

Introduction to the Aperture System

For Raters



follow us @apertureed

ABOUT THIS SESSION

WHAT?

You will be equipped with the necessary resources to complete ratings for students.

WHO?

Raters or Educators,
Anyone Completing
Student Ratings



ASK QUESTIONS AT ANY TIME IN THE CHATBOX.

INTRODUCTION

THE BENEFITS OF SEL

THE DESSA

TIPS FOR RATERS

DEMO OF THE APERTURE SYSTEM

NEXT STEPS

AGENDA

Opening Activity



Who inspired you to become an educator?

Example: Mrs. Linder, 3rd grade, fostered my love for reading and always gave me new books.

Example: My grandfather, who was like a teacher to me, always pushing me to work harder and reach my potential.

INTRODUCTION
THE BENEFITS OF SEL
THE DESSA
TIPS FOR RATERS
DEMO OF THE APERTURE SYSTEM
NEXT STEPS

AGENDA

CASEL and DESSA Alignment



What types of **behaviors** do you see in classrooms and school environments when students haven't yet developed social and emotional skills?

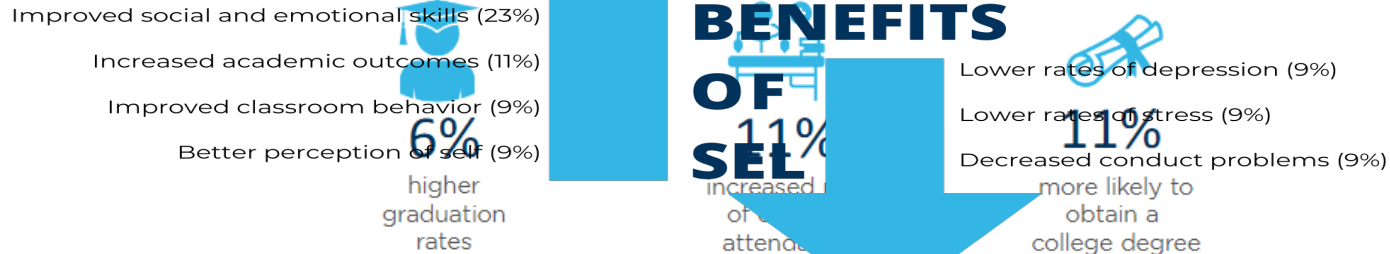


Benefits of SEL & Student Outcomes

CASEL Meta-Analysis (2011)

213 Studies | 270,000 K-12 Students

When compared to non-SEL peers, students who participate in social and emotional learning show outcomes such as...



INTRODUCTION
THE BENEFITS OF SEL
THE DESSA
TIPS FOR RATERS
DEMO OF THE APERTURE SYSTEM
NEXT STEPS

AGENDA

What are the DESSA Assessments?



Standardized



Norm-Referenced



Strengths-Based

THE DESSA mini

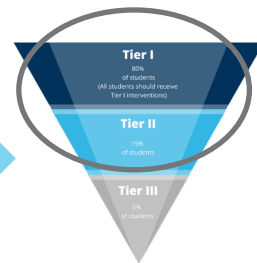
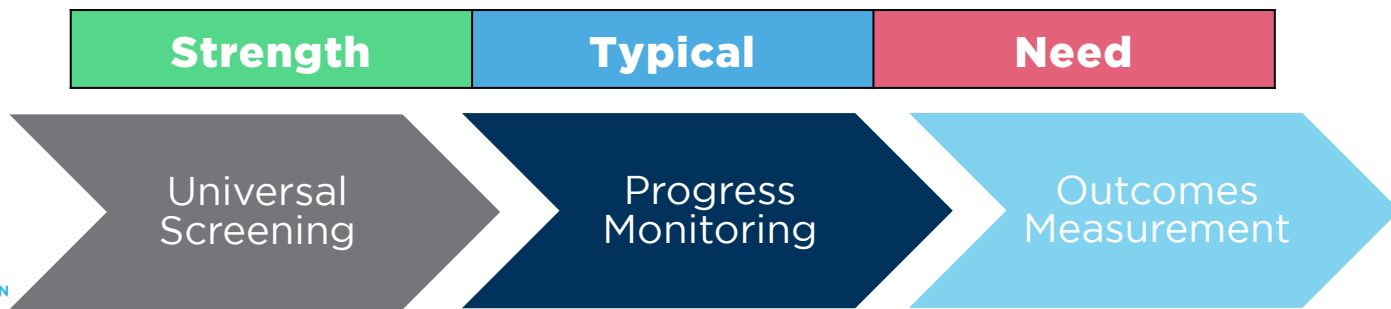


Only screener to meet universal criteria set forth by the **World Health Organization**

- **8 questions**
- **1 minute** to complete
- **4 forms**
- **Screener and progress monitoring**

DESSA- Mini Questions

- Accept responsibility for what she/he did?
- Do something nice for somebody?
- Speak about positive things?
- Pay attention?



