	Exploration Superior
2:45-3:00	PM Break/Snack	
3:00-4:00 Panel Presentations	School Implementation Panel	Wisconsin
	Out-of-School Time Panel	Geneva
4:00-5:30 Exhibitor Forum	4:30-4:50	
	Committee for Children	Geneva
	School-Connect	Wisconsin
	Panorama Education	Mendota
	Dept. of Public Instruction / Dept. of Justice	Salon FGH
	Wisconsin Family Ties	GB/MIL/LAX
	Tribes Learning Communities	Superior
	5:00-5:20	
	Positive Action	Geneva
	BARR	Wisconsin
	Children's Hospital of Wisconsin	Mendota
UW Extension	Salon FGH	
American Institutes for Research	GB/MIL/LAX	

Research-Informed Bullying Prevention: Social-Emotional Learning and School Climate Improvement Approaches

8:15 – 9:30

Room: Michigan

This keynote will review two decades of research on school bullying, sexual violence, and gender-based harassment. Definitions, prevalence rates, and outcomes will be discussed with a particular focus on translating these research findings into prevention and intervention efforts in schools and communities. Evidence-based prevention programs will be highlighted, and implementation and sustainability issues of school-based programs will also be discussed.

Objectives

Upon completion of this educational activity, learners should be better able to understand the types and prevalence of bullying and sexual violence.

Upon completion of this educational activity, learners should be better able to identify risk and protective factors associated with involvement in bullying and sexual violence.

Upon completion of this educational activity, learners should be better able to identify evidence-based and developmentally-appropriate interventions to prevent bullying and sexual violence.



Breakout Session I

9:45–11:00

Districtwide Social and Emotional Learning: CASEL's Theory of Action

Melissa Schlinger, Vice President of Programs and Practice, Collaborative for Academic, Social, and Emotional Learning
Jo Salazar, LCSW, SEL Practice Specialist, Collaborative for Academic, Social, and Emotional Learning

Room: Geneva

School districts across the nation are charged with ensuring that all students are able to form healthy relationships, collaborate effectively, manage stress and conflict, pursue ethical solutions to problems, advocate for themselves and others, and show empathy. CASEL, the world's leading organization for advancing SEL, has developed a process and guide to make full implementation of districtwide SEL possible in rural, suburban, and large urban districts. During this session participants will learn about CASEL's Model for Systemic District and School SEL, with a deeper focus on districts. Participants will see and experience the CASEL District Resource Center: a guide to districtwide SEL.

Ready to Assess

Amy Mart, PhD, Researcher, American Institutes for Research

Room: Wisconsin

In this session we will review the current state of the field on the measurement of social and emotional skills and SEL practices. Specifically, the session will be centered on a tool developed by the American Institutes for Research, *Ready to Assess*, which provides a decision tree on key considerations in measurement of social and emotional skills and competencies, including the purpose, burden, and rigor of assessment. In addition, we will review practice measures related to SEL. We will conclude by discussing ways in which to use SEL data for continuous improvement, including ways to hold discussions among colleagues around SEL data.

Wondering How to Purposefully Implement Social and Emotional Learning Within Your PBIS Framework? This is How!

Kim Gulbrandson, PhD, Research and Evaluation Coordinator, Wisconsin Rtl Center

Emilie O'Connor, MSW, Technical Assistance Coordinator, Wisconsin Rtl Center

Room: Mendota

Excited about social and emotional learning, but wondering how to avoid making it "one more thing?" If your school is already implementing PBIS at the Universal level, you already have structures in place and just need to determine how to make a few adjustments. This session will provide implementation examples and "how to's" to further define, teach, and support positive behavior and academic skill development with social and emotional competencies.

Embedding Social and Emotional Learning into Afterschool Practices

Nick Yoder, PhD, Senior Technical Assistance Consultant, American Institutes of Research

Room: Salon F/G/H

During this presentation, participants will learn an approach to integrating SEL that will provide afterschool staff strategies that promote the development of students' social, emotional, and academic skills. We will discuss what SEL is, strategies to implement an integrated SEL approach, specific practices that support student social, emotional, and academic development, as well as ways to self-assess adult's own social and emotional competencies.

