



Facilitator Guide

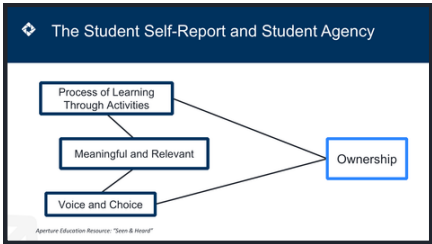
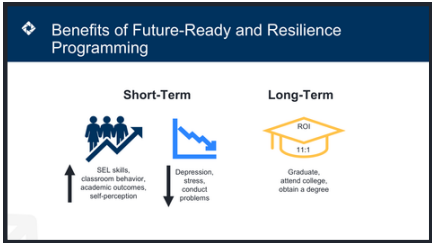



Getting Started with the DESSA Student Self-Report & DESSA SEIR


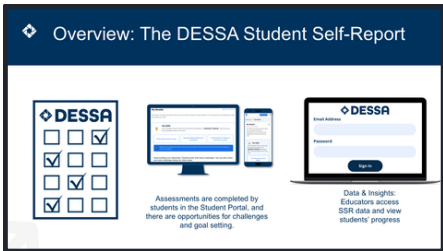
This guide provides scripted talking points for the individual designated to facilitate the Getting Started with the DESSA Student Self-Report and DESSA SEIR (Student-Completed Assessments) training. Please read the scripted text to assist attendees in their comprehensive understanding of the content.

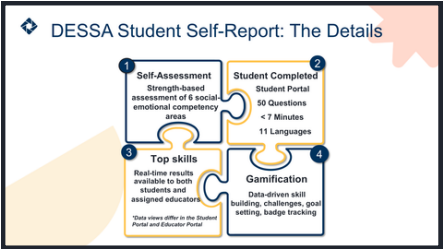
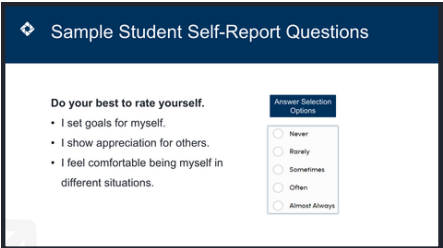
SLIDE	VISUAL	SCRIPT
Slide 1		Hello everyone and welcome to “Getting Started with the DESSA Student Self-Report” where we will be discussing the Middle and High School Editions of the Student Self-Report as well as DESSA SEIR.
Slide 2		<ul style="list-style-type: none"> • By the end of today’s session, you will be able to: • Identify key components of the DESSA Middle and High School Self-Report and DESSA SEIR assessments, demonstrate best practices for completing ratings and interpreting the scoring result categories, and explore key features of the Educator and Student Portals.
Slide 3		<p>In the secondary school years, students are grappling with some big questions: Who are they? How do they fit into the world? How do they form healthy relationships. The DESSA supports students as they navigate these big questions.</p> <p>Let’s hear from you! Ho does student empowerment benefit middle and high school learners?</p>

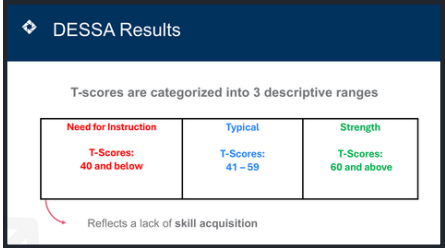
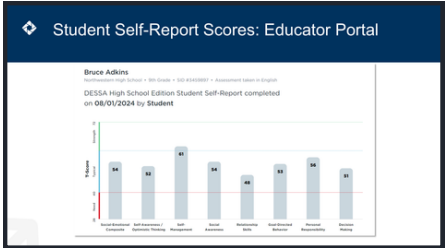