THE DESSA



- 72 questions
- Normed on a nationally representative sample of students, grades k - 12, various racial, ethnic and socioeconomic groups were represented
- **8 CASEL™ -aligned** competencies

During the past 4 weeks, how often did the youth...

2. stay focused despite a problem or distraction?

3. respect another person's opinion?

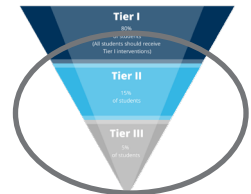
4. show concern for someone?

5. work carefully on projects or schoolwork?

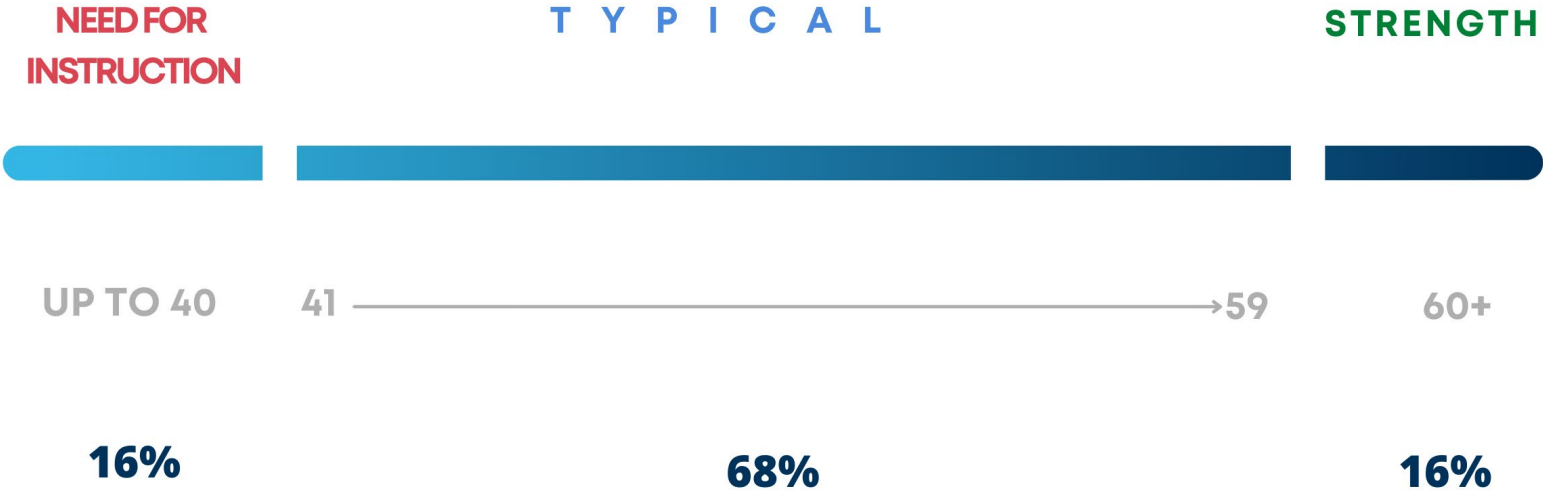
6. follow the example of a positive role model?

7. try to do their best?