Preventing Bullying among Children and Adolescents

Dorothy L. Espelage, PhD, Department of Psychology, University of Florida

Room: Superior

This breakout session will build on the keynote by addressing definitional issues of bullying, risk and protective factors of youth involved, mental health outcomes associated with involvement, evidence-based approaches to prevention.

Breakout Session II

11:15–12:30

School-wide Social and Emotional Learning: CASEL's Theory of Action

Melissa Schlinger, Vice President of Programs and Practice, Collaborative for Academic, Social, and Emotional Learning

Jo Salazar, LCSW, SEL Practice Specialist, Collaborative for Academic, Social, and Emotional Learning

Room: Geneva

Students are more successful in school and daily life when they are able to form healthy relationships, collaborate effectively, manage stress and conflict, pursue ethical solutions to problems, advocate for themselves and others, and show empathy. Teaching social and emotional competence is being prioritized by schools across the nation. CASEL, the world's leading organization for advancing SEL, has developed a process and guide to make full implementation of school wide SEL possible for all schools K-12. During this session participants will learn about CASEL's Model for Systemic District and School SEL, with a deeper focus on schools. Participants will see and experience the CASEL Guide to School wide SEL.

Taking Stock of SEL Implementation and Measurement in Wisconsin: Current and Future

Bradley Carl, PhD, Wisconsin Center for Educational Research

Julia Rutledge, PhD, School of Education, University of Wisconsin

Room: Wisconsin

This session will focus on current implementation of SEL instructional practices and measurement tools as reported by Wisconsin districts through two recent surveys conducted by DPI as well as a recent (2017) dissertation which looked at SEL measurement practices utilized by a set of Wisconsin schools implementing personalized learning. Session attendees will be encouraged to share their districts' own experiences with SEL data collection, related to both fidelity of implementation of SEL practices as well as how relevant student outcomes are being identified and measured in a non-accountability manner.

Breakout Session II (cont'd)

11:15–12:30

Connecting Social and Emotional Learning and Academic Instruction: Key Components of Student Success

Nick Yoder, PhD., Senior Technical Assistance Consultant, American Institutes of Research

Room: Mendota

Consensus is emerging that student development of social and emotional competencies is critical for student success in work, life, and career. Yet, teachers and administrators often mention that they do not have the time to implement social and emotional learning (SEL). In this workshop, Connecting Social and Emotional Learning and School Climate, participants will discuss ways to integrate SEL into instruction, as well as support adult social and emotional competencies. We will also discuss strategies on how to integrate SEL into other initiatives, including school climate and PBIS.

Ready, Set, Go: Building a Culture of SEL

Jessica Lovins, SEL Coach and Trainer, WINGS for Kids

Room: Salon F/G/H

To thrive in the 21st century, students must be adept at collaboration, communication, and problem-solving, which are some of the skills developed through SEL. Research shows that an effective social and emotional education has the power to strengthen attachment to school, reduce negative behavior, and improve academic achievement. Participants will deepen their knowledge of SEL and develop their own toolkit of resources to cultivate a culture of SEL in their program through positive student support and engagement, and implicit and explicit teaching.

The Art and Science of Engaging Authentic Youth Voice

Roberto Rivera, PhD, Chief Empowerment Officer, 7 Mindsets

Room: Superior

Youth Voice is a concept that has received a tremendous amount of "buzz" in the media recently. However, it is a concept with a deep history connected to social movement making and innovative youth development research. In this interactive workshop, Roberto Rivera, CASEL collaborator and youth voice champion, will highlight this history, define the term from both the perspective of researchers and youth, and introduce a youth voice spectrum demonstrating best practice in engaging adolescents in a variety of spaces. He will further provide a framework to practically increase authentic youth voice so that participants are able to apply these ideas to their classrooms, out-of-school programs, organizations, and communities with excitement and ease.