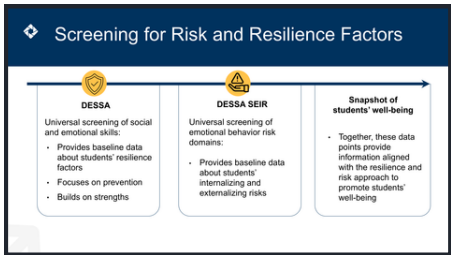
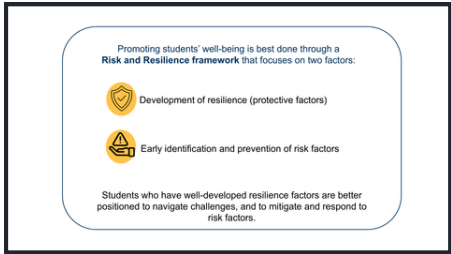
SLIDE	VISUAL	SCRIPT
Slide 4	 <p>♦ The Student Self-Report and Student Agency</p> <p>Process of Learning Through Activities</p> <p>Meaningful and Relevant</p> <p>Voice and Choice</p> <p>Ownership</p> <p><small>Aperture Education Resource "Seen & Heard"</small></p>	<ul style="list-style-type: none"> • When we look at the student self-report assessment, we incorporate student agency and ownership. • (Click) The DESSA does this naturally by gathering students input through the process of learning activities that are (Click) relevant and meaningful. Students will answer questions and gather the data for themselves, versus an educator or a staff member, completing it based on their own observations. • (Click) And that allows for our students to have more voice and choice in this process.
Slide 5	 <p>♦ Benefits of Future-Ready and Resilience Programming</p> <p>Short-Term</p> <p>Long-Term</p> <p>SEL skills, classroom behavior, academic outcomes, self-perception</p> <p>Depression, stress, conduct problems</p> <p>ROI 11:1</p> <p>Graduate, attend college, obtain a degree</p>	<ul style="list-style-type: none"> • How can the student self-report help secondary students thrive? • One way to answer this question is to contextualize social and emotional competence in high school by thinking about its benefits. • In the short term, social and emotional programming can increase social and emotional skills, classroom engagement and behavior, academic outcomes and a student's self-perception. • It lowers depression, stress, and conduct problems, and overall has an 11:1 return on investment. • So, for every dollar spent on a social and emotional skill building program, there's an \$11 return.

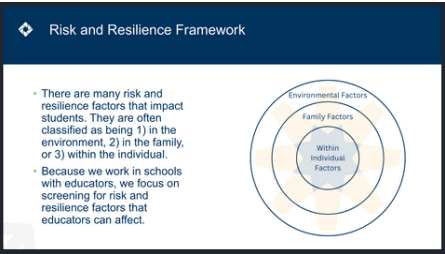
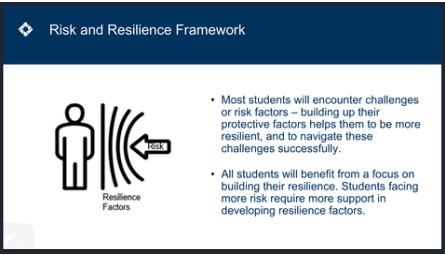
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<p>Slide 6</p>		<p>This is remarkable information, but you might wonder how the DESSA builds skill development. You might wonder, what it measures. Well, the DESSA Self-Report measure 6 competencies: Optimistic Thinking, Self-Management, Relationship Skills, Social Awareness, Self-Awareness and Responsible Decision-Making.</p> <p>Of the skills measured by the DESSA Student Self-Report, which do you feel is an overall area of strength for your students? What are some examples? Read the definitions below if necessary.</p> <p>Optimistic Thinking: the belief and demonstration of confidence, hopefulness, and positive thinking regarding oneself, others, and one's life situations in the past, present, and future.</p> <p>Self-management: the ability to manage emotions and behaviors across different situations and environments and to demonstrate agency as one works to set and achieve personal and collective goals.</p> <p>Relationship Skills: the abilities to establish and maintain healthy and positive relationships including effective communication, collaborative problem-solving, negotiating conflict, and demonstrating helpful and supportive behaviors.</p> <p>Social Awareness: the understanding of social norms for behavior; the ability to empathize with, respect, and take the perspectives of others; and the feeling of connection and belonging with family, peers, schools, and community groups.</p> <p>Self-awareness: the ability to understand emotions, thoughts, and values and how they influence one's behavior; recognize strengths and limitations; and develop healthy identities and a sense of purpose.</p> <p>Responsible Decision-making: the ability to make careful, reliable, and constructive choices about personal and social behavior that are appropriate across diverse situations; to consider the personal, social, and collective impact of one's actions; and to demonstrate curiosity and an open-mindedness to learning.</p>