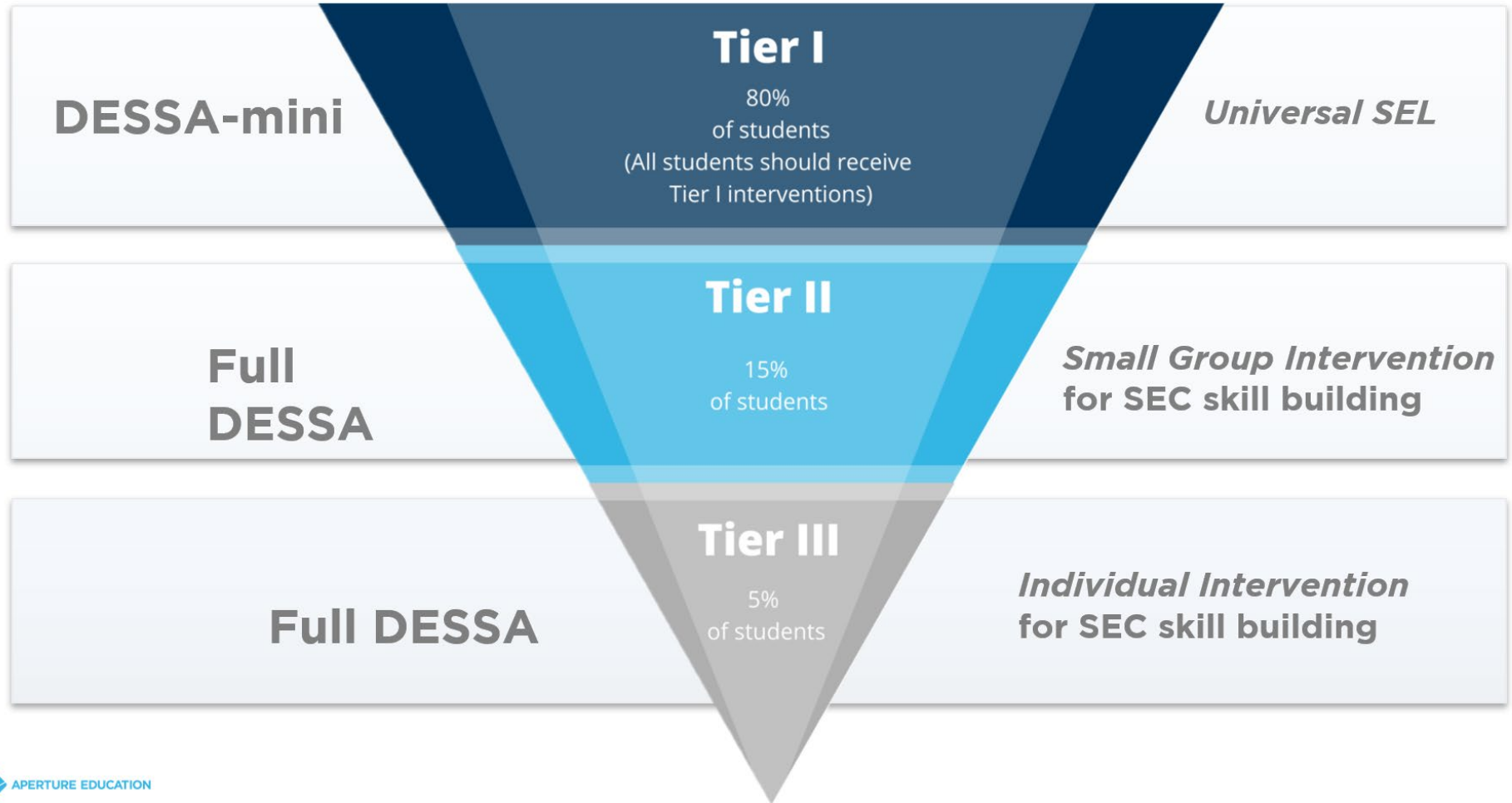
8. say good things about their classmates?



Continuum of Scores Provided by the DESSA



MTSS and DESSA Assessment



INTRODUCTION
THE BENEFITS OF SEL
THE DESSA
TIPS FOR RATERS
DEMO OF THE APERTURE SYSTEM
NEXT STEPS

AGENDA



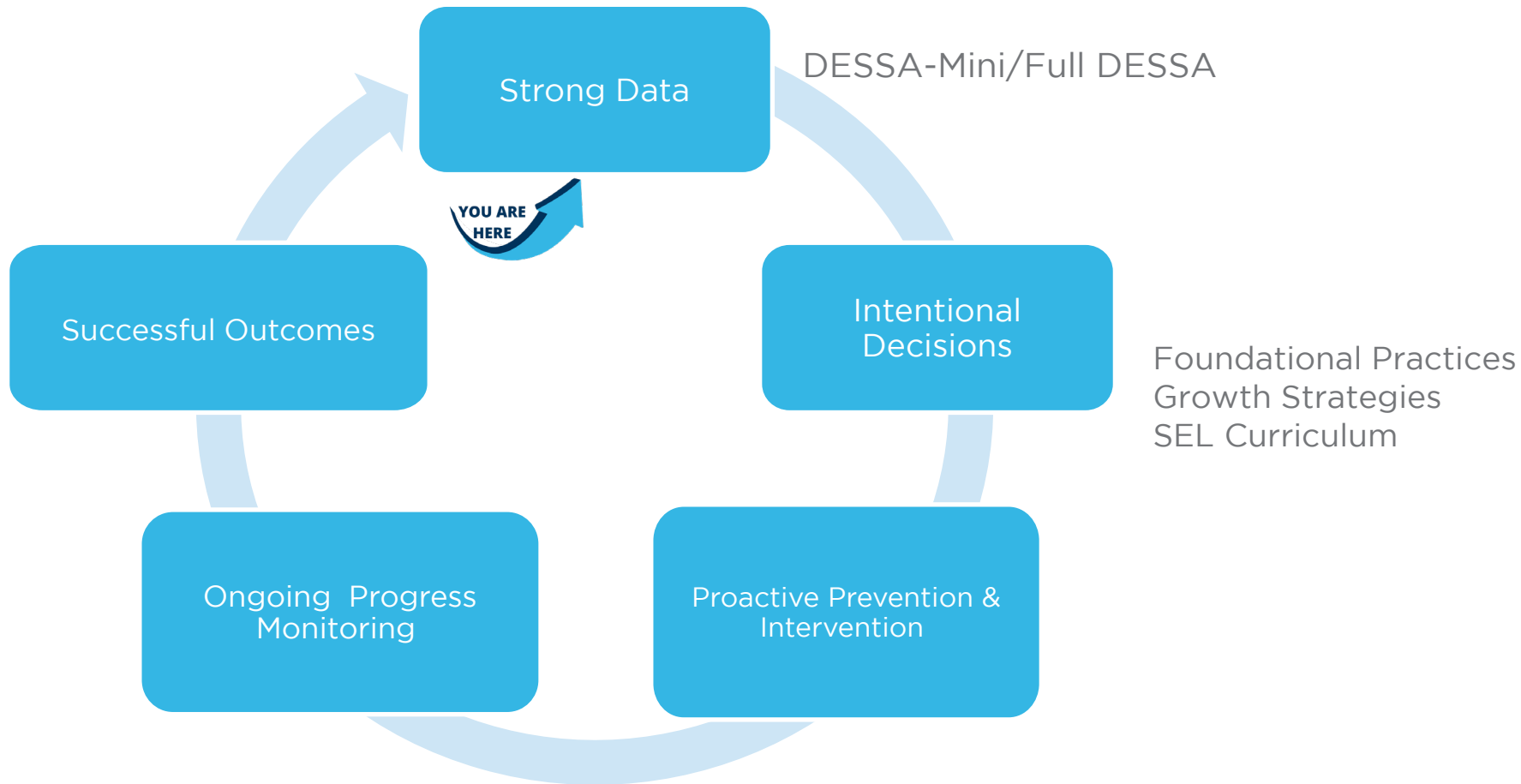
In the chat,
type 3
things you
notice in
this picture.