Breakout Session III

1:30–2:45

Coaching to Support Social and Emotional Learning

Nick Yoder, PhD., Senior Technical Assistance Consultant, American Institutes of Research

Room: Geneva

Implementing SEL practices within daily instruction can oftentimes feel daunting. However, encouraging teachers to change their practice requires teachers to consider their beliefs and core values and involves coaching conversations that are designed to encourage their engagement. Through combining SEL practices and critical coaching, participants will learn about and engage with a tool that supports coaches in helping teachers implement practices that support student social, emotional, and academic development.

Adult Social and Emotional Competence

Amy Mart, PhD, American Institutes for Research

Room: Wisconsin

This session will explore the social and emotional competencies that allow adults to be effective teachers, leaders, and colleagues. We will review research on the importance of adult social and emotional competence in education and links to student engagement, school climate, and punitive discipline. Participants will use a self-assessment tool to reflect on their own social and emotional competence and learn how to use this tool for professional development in their schools and districts. Finally, we will learn about effective strategies to help adults build their social and emotional competence.

SEL as a Universal Trauma Sensitive Practice

Elizabeth Cook, School Psychology Consultant, WI Department of Public Instruction

Room: Mendota

This session will explore how embedding universal social emotional learning is an integral part of becoming a trauma sensitive school. Participants will understand how to apply the trauma informed values of safety, trust, empowerment, collaboration, and choice into their social emotional and learning curriculum, procedures, and strategies. Additionally, participants will discuss how embedding these practices universally can support intervention for students who struggle academically and behaviorally. Avoid a MESS and GET PAST Behavior Management Challenges.

Avoid a MESS and GET PAST Behavior Management Challenges

Jessica Lovins, SEL Coach and Trainer, WINGS for Kids

Room: Salon F/G/H

Kids will be kids! They crave attention, they want autonomy and choice, and they want to have fun. Most kids, however, aren't taught how to do all of that without negative behaviors arising. Learn how you can manage and address behaviors proactively to ensure you are fostering a supportive and engaging environment, and learn techniques to de-escalate and modify negative behaviors, without losing control yourself.

Hip-Hop(e): A Holistic Model for Cultivating Healing and Hope in All Youth

Roberto Rivera, PhD, Chief Empowerment Officer, 7 Mindsets

Room: Superior

In this workshop, Roberto Rivera introduces the Hip-hop(e) framework, an approach that engages youth using social and emotional learning, culturally relevant pedagogy, and equitable practices. Participants will be introduced to best practices in the research and will also be exposed to case studies that contextualize this approach and make teaching and learning transformative and fun. Participants will learn how to build hope in students whether they are in the deep inner city or in the far reaches of rural Wisconsin. This workshop will be full of interactive discussion on what constitutes academic rigor, will include hands on learning, connections through music, and will leave participants feeling energized and ready to become "hope" dealers when they return the very next day.

Panel Presentations

3:00 – 4:00

Wisconsin School District SEL Panel

Room: Geneva

Adams-Friendship Area Schools, Crystal Holmes, Student Services Grant Coordinator

Milwaukee Public Schools, Kim Merath, Social and Emotional Learning Supervisor

Mequon-Thiensville School District, Stacey Knight, Social Emotional Coach

Menominee Indian School District, Jessica Pingle, High School Teacher

Wisconsin Out-of-School Time Panel

Room: Mendota

Presenters to be announced on June 21, 2018.

Committee for Children

<http://www.cfchildren.org/>

Room: Geneva

As we strive to promote the safety, well-being, and success of children in school and in life, Committee for Children is proud to provide tools that help children thrive. We work with educators, parents, policy makers, and partner organizations to deliver research-based programs, advocate for public policies, and provide leadership in our field. We believe education and prevention efforts that begin in early childhood and continue into adulthood achieve the greatest impact.

School-Connect

<http://www.school-connect.net/>

Room: Wisconsin

School-Connect creates and distributes *School-Connect: Optimizing the High School Experience*, a program for boosting students' social, emotional and academic skills. School-Connect authors also offer professional development in how to implement the program and create supportive learning communities in high schools and speak nationally on the importance of school connectedness to adolescents' personal growth and engagement in learning.

Panorama Education

<https://www.panoramaed.com/>

Room: Mendota

Panorama For Social Emotional Learning

Measure and understand social-emotional learning.