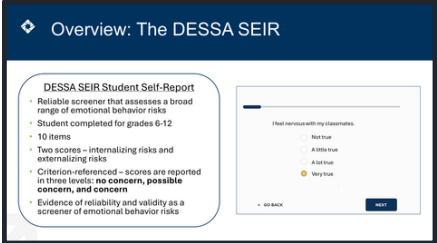
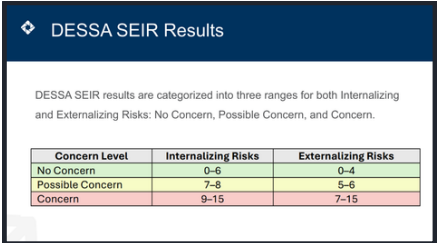
SLIDE	VISUAL	SCRIPT
Slide 7	 <p>The visual shows a list of five skills with corresponding icons: 'Ability to work in a team structure' (team icon), 'Ability to make decisions and solve problem' (gears icon), 'Ability to communicate verbally with people' (speech bubble icon), 'Ability to plan, organize, and prioritize work' (calendar icon), and 'Ability to obtain and process information' (document icon). These are mapped to 'Relationship Skills', 'Responsible Decision Making', 'Social Awareness', 'Self-Management', and 'Social-Emotional Behavioral Competence' respectively.</p>	<ul style="list-style-type: none"> Recent studies affirm that when students leave school and enter what most call the “real world”, they need a strong social and emotional competence comprised of the following skills: Relationship Skills, Responsible Decision Making, Social Awareness, and Self-Management. This means, they need to be able to obtain and process information, work within a team structure, make decisions and solve problems, communicate verbally with others, and plan, organize, and prioritize work. The DESSA Student Self-Report will measure how well students believe they are performing in these areas and offer support for continued growth.
Slide 8	 <p>The visual shows the DESSA logo, a checklist, and two screenshots of the student portal. Text below the screenshots states: 'Assessments are completed by students in the Student Portal, and there are opportunities for challenges and goal setting.' and 'Data & Insights: Educators access SSR data and view students' progress'.</p>	<ul style="list-style-type: none"> The DESSA Student Self-Report is a self-assessment geared for middle and high school students to rate themselves on social emotional competencies and takes most students less than 7 minutes to complete. It was normed using a nationally representative diverse sample of more than 700 students spanning different races, ethnic, and socioeconomic groups. Students complete assessments in the student portal and they're able to use that data to set goals or select SEL challenges where they can harness and grow their SEL skills. Lastly, educators can view the data or any progress that students are making in their Educator Portal.

SLIDE	VISUAL	SCRIPT
Slide 9	 A diagram titled "DESSA Student Self-Report: The Details" showing four interconnected puzzle pieces. Piece 1 (Self-Assessment) is a strength-based assessment of 6 social-emotional competency areas. Piece 2 (Student Completed) is the Student Portal with 50 questions, taking less than 7 minutes, available in 11 languages. Piece 3 (Top skills) shows real-time results available to both students and assigned educators, with a note to view more in the Student and Educator Portal. Piece 4 (Gamification) is a data-driven skill building, challenges, goal setting, and badge tracking feature.	<ul style="list-style-type: none">• In the assessment itself, there are going to be four main components that encompass this assessment. Not all four areas are going to be ones that a program or school might start off with, so just keep that in mind.• (Click) The first one is a self assessment. We can't just give students the assessment and expect them to complete it.• There is a level of preparing students and we have resources available for that, including our Getting Started with the SSR resource and the SSR Quick-Start Guide, both available in the Support Portal.• (Click) The second one is clearly defining what that will look like. While we call it an assessment, it's not measuring their scores compared to grade level standards and whether they're meeting expectations. It's about gathering information about their skill set. There are 50 questions and takes about 5-7 minutes to complete. Some programs may find that their students take longer to complete, which can mean they are taking intentional time to provide honest feedback. The questions are on a 2nd-3rd grade Lexile level. There are multiple languages to serve the needs of our students.• (Click) Thirdly, the scores are going to be available in real time to both students and to the staff members that support them, but the data views will differ. We'll cover that a little later in our session.• (Click) Lastly, a newly added component of the student portal is our gamification feature. Students will use their own data and top skills to set goals, engage in challenges that are already provided in the system, and can earn badges and points for completing items within the platform, all while growing their resiliency skills!
Slide 10	 A screenshot titled "Sample Student Self-Report Questions" showing a list of three statements for rating: "I set goals for myself.", "I show appreciation for others.", and "I feel comfortable being myself in different situations." To the right is an "Answer Selection Options" dropdown menu with radio buttons for "Never", "Rarely", "Sometimes", "Often", and "Almost Always".	<ul style="list-style-type: none">• Here are a few sample questions. As you can see, all of them are formed into "I" statements because this helps students evaluate themselves.