Tips for Ratings

1. Be intentional in observation.
2. Get familiar with DESSA items.
3. Be strategic.
4. Think broadly.
5. Just YOUR facts.
6. Plan your rating time.

Aperture Decision Making Continuum



INTRODUCTION
THE BENEFITS OF SEL
THE DESSA
TIPS FOR RATERS
DEMO OF THE APERTURE SYSTEM
NEXT STEPS

AGENDA

What is the Aperture System?

Building Social and Emotional Skills through... ratings, results, strategies, and support.



USER ROLE



Can generate and view reports only applicable to their students.

From: platform@apertureed.com <platform@apertureed.com>

Date: Thu, Aug 5, 2021 at 2:30 PM

Subject: Welcome to Aperture!

To: <tarajketner+Sunny@gmail.com>



User Signup for Aperture

You have been invited to assess your students' social and emotional competencies through Aperture Education. Please use the link below to complete your signup process.

Create Account

Alternatively, copy and past the following link below:

[https://qa.app.apertureed.com/account-activation?email=tarajketner+Sunny@gmail.com&code=\\$2b\\$04\\$PYBKF7f7Hb1LdI5jOs9W.72ZybPgoJcveAEXsqf4lPCSEHz4sEsu&organizationId=e22b6feb-51d0-4e26-8994-f808984c8fcc](https://qa.app.apertureed.com/account-activation?email=tarajketner+Sunny@gmail.com&code=$2b$04$PYBKF7f7Hb1LdI5jOs9W.72ZybPgoJcveAEXsqf4lPCSEHz4sEsu&organizationId=e22b6feb-51d0-4e26-8994-f808984c8fcc)

Once your account has been activated, you will use the following URL to log into Aperture: app.apertureed.com

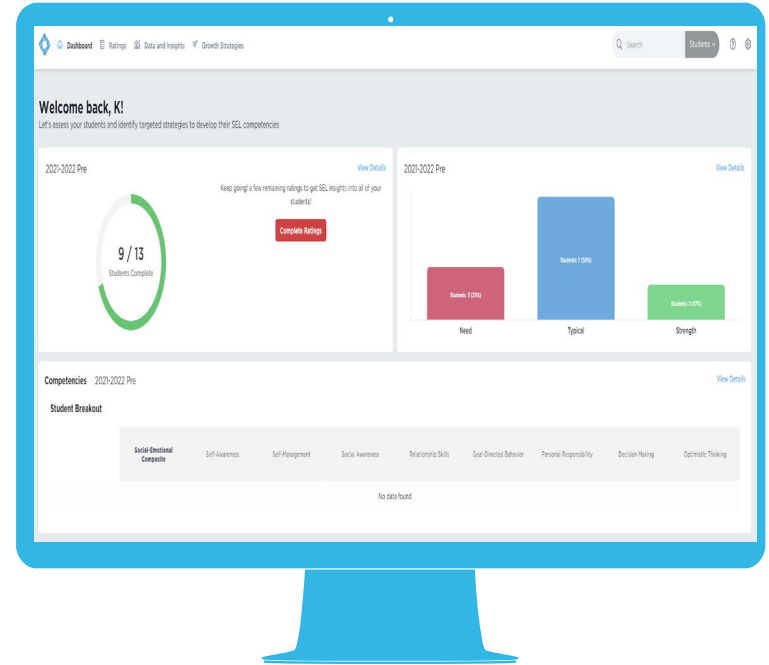
Thanks,
Your Aperture Team

Accessing the Aperture System

1. Click on link in email for User Signup and create and activate your account.
2. Go to:
<https://app.apertureed.com/login>
3. “Bookmark” or “Favorite” the URL for future use.
4. Sign in using your username and password.
5. You are all set to begin using the Aperture System!