Panorama helps educators support each student's SEL—the critical skills and mindsets that enable success in school and in life—with research-backed measures and actionable data reports.

Internet Safety to Social and Emotional Learning Programming in the Digital Age

DPI Digital Learning Team and Department of Justice

<https://dpi.wi.gov/internet-safety>

Room: Salon F/G/H

Keeping Kids Safe Online

The [Wisconsin Department of Public Instruction \(DPI\)](#), in partnership with the [Department of Justice \(DOJ\)](#), are working to create awareness about Internet Safety. This site provides a compilation of resources, tools, and information to empower all stakeholders (students, teachers, parents, and administrators) to make safe, smart, and ethical decisions about technology use. Over the last few years, there has been a shift from “acceptable” to “responsible” use of digital resources. This shift is a change in expectation for use of technology in and out of the classroom. Keeping kids safe online is a fundamental goal of school districts, the [Wisconsin Digital Learning Plan](#), and the Wisconsin Information and Technology Literacy Standards. Technology is a way of life for today's students and we all need to be sure we support their safe and responsible use of digital resources.

Exhibitor Forums (cont'd)

4:30-4:50 Sessions

Wisconsin Family Ties

connection@wifamilyties.org

Room: Green Bay/Milwaukee/La Crosse

Wisconsin Family Ties works with families of children with behavioral or mental health needs. We provide emotional support and training, and assistance with navigating complex systems, to get young people the services they need and to help their parents become more confident advocates for their well-being. We also work to inform practitioners, policymakers and the public about the needs of the children and families we serve.

All of the staff of Wisconsin Family Ties are parents of children with behavioral or mental health challenges. Our lived experience makes us uniquely qualified to meet families right where they are—without judgement, because we have been there, too.

Tribes Learning Communities

www.tribes.com

Room: Superior

Tribes Learning Communities (Tribes TLC®) is a research-based elementary, middle and high school program that promotes academic, social and emotional development by creating a positive learning environment.

The Mission of Tribes is to assure the healthy development of every child so that each has the knowledge, competence and resilience to be successful in today's rapidly changing world.

Students achieve because they:

- feel included and appreciated by peers and teachers,
- are respected for their different abilities, cultures, gender, interests and dreams,
- are actively involved in their own learning, and
- have positive expectations from others that they will succeed.

Evaluation of Tribes Learning Community Schools has shown that:

- Tribes TLC has a positive impact on classroom environment,
 - teachers spend less time managing student behavior,
 - the Tribes process helps teachers address academic standards, and
 - teachers report increased staff collegiality and planning.
- <http://tribes.com/evaluation-study-summary/>

Positive Action

<https://www.positiveaction.net/>

Room: Geneva

Positive Action is a systematic educational program that promotes an intrinsic interest in learning and encourages cooperation among students. It works by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions.

BARR

<https://barrcenter.org/>

Room: Wisconsin

BARR is a proven secondary school model that combines data and relationships to achieve real academic, social and emotional results for students. Originally designed by a 9th grade counselor, BARR is rooted in the belief that growth is possible and within reach for every school, with the same teachers and the same students.

The results have been powerful, including higher math and reading scores, students earning more credits, reductions in absences and suspensions, increased graduation rates, and happier, more engaged students and teachers. Students report higher expectations and rigor in their classes and more supportive relationships with teachers.

Children's Hospital of Wisconsin-Healthy Kids Learn More

<https://www.healthykidslearnmore.com/Healthy-Kids-Learn-More/Course-Topics/Bullying-Prevention>

Room: Mendota

At Children's Hospital of Wisconsin, we believe that kids deserve the best. Our belief drives everything we do, which is why with Children's as your health education resource, you gain a trusted partner in the effort to keep kids healthy so they can learn.

HealthyKidsLearnMore—e-learning programs bring important health and wellness concepts to life for students in grades K4-8. The easy-to-implement programs offer a blended approach with both online and offline activities, student progress tracking and pre- and post- assessments. A teacher's guide is included to guide you through the program.