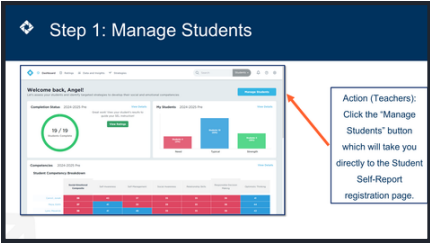
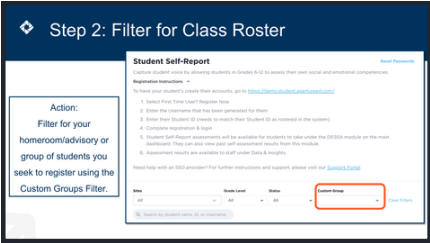
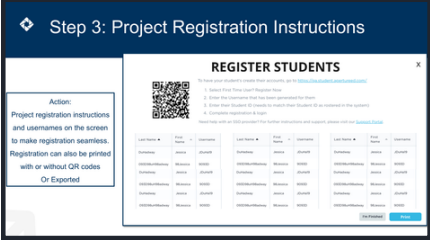
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Slide 11		<ul style="list-style-type: none">• The DESSA Student Self-Report reports results using T-Scores.• T-scores are categorized into three descriptive ranges, and as strength-based measures, higher T-scores mean a higher level of social and emotional competence.• Scores of 60 and above are considered a strength; scores between 41-59 inclusive are considered typical (demonstrating typical patterns of development); and scores of 40 and below indicate a need for instruction.• (Click) The term need for instruction was thoughtfully chosen to convey that the student needs support and instruction in this area.• That is, it reflects that the student has not YET acquired these skills.• It is NOT a personality trait or deficit. Rather, it is simply a lack of skill acquisition.• So, the goal is not to label or stigmatize students within the “Need” range, but instead, it’s used to increase our awareness as educators that a student needs our instruction, assistance, and support in acquiring and practicing these important skills.• Once we’ve identified a need for instruction, it’s OUR responsibility to have a system or plan in place to support skill development and provide that instruction.• We use the information from the follow-up DESSA assessment to gather really specific information on a student so that we can support them moving forward.
Slide 12		<ul style="list-style-type: none">• Here is what you’ll see as an Educator or Administrator after the DESSA SSR is completed.• You will see a social-emotional composite score and a score for each individual competency.• Now that you have a nice overview of the DESSA Student Self-Report, let’s dive into an overview of the DESSA SEIR. If you are not currently using this product, resume the presentation on Slide 19.


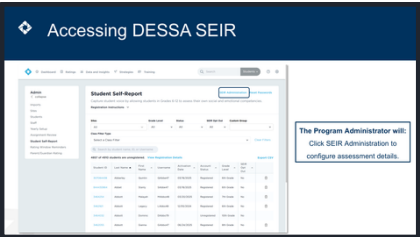
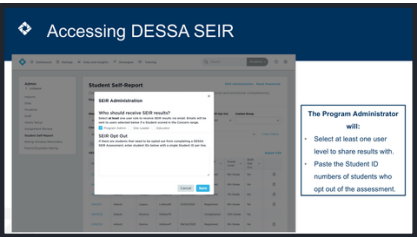
SLIDE	VISUAL	SCRIPT
Slide 13	 <p>Screening for Risk and Resilience Factors</p> <p>DESSA Universal screening of social and emotional skills.</p> <ul style="list-style-type: none"> Provides baseline data about students' resilience factors Focuses on prevention Builds on strengths <p>DESSA SEIR Universal screening of emotional behavior risk domains:</p> <ul style="list-style-type: none"> Provides baseline data about students' internalizing and externalizing risks <p>Snapshot of students' well-being</p> <ul style="list-style-type: none"> Together, these data points provide information aligned with the resilience and risk approach to promote students' well-being 	<ul style="list-style-type: none"> Complete mental health requires both strong protective factors and few or no mental health challenges. Helping students develop complete mental health requires information about a student's current functioning – both their resilience factors and their risk factors. We are going to talk about two screening tools that can be used universally in schools to collect this data. We have already talked about the DESSA Student Self-Report– which can be used to screen resilience factors, specifically social and emotional skills. Now we'll talk about the DESSA SEIR – which can be used to screen internalizing and externalizing risks. Together, these two data points will provide schools will a snapshot of students' well-being, that will inform their approach to promoting student's well-being.
Slide 14	 <p>Promoting students' well-being is best done through a Risk and Resilience framework that focuses on two factors:</p> <ul style="list-style-type: none"> Development of resilience (protective factors) Early identification and prevention of risk factors <p>Students who have well-developed resilience factors are better positioned to navigate challenges, and to mitigate and respond to risk factors.</p>	<ul style="list-style-type: none"> When talking about promoting student well-being, it's very helpful to think about it in terms of a risk and resilience framework. This framework is grounded in an extensive literature from both research and practice and is commonly used across many disciplines to support individuals healthy development and well-being. As the name implies, this framework focuses on two factors. First, the development of resilience – or protective factors. When we talk about resilience, we are talking about an individual's ability to bounce back and adapt successfully to significant challenges that they face. And protective factors are the things that help individuals do this. The second factor in this framework focuses on risks, and specifically on the early identification and prevention of risk factors. And as I already mentioned, there are decades research have demonstrated that students who have well-developed resilience/protective factors are better able to navigate the challenges they face, as well as to respond and cope with risk factors that arise in their lives. So, we can use this risk and resilience framework to think about how we can promote students' well-being and ensure that students thrive.