Dashboard

- Understand the status of ratings
- Quickly see results
- Interact with results to view them in different ways
- Tabs at the top to jump to different parts of the system



Rater

Dashboard Ratings Data and Insights Growth Strategies

Search Students

2021-2022 Pre [View Details](#)

Let's start by assessing your students!

Complete Ratings

0 / 27
Students Complete

2021-2022 Pre [View Details](#)

No Data Available

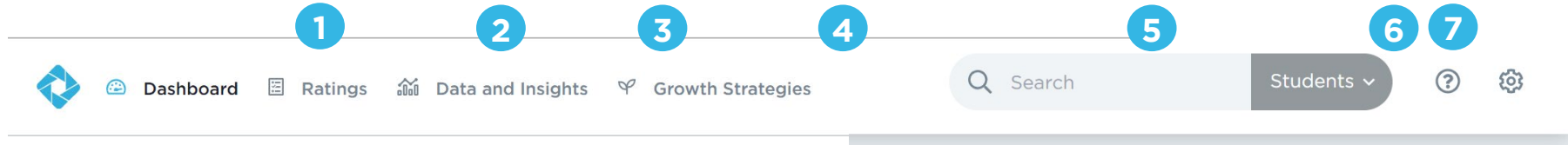
Need Typical Strength

Competencies 2021-2022 Pre [View Details](#)

Student Breakout

Name	Social-Emotional Composite	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Goal-Directed Behavior	Personal Responsibility	Decision Making	Optimistic Thinking
No data found									

Navigation



Conducting a rating

My Students Add New

- Whitley Blankenship
- Jayden Bowman
- Loretta Callahan
- Joziah Cannon
- Luna Dominguez
- Alistair Gardner
- Uriah Harris
- Kade Huang
- Kehlani Ingram
- Renson Jarvis

Whitley Blankenship

Student ID: 3460248

DESSA Mini Form 1

This 8 question form describes a number of behaviors seen in some children. Read the statements that follow the phrase: ***During the past 4 weeks, how often did the child...*** and click on the button underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you choose to change your answer, just click on the button for your new choice. Please do not skip any items.

During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
Accept responsibility for what they did?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do something nice for somebody?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak about positive things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay attention?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to group efforts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform the steps of a task in order?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Unable to Rate



Why are you unable to rate this student?

- I have not had ample time to observe them
- This student does not belong in my queue
- Other

Save

Conducting a rating

My Students Add New

- Jonan Anderson
- Reign Avery
- 56 Harlee Ayala ✓
- 33 Melanie Berger
- Rebecca Blackwell
- Blaise Blair

Legacy Abbott

Student ID: 3462921

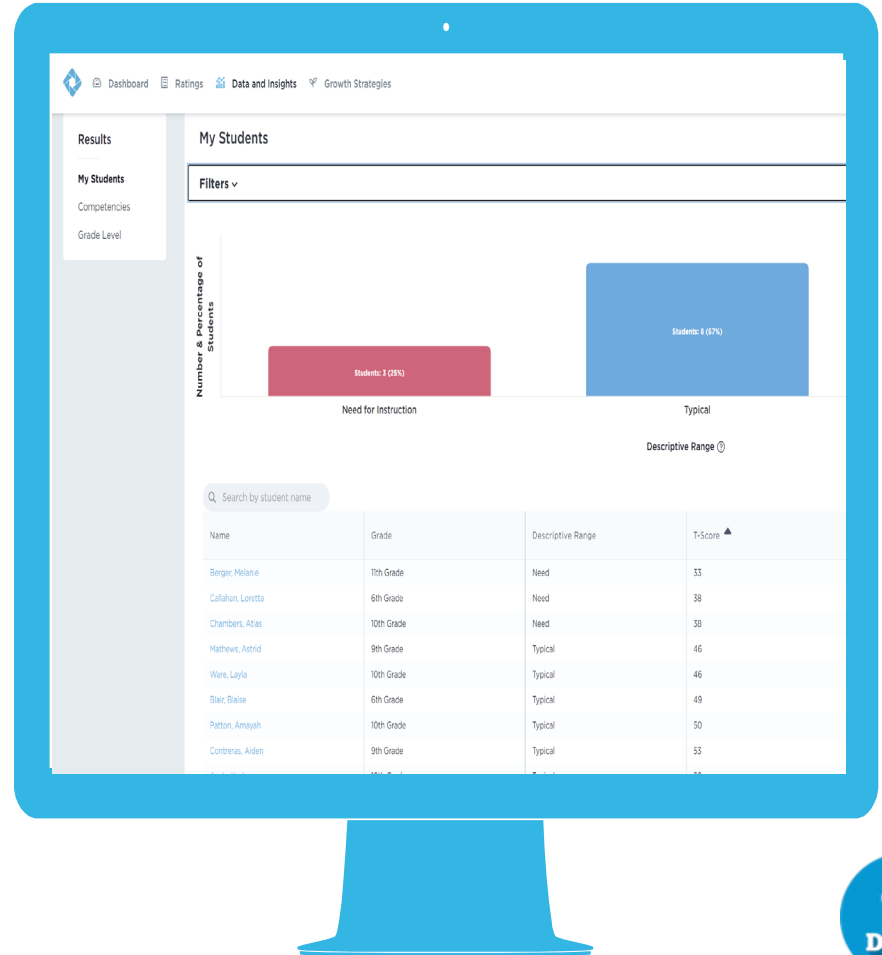
This 8 question form describes a number **often did the child...** and click on the buttons. There are no right or wrong answers. If you click on a button, it will be highlighted.