Featuring Act Now!—A continuum of bullying prevention e-learning courses designed for K4-8th grade students, school staff, and parents.

Exhibitor Forums (cont'd)

5:00-5:20 Sessions

University of Wisconsin-Extension

<https://flp.ces.uwex.edu/>

Room: Salon F/G/H

Family Living Programs provides statewide leadership to promote education, resources and partnerships that create an environment where families and their communities can thrive. Today's diverse families form the foundation of these strong Wisconsin communities.

By responding to the challenges facing today's families with evidence-informed programs and practices, as well as local knowledge gained from living in the communities they serve, Extension educators are helping to create an environment where families have the information, skills and assets they need to improve their quality of life and contribute to their communities.

American Institutes for Research

<https://www.air.org/topic/social-and-emotional-learning>

Room: Green Bay/Milwaukee/La Crosse

SEL Solutions at the American Institutes for Research offers an approach to keep social and emotional learning at the center of students' educational experiences. AIR staff work closely with district and school staff to create the conditions—vision, leadership, engagement, skills, measurement, and coaching and support—required to promote the skills students need to master academic content and enhance their well-being.

AIR's SEL Solutions staff form a partnership with district and school staff to customize a phased implementation path with concrete steps and strategies that emphasize data-driven decision making, continuous stakeholder engagement, ongoing professional learning, and sustainability. Specifically, SEL Solutions supports district and school staff to embed and integrate SEL with work currently underway within the district and school, creating a coordinated and purposeful SEL and school climate effort.



Dorothy L. Espelage, PhD (espelage@ufl.edu)

Dorothy L. Espelage, PhD, is Professor of Psychology at the University of Florida. She is the recipient of the APA Lifetime Achievement Award in Prevention Science and the 2016 APA Award for Distinguished Contributions to Research in Public Policy, and is a Fellow of APS, APA, and AERA. She was just elected to the National Academy of Education. She earned her PhD in Counseling Psychology from Indiana University in 1997. Over the last 22 years, she has authored over 200 peer-reviewed articles, six edited books, and 70 chapters on bullying, homophobic teasing, sexual harassment, dating violence, and gang violence. Her research focuses on translating empirical findings into

prevention and intervention programming and she has secured over eleven million dollars of external funding. She advises members of Congress and Senate on bully prevention legislation. She conducts regular webinars for CDC, NIH, and NIJ to disseminate research. She authored a 2011 White House Brief on bullying among LGBTQ youth and attended the White House Conference in 2011, and has been a consultant on the stopbullying.gov website and consultant to the National Anti-bullying Campaign, *Health Resources and Services Administration (HRSA) in the U.S. Department of Health and Human Services (HHS)*. She has presented multiple times at the Federal Partnership to End Bullying Summit and Conference. She is a consultant to the National Institutes of Health *Pathways to Prevention* Initiative to address bullying and youth suicide. Dr. Espelage has appeared on many television news and talk shows and has been quoted in the national print press.



Nick Yoder, PhD

Senior Technical Assistance Consultant, Midwest Comprehensive Center (MWCC) at American Institutes for Research (AIR)
nyoder@air.org

Nick Yoder is a technical assistance consultant. In his current role, Nick leads the focal area on safe and supportive classrooms, and social and emotional learning (SEL) for the Center on Great Teachers and Leaders, in which he provides technical assistance to states and districts on the integration of SEL and school climate with other educational reform initiatives, including college- and career-readiness and teacher evaluation systems. In addition, Dr. Yoder provides training and

coaching support to principals and teachers on effective instructional practices, including those practices that promote a safe and supportive learning, and promote the development of student social, emotional, and academic skills. Along with providing technical assistant to states, districts, and schools, Nick helps conduct program evaluations for SEL programs.

Presenter Bios (cont'd)



Jessica Lovins

SEL Coach and Trainer at WINGS for Kids

Jessica earned her undergraduate degree at the College of Charleston with a concentration in Leadership, Change, and Social Responsibility. She has been with WINGS since 2009. Her previous roles include after school mentor, behavior management specialist, and program director in rural and urban schools. She has extensive experience developing and facilitating internal staff trainings and external trainings for nonprofit organizations and school districts across the country. Jessica has also presented at numerous conferences, including the National Afterschool Association Convention, the U.S. Soccer Symposium, Charlotte-Mecklenburg's Whole Child Conference, and state-wide OST conferences.