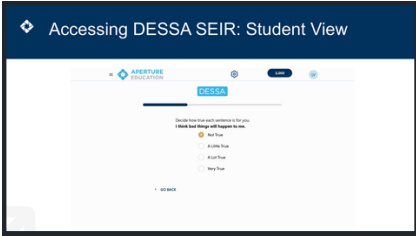
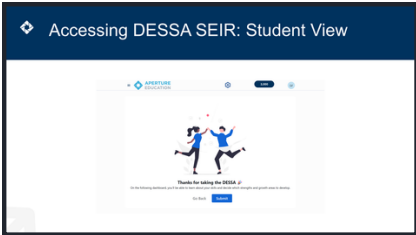

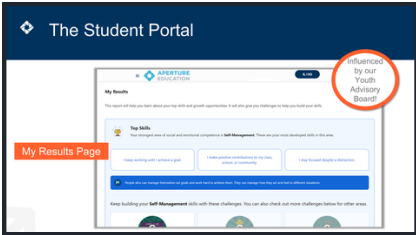
SLIDE	VISUAL	SCRIPT
Slide 15	 <p>◆ Risk and Resilience Framework</p> <ul style="list-style-type: none"> There are many risk and resilience factors that impact students. They are often classified as being 1) in the environment, 2) in the family, or 3) within the individual. Because we work in schools with educators, we focus on screening for risk and resilience factors that educators can affect. 	<ul style="list-style-type: none"> There are many risk and resilience factors that impact students. And they are typically classified into three categories – in the environment, in the family, or within the individual. Environmental resilience factors are things like community systems, such as attending a high-quality school. Family resilience factors are things like having a supportive family, and then within-individual resilience factors are individual attributes such as having good health or good problem-solving skills. The same is true for risk factors – they can occur in the environment (for example, having limited community resources), in the family (such as living with a parent with substance abuse problems), and within the individual (such as having a learning disability). To best support students' well-being, we should be building resilience factors and removing risk factors across all these areas. But because we work in schools with educators, we focus on the risk and resilience factors educators can most affect. And those factors are what we'll be talking about today. We will specifically be talking about how schools can identify the risk and resilience factors students have through universal screening, followed by concrete ways to promote those critical resilience factors.
Slide 16	 <p>◆ Risk and Resilience Framework</p> <ul style="list-style-type: none"> Most students will encounter challenges or risk factors – building up their protective factors helps them to be more resilient, and to navigate these challenges successfully. All students will benefit from a focus on building their resilience. Students facing more risk require more support in developing resilience factors. 	<ul style="list-style-type: none"> We know that most students will encounter challenges or risk factors at some point in their lives. And building their protective factors helps them to adapt and navigate these challenges successfully when they do arise. We also know that all students benefit from a focus on building on their resilience. Some protective factors are also known to be promotive factors, meaning they lead to positive outcomes for students even in the absence of risk factors. For example, positive school climate, social and emotional skills, and supportive relationships with prosocial adults and peers are all known to help students thrive. So, a risk and resilience framework will help us to think about how to provide universal, preventive support to all students. The students facing more risk will require more support in developing resilience factors, but all students will benefit from this focus.

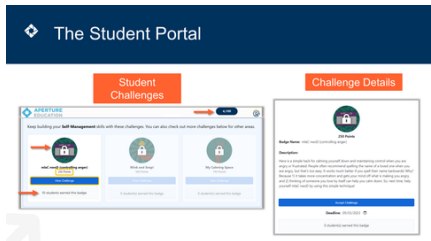
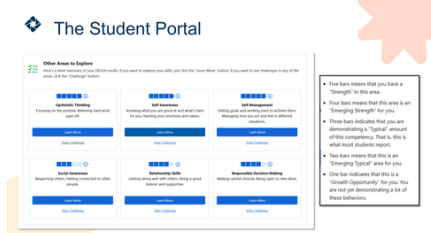
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Slide 17		<ul style="list-style-type: none"> • Student risk factors can be screened with the DESSA Screener for Externalizing and Internalizing Risk – or the DESSA SEIR. • The DESSA SEIR is a reliable screener that assesses a broad range of emotional behavior risks. It is completed by students in 6-12 grades. • As a screener it is brief – just 10 items and takes about a minute to complete, and you can see a sample item on the screen. The student is asked to read each statement and rate from Not true to Very true of themselves. • It provides two scores – one score for internalizing risks and one score for externalizing risks. Internalizing risks are things like feeling isolated, withdrawn, and lonely, while externalizing risks are things like aggressive behavior or impulsive behavior. • The DESSA SEIR is a criterion-referenced tool – providing raw scores that are reported as three levels of concern – No concern, possible concern, and concern. It is recommended for school-based mental health professionals to follow up immediately with students who fall into the concern or possible concern ranges. • And lastly, the SEIR has documented evidence of reliability and validity as a screener of emotional behavior risks.
Slide 18		<ul style="list-style-type: none"> • The DESSA SEIR Internalizing Risks scale and Externalizing Risks scale both have 5 items that are each scored from 0–3; thus, the possible score range is 0–15, with a higher score indicative of a higher frequency of concerning behavior. • To facilitate the meaning of the resulting total score for both the DESSA SEIR Internalizing Risks and Externalizing Risks scales, there is a three-level • framework to characterize the level of mental health concern. The three levels are No Concern, Possible Concern, and Concern. • If you’re interested in more information about the development of the DESSA SEIR, be sure to check out the manual.