During the past 4 weeks, how often did the child...

1. accept responsibility for what they did?
2. do something nice for somebody?

Reporting

- **Real-time results**
- **Interactive, filterable** charts
- **Downloadable** reports
 - ❑ Individual student
 - ❑ Classroom



Data & Insights

Results

My Students

Competencies

Grade Level

My Students

Filters ^

Students

Sites Joyluck Middle S X v

Grades Grades v

Raters Raters v

Ratings

Rating Window 21-22 Pre-Assess X v

Forms Forms v

Start Date __/__/__

Apply [Reset Filters](#)

My Students

Results

My Students

Competencies

Grade Level

1 **Filters** Clear Filters

Students

Sites K Raters Race Academic

Ratings

Rating Window Forms Date Range

2

% of Students

Students: 428
12 %

Students: 2,898
69 %

Students: 842
19 %

Need for Instruction Typical Strength

Descriptive Range ?

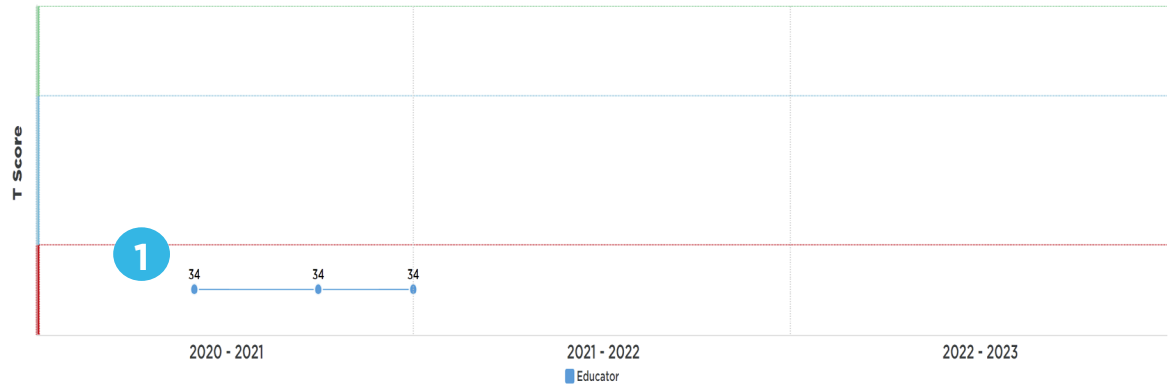
3 Search by student name

Name	Grade	Descriptive Range	T-Score	Last Rating Form	Last Rating Date
Adamson, Anya	9th	Strength	72	DESSA	08/25/2020
Roberts, Rachel	10th	Typical	43	DESSA- mini	08/25/2020
Jackson, John	12th	Strength	75	DESSA	08/25/2020
Hill, Ryan	8th	Need	12	DESSA	08/25/2020

DEMO

Individual Student Profile

Rosehill Elementary • 3rd Grade • SID #3459920



2

Rating Date	Descriptive Range	T-Score	Form	Grade	Rating	3
08/01/2021	Need	34	DESSA	3rd Grade	Hailey Watson	Details
05/01/2021	Need	34	DESSA	3rd Grade	Hailey Watson	Details
01/01/2021	Need	34	DESSA	3rd Grade	Hailey Watson	Details

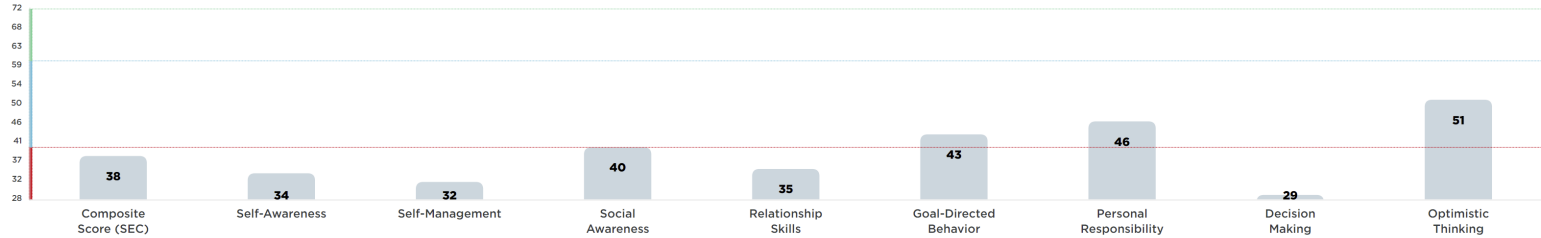
Individual Student Rating Report

[← Back to Student Profile](#)