Jo Salazar

SEL Practice Specialist, Collaborative for Academic, Social and Emotional Learning

Jo Salazar is the lead author of CASEL Guide to Schoolwide SEL (2017) and leads the Supportive School Communities Project, coaching school-based teams in Chicago through their implementation of schoolwide SEL. She is passionate about school-family partnerships and authored the SEL Discussion Series for Parents and Caregivers. Jo is also a district consultant in El Paso, Texas and supports the district's efforts to make SEL a part of every child's education.

Jo is a licensed clinical social worker (LCSW) and certified school social worker. Most recently she worked as a school climate specialist for the Chicago Public Schools in the Office of Social and Emotional Learning, where she led districtwide professional development sessions to help school teams build multi-tiered systems of support for social and emotional learning. She earned her master's degree in school social work at the University of Illinois at Urbana-Champaign and a bachelor's degree in human services from Millikin University.

Presenter Bios (cont'd)



Melissa Schlinger

Vice President of Programs and Practice, Collaborative for Academic, Social and Emotional Learning
mschlinger@casel.org

Melissa Schlinger leads and oversees CASEL's efforts to advance systemic implementation of evidence-based social and emotional learning in school districts across the nation. She also oversees the development of resources and tools to support these efforts. Before joining CASEL, Melissa served as Vice President of Education Services for Scholar Centric, where she worked closely with school district officials,

university researchers, educational organizations, and state departments of education to increase awareness of social and emotional learning, SEL research findings, and practical applications for the classroom. She brings extensive experience collaborating with districts to identify needs and to develop sound implementation plans to integrate SEL assessment, curriculum, and instructional strategies into the school environment. Melissa is a former educator in the Fairfax County, VA, public schools and is an active Big Sister through Big Brothers Big Sisters in Chicago, where she resides with her husband and seven-year-old twins.



Kim Gulbrandson, PhD

Research and Evaluation Coordinator, Wisconsin Rtl Center

Kim Gulbrandson has served children in the state of Wisconsin since 1997. Her roles have primarily focused on supporting the social, emotional and behavioral needs of youth in grades PreK-12, at the school, district and state level. She is a Research and Evaluation Coordinator for the Wisconsin Rtl Center. Prior to joining the Center, she worked as a school psychologist in the Milwaukee Public School District. She worked both in schools and on the district Violence Prevention Program, where she was responsible for providing supports in the areas of social and emotional learning, bullying prevention,

classroom management and behavior management, and for evaluating the impact of these supports on student outcomes. She earned her MEd in School Psychology and PhD in Research Methodology from Loyola University Chicago.



Emilie O'Connor, MSW

Technical Assistance Coordinator, Wisconsin Rtl Center

Emilie O'Connor has focused her practice on developing healthy, efficient systems of support through the PBIS framework since 2008. As a Technical Assistance Coordinator for the Wisconsin Rtl Center / PBIS Network she primarily supports schools and districts in the Southeast Region and is a statewide Tier 2 trainer. Prior to joining the Center in 2015 Emilie worked as a PBIS external coach, school social worker, and with non-profits serving youth and families. She earned her MSW at the University of Wisconsin-Milwaukee.

Presenter Bios (cont'd)



Roberto Rivera, PhD

Chief Empowerment Officer, 7 Mindsets

Roberto Rivera is an artist, educator, and change agent who specializes in applying best practices in engaging youth using practical and relevant methods. He is also the President and Lead Change Agent of The Good Life Organization.