SLIDE	VISUAL	SCRIPT
Slide 19		<ul style="list-style-type: none"> We've talked a lot about a strength-based approach and how DESSA can support that mindset. In a few moments, I will invite you to pair up and discuss how a strength-based approach can improve school culture and climate. Take a moment to jot down some thoughts and then we'll pair up and share.
Slide 20		<ul style="list-style-type: none"> What questions, curiosities, or big ideas would you like to share regarding any of the DESSA assessments?
Slide 21		<ul style="list-style-type: none"> Alright, so we've covered how teachers complete the DESSA, but what about the students? How do they get logged on? It's time to discuss the DESSA Student Self-Report registration and administration.
Slide 22		<ul style="list-style-type: none"> Let's watch this brief video that will share an overview of the Student Portal.
Slide 23		<ul style="list-style-type: none"> Here are some sample Student Self-Report questions.


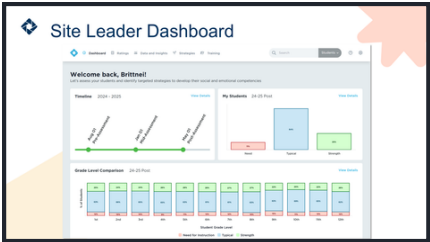
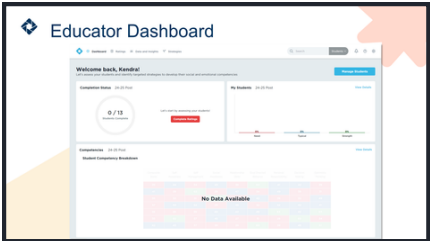
SLIDE	VISUAL	SCRIPT
Slide 24		Let's watch this video that shows us how to register students for the Student Self-Report.
Slide 25		<ul style="list-style-type: none"> Now let's talk through each step the video covered. Step 1 is that teachers will click the "Manage Students" button which will take you directly to the Student Self-Report registration page.
Slide 26		<ul style="list-style-type: none"> Step 2: Teachers have the option of filtering for their homeroom/advisory or group of students they seek to register using the Custom Groups Filter.
Slide 27		<ul style="list-style-type: none"> And in Step 3, teachers can project the registration instructions and usernames on the screen to make registration seamless. Registration can also be printed with or without QR codes or exported.

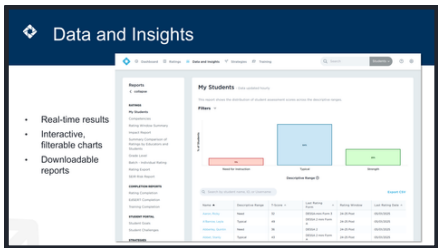
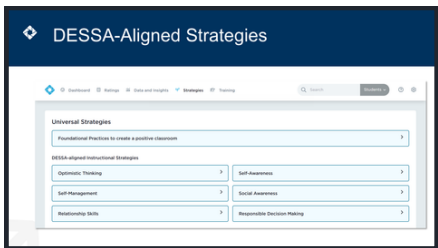
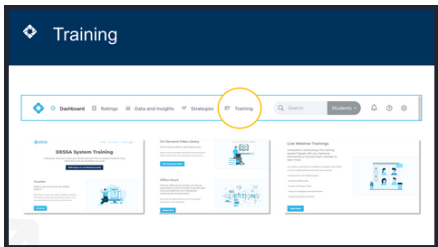
SLIDE	VISUAL	SCRIPT
Slide 28	 <p>After students register and log in, they will be met with a welcome letter and can follow the prompts to the assessment.</p>	<ul style="list-style-type: none"> • After students register and log in, they will be met with a welcome letter and can follow the prompts to the assessment. How do you opt-in or out of DESSA SEIR? Who sees that data? Great questions, we're about to find out. • If you are not currently using DESSA SEIR though, resume the presentation on Slide 35.
Slide 29		<ul style="list-style-type: none"> • If your school or program has opted into DESSA SEIR, the following section will highlight how to access the assessment.
Slide 30	 <p>The Program Administrator will Click SEIR Administration to configure assessment details.</p>	<ul style="list-style-type: none"> • To begin, we'll revisit the Student Self-Report page. Here, you will see the SEIR Administration button.
Slide 31	 <p>The Program Administrator will:</p> <ul style="list-style-type: none"> • Select at least one user level to share results with. • Paste the Student ID numbers of students who opt out of the assessment. 	<ul style="list-style-type: none"> • When you click that button, you will have the option of selecting at least one user level to share SEIR results with via email. You can also paste a list of Student ID numbers, indicating the students who are opting out of taking the SEIR assessment. Please be sure to paste one SID per line.
Slide 32	 <p>After the student completes the DESSA Student Self-Report, they will have the option of completing the next section for the DESSA SEIR.</p>	<ul style="list-style-type: none"> • On the student side, after the student completes the DESSA Student Self-Report, they will have the option of completing the next section for the DESSA SEIR. • When students complete the 10 questions, you will notice 4 Likert options as opposed to 5.