Loretta Callahan

Joyluck Middle School • 6th Grade • SID #3460770

Devereux Student Strengths Assessment completed on 08/16/2021 by K Sheridan



Individual Item Analysis All Competencies ▾

Competency	Item	Response	Category
Optimistic Thinking	carry themselves with confidence?	Very Frequently	Strength
Optimistic Thinking	say good things about their classmates?	Very Frequently	Strength
Goal-Directed Behavior	ask to take on additional work or responsibilities?	Frequently	Strength
Social Awareness	resolve a disagreement?	Frequently	Strength
Goal-Directed Behavior	seek out challenging tasks?	Frequently	Strength

Competencies Report

Results

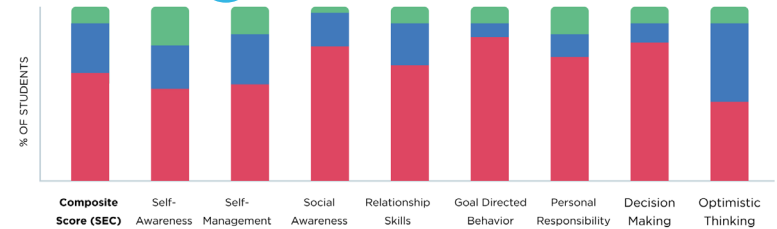
My Students

Competencies

Grade Level

Competencies

Filters



Student Breakout

[Export CSV](#)

	SEC	SA	SM	SO	RS	DB	PR	DM	OT
B, Alexander	39	44	34	43	38	64	41	42	39
G, Maya	41	29	63	29	47	34	49	39	31
K, Charles	39	32	31	61	39	42	38	32	49
G, Reginald	37	44	52	29	46	32	52	42	41
W, Withrow	38	29	39	40	42	49	63	45	63
R, Franklin	35	65	37	45	27	31	28	63	34
R, Roger	42	43	37	39	39	60	39	46	61

■ Strength
 ■ Typical
 ■ Need for Instruction

1 2 **3** 4 5 6 >

Growth Strategies

- Divided into **8 SEL Competencies**
- DESSA scores reported in 8 competencies
- Divided by grade range (K-2, 3-5, 6-8, 9-12)
- Divided by group size (universal, small, individual, home)
- Allows for focused interventions based on student needs

APERTURE 8



Grade Level

- Primary (K-2)
- Intermediate (3-5)
- Middle (6-8)

Topics

- DESSA Strategies
- Sample Curricula Lessons
 - Caring School Community

Growth Strategies

Select a topic to explore helpful resources

Self-Awareness

26 Resources

Self-Management

15 Resources



Relationship Skills



Optimistic Thinking



Growth Strategies

Grade Level

- Primary (K-2)
- Intermediate (3-5)
- Middle (6-8)

Topics

- DESSA Strategies
- Sample Curricula Lessons
 - Caring School Community
 - Move This World
- Open Circle
- Second Step
- The 4Rs

← Self-awareness

Universal 3

 **Me-Moticons**
DESSA

 **Me-Friendly**
DESSA-Mini

 **Me-Moticons**
DESSA

Small Group 9

Individual 1

Home 1

Teacher Reflection and Action 3

Strategy Guide 1

Example Growth Strategies

Evo Social/Emotional | Growth Strategy

Individual Primary

OPTIMISTIC THINKING

Gratitude and Celebration Jar

TEACHER NOTES

The Optimistic Thinking strategy heightens students' awareness of positive events and interactions during the school day. It also contributes to building a trusting and supportive group climate.

For this strategy to be effective, students will need to know that their input will be regularly acknowledged and appreciated. On the other hand, the sharing times need to be spaced far enough apart to keep it fresh and interesting. Consider more frequent sharing as the practice is developing, followed by regularly scheduled weekly sharing times students can depend on.

DURATION: 20 minutes (plus ongoing sharing times, 2-10 minutes)


GOALS: [Teacher and Student](#)

MATERIALS:

- Decorated container for Gratitude and Celebration Prompts
- Simple container to hold the prompts until students add them
- Copies of [Gratitude and Celebration Strips](#)
- Chart or board for recording student suggestions

MAIN POINTS: Introduction (10 minutes)

- To cultivate an appreciation for events and experiences that make school a positive place to be, have students notice and remember them at sharing time.
- Introduce the [Gratitude and Celebration Strips](#) and container.
- Co-create categories with students for Gratitude and Celebration Strips.