Roberto Rivera received his undergraduate degree at UW-Madison where he created his own major entitled “Social Change, Youth Culture and the Arts.” He received his master’s degree at UIC in Youth Development with a focus on Social Justice, Urban Education, and Hip-hop. He currently is the President and Lead Change Agent of the Good Life Org., an organization that publishes multi-media educational tools and trains educators, youth workers, and parents in connecting positive youth development to community development. His experience in working in the field of community-based popular education over the last decade have won him awards from former president Bill Clinton, Congresswoman Tammy Baldwin, and others. Despite these accolades, Roberto sees his work as giving back, since being labeled “at-risk” and “disadvantaged” as a teen himself, his relationships with key educators and youth workers helped him to turn his life around. Roberto’s presentations are unique in that they not only include scientific-based research, but that they also include his own story of transforming from a dope dealer to a hope dealer, to incorporating stories from his work with communities around the nation. His unique ability to code-switch from sharing research and data to stories and poems leaves audiences standing with enlightened minds and moved hearts. He is also a proud husband and father, and sees being a good dad as one of his lifelong goals.



Amy Mart, PhD

Researcher, American Institutes for Research

Amy Mart, PhD, is a Researcher at AIR with over a decade of experience working at the intersection of research, policy, and practice to promote positive outcomes for young people. In her current role, Dr. Mart leads several research, evaluation, and consultation projects that focus on social and emotional learning (SEL) and school climate. She has extensive experience working at all levels of the K-12 education system, applying empirical and practical evidence to continuously improve conditions that support students’ social, emotional, and academic development. Previously, Dr. Mart led the Office of Social and Emotional Learning at Chicago Public Schools, where she supported implementation of strategies to improve school climate, build social and emotional skills, and reduce punitive discipline in over 600 schools. Prior to that, as a research fellow at the Collaborative for Academic, Social, and Emotional Learning (CASEL) she helped design and launch the Collaborating Districts Initiative, which supports 10 large urban school districts to build systemic support for SEL. Dr. Mart began her career as a counselor at a community-based youth service organization and later taught third grade in Chicago Public Schools. She earned a Master of Education degree in human development counseling from Vanderbilt University and a PhD in community psychology from the University of Illinois at Chicago.

Presenter Bios (cont'd)



Bradley Carl, PhD

Co-Director, Wisconsin Evaluation Collaborative, Wisconsin Center for Educational Research

bradley.carl@wisc.edu

Dr. Bradley Carl is Assistant Scientist and Co-Director of the Wisconsin Evaluation Collaborative (WEC), housed within the Wisconsin Center for Education Research (WCER) at UW-Madison. His current work focuses on evaluation of programs and initiatives at the PreK-12 level, as well as the design, implementation, and evaluation of state educator effectiveness and school accountability systems. He has worked extensively with the Milwaukee Public Schools since 2007 on program

evaluation and the development of postsecondary tracking measures, education/health outcomes, and early warning indicators. Prior to joining WCER, Dr. Carl worked for the Office of Educational Accountability at the Wisconsin Department of Public Instruction, the Center on Education and Work at UW-Madison, and the American Institutes for Research in Washington, D.C. He holds degrees from Hamline University (B.A., International Studies and History) and Michigan State University (PhD, Sociology-Urban Studies).



Julie Rutledge, PhD

School of Education, University of Wisconsin

Julia Rutledge is a lecturer in the School of Education at University of Wisconsin-Madison. She received her PhD in Educational Psychology from the Learning Sciences program area at UW-Madison. Her research focuses on noncognitive skills assessment and personalized learning school structures. Her dissertation, titled *Measuring What Matters: How Noncognitive Skills are Captured, Stored, and Utilized in Personalized Learning Environments*, examined three high school case studies within Wisconsin and how school routines and teacher practices create conditions for assessing students' noncognitive skills development.



Elizabeth Cook, EdS

School Psychology Consultant, DPI

Elizabeth Cook is the School Psychology Consultant at the Department of Public Instruction. She was trained as a school psychologist in Detroit, Michigan. She has practiced across Michigan and Wisconsin and has experiences spanning early childhood through high school in rural, suburban, and urban educational settings. In addition to consultation to the field, Elizabeth takes the lead on DPI's Trauma Sensitive Schools initiative and supports a variety of topics around special education and mental health.



For More Information Contact:

Division of Learning Support

Student Services/Prevention and Wellness Team

608-266-8960

dpi.wi.gov/sspw/mental-health/social-emotional-learning

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