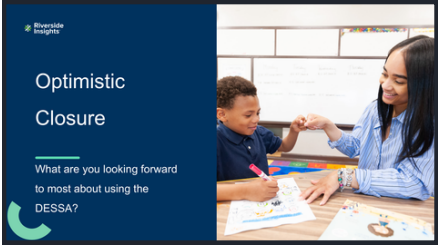
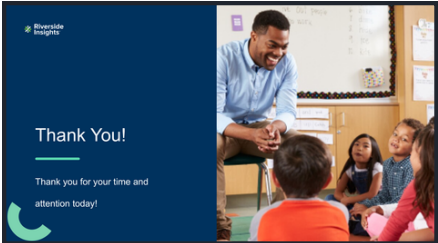
SLIDE	VISUAL	SCRIPT
Slide 33		<p>Here is a sample question.</p>
Slide 34		<ul style="list-style-type: none"> Once they complete the 10 questions, they will click submit, the system will show them their DESSA Student Self-Report results (not SEIR). SEIR Results will be emailed to the person designated in the system.
Slide 35		<ul style="list-style-type: none"> After students complete their Student Self-Report, they will have immediate access to their results in the Student Portal. Let's check it out!
Slide 36		<ul style="list-style-type: none"> The DESSA is committed to meeting our users where they are and building inclusive products that fit their needs. That's why when we designed our Student Portal, we formed our Youth Advisory Board, a group of diverse students who test and provide feedback at every stage of product development. These students helped develop features that are relevant, user-friendly, and aligned to their preferences, including features in the Student Portal, such as the “My Results” page! Once students complete the SSR, they will have access to their Top Skills, pulled directly from their assessment. All students have strengths, no matter the descriptive range that is produced by the SSR. Students will be able to see skills that they have developed and a specific competency that aligns to their strengths.

SLIDE	VISUAL	SCRIPT
Slide 37	 <p>The screenshot shows 'The Student Portal' interface. On the left, under 'Student Challenges', there are three challenge cards: 'Self-Management', 'Social Awareness', and 'Responsible Decision-Making'. Each card has a progress bar and a 'Learn More' button. On the right, under 'Challenge Details', there is a detailed view of a challenge, including its description, points, and a 'View Challenge' button.</p>	<ul style="list-style-type: none"> Students will be prompted to engage with challenges that are automatically produced in the platform, starting with challenges that are based the lowest number of points, and will gradually increase once student's complete challenges and “unlock badges”. You can see from the screen shot, that this challenge is worth 250 points, and once students click the “view challenge” button, a description will then appear. Students will then click “accept challenge” and have the option to adjust the deadline for the due date. No worries about expiration, students can always come back and adjust this if they need more time. The final highlight here, is that students will be able to see how many of their peers have earned the same challenge badge! This gamification piece was high on the list when it came to our Youth Advisory Board. Once the challenge is accepted, automated tasks will appear for students to try along with the options for students to add in any of their own updates and attachments for their assigned educator or staff member to view.
Slide 38	 <p>The screenshot shows 'The Student Portal' interface. On the left, under 'Other Areas to Explore', there are four challenge cards: 'Self-Management', 'Social Awareness', 'Responsible Decision-Making', and 'Self-Management'. Each card has a progress bar and a 'Learn More' button. On the right, under 'Other Areas to Explore', there is a detailed view of a challenge, including its description, points, and a 'View Challenge' button.</p>	<ul style="list-style-type: none"> Similar to how students can complete a challenge for their top skills, students can complete challenges for their other areas of development. What you may have noticed in this section are these battery packs. Each square represents a level of development. CLICK: If you click on the “I” for information, you’ll see a description for each bar. For example, Lilya might view and accept a challenge in Social Awareness because she is demonstrating a Typical amount of this competency. Before she does, she might want to “Learn More” about her work in Social Awareness. Clicking the “Learn More” button will show her. Your turn, scroll down to these areas on your screen and click Learn More on one of them.