Evo Social/Emotional | Growth Strategy

Individual Intermediate

DECISION MAKING

Core Messages

TEACHER NOTES

Helping students identify and understand specific ways they can develop effective Decision-Making skills supports their growth and confidence. When students need to relax, refocus, or recoup a steady emotional state, listening to the "Core Messages: Decision-Making" recording can provide that opportunity.

Once students are confident about using the recording independently, they can be encouraged to help visitors and new classmates become familiar with it.

DURATION: 5 minutes (individual use)

GOALS: [Teacher and Student Goals](#)

MATERIALS:

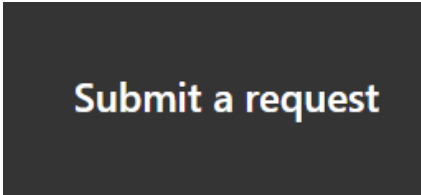
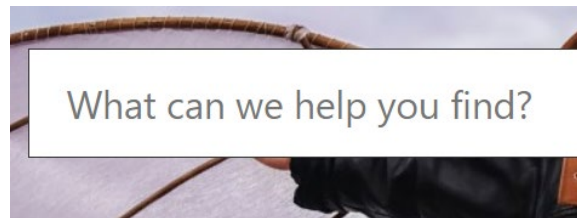
- Core Messages: Decision-Making Recording 1 or Recording 2
- Listening equipment for individual student use
- Optional: Paper copy of [student script](#)
- Optional: Blank paper with crayons and/or colored pencils

Support Portal

Additional resources for all users in the Aperture System include video tutorials, webinars, educator guides, FAQs, and helpful documents.

To access the support portal, follow these steps:

1. Select the Question mark in the upper right-hand corner of your screen.
2. A new tab will open containing the Support Portal
(please ensure your browser's pop-up blocker is disabled).
3. Type the name of the resource you are looking for in the search bar.
4. To contact our Support Team, select Submit A Support Request button in the top right-hand corner to submit a ticket.

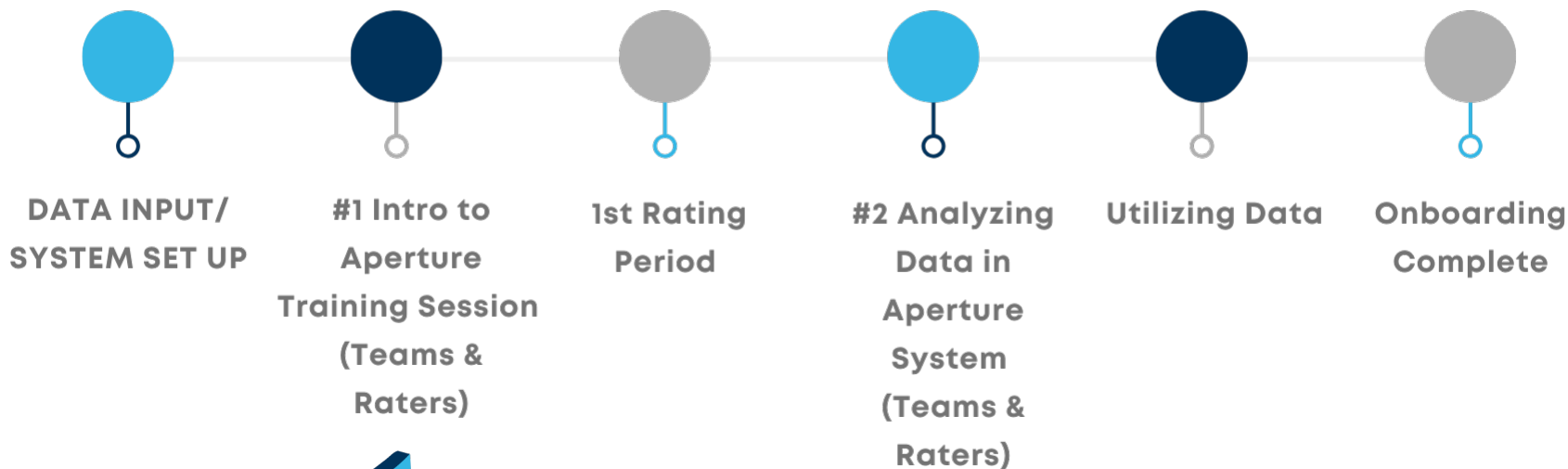


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THE DESSA
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ONBOARDING TIMELINE



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WHAT?

You will be equipped with the necessary resources to complete ratings for students.

WHO?

Raters or Educators,
Anyone Completing
Student Ratings



ASK QUESTIONS AT ANY TIME IN THE CHATBOX.

Reflect and Review



**What is one thing
that you heard
today that you
found
interesting?**

REMEMBER:

**Focus on student
learning outcomes.**

**Thank you for
joining us
today!**



www.ApertureEd.com