SLIDE	VISUAL	SCRIPT
Slide 39	 <p>The screenshot shows a web interface titled 'The Student Portal' with a sub-header 'Independent SMART Goal Setting'. It asks 'What is your goal?' and provides a text input field. A red box highlights a 'Create a new goal' button. Another red box highlights a 'Goal Type Breakdown' section with categories like Academic, Financial, and Healthy Habits.</p>	<ul style="list-style-type: none"> There is also independent goal setting. This platform prompts students to set SMART goals in some suggested areas here or a specific area in which they want to set a goal. What I really like about it is that it allows us to communicate back with the student. The system will walk the student through how to set their smart goal by focusing in on their “why” which reinforces student agency and buy in and input. They then will select when they want to reach that goal and can generate bulleted tasks that act as steps to obtaining their goal, along with providing updates and attachments. So, if you're an assigned educator who is working in the program, or working with a student or roster of students, you can communicate and provide feedback, as well as watch their progress as they enter items into the system.
Slide 40	 <p>The screenshot shows a dashboard titled 'Student Goals & Challenges: Educator View'. It displays a 'Goals Set' section with a count of 9 and a 'Goals Achieved' section with a count of 0. Below these are sections for 'Goal Type Breakdown' and 'Student Challenges'.</p>	<ul style="list-style-type: none"> You might wonder how you as an Educator can see Student Goals and Challenges. Great question. There are two ways you can review this information. CLICK: One way is to visit Data and Insights, scroll down to the Student Portal section. Click Student Goals or Student Challenges and export the information into a spreadsheet. CLICK: This will give you their name and the information they entered.
Slide 41	 <p>The screenshot shows the same dashboard as Slide 40, but with a search bar at the top left. Below the search bar are two tables: 'Student Goals' and 'Student Challenges'. The 'Student Goals' table has columns for Student, Goal Type, Goal Text, and Status. The 'Student Challenges' table has columns for Student, Challenge Type, Challenge Text, and Status.</p>	<ul style="list-style-type: none"> Another way is to search a student’s name at the top of your dashboard and scroll down to their individual goals and challenges. As an example, I searched up Lilya and scrolled down to her goals and challenges.
Slide 42	 <p>The image shows a group of students and a teacher sitting around a table, looking at a laptop. The text 'The Educator Portal' is overlaid on the image.</p>	<ul style="list-style-type: none"> Educators, you are not forgotten! Now that we’ve covered the DESSA and the Student Portal, let’s walk through the Educator Portal!

SLIDE	VISUAL	SCRIPT
Slide 43	 <p>User Roles in the DESSA System</p> <ul style="list-style-type: none"> PROGRAM ADMIN: Can generate and view all reports for the program, sites, and students. SITE LEADER: Can generate and view reports from their site only. EDUCATOR: Can generate and view reports for their assigned students. 	<ul style="list-style-type: none"> There are 3 different types of user access. The user access in the Educator Portal dictates what information is displayed on the dashboard and the types or amount of data viewable in your DESSA account. First, the Program Administrator access is typically provided to district leaders or other staff responsible for setting up rostering, assessment windows, and rating assignments. Program administrator access will allow the user to view data for all sites within their district. Next, the Site Leader access is generally provided to school or site-based leaders, including Principals and Assistant Principals, as well as other leaders that may need access to data across the campus, such as School Counselors, School Psychologists, Social Workers, etc. Site Leader access will allow the user to access to data for their specific site. Finally, the Rater access is provided to educators that are assigned to complete ratings within the Educator Portal. The Rater access allows for educators to complete DESSA assessment for the students that they have been assigned to rate and view the data for their assigned students.
Slide 44	 <p>Site Leader Dashboard</p>	<ul style="list-style-type: none"> When Site Leaders log in to their account, the dashboard will provide a quick snapshot of the rating window timeline, a preview of the My Students report, which displays an overview of student performance. On the bottom of the screen, they will see a grade-level comparison of all the grades in their building.
Slide 45	 <p>Educator Dashboard</p>	<ul style="list-style-type: none"> When a user first logs into the Educator Portal, the dashboard will appear blank since there won't be any ratings completed yet and therefore, there won't be any data in the system. Because students complete the DESSA Student Self-Report, educators will not see any data and will therefore access their data from the Data and Insights tab.

SLIDE	VISUAL	SCRIPT
Slide 46		<ul style="list-style-type: none"> • Data and Insights will give you just that: data from the DESSA assessments and insights into how you can support your students. • You'll get Real-time results, Interactive, filterable charts, and Downloadable reports.
Slide 47		<ul style="list-style-type: none"> • Under the Strategies tab, there are resources to build social-emotional competence and future-ready skills categorized by competency and grade level. These scripted strategies can be implemented by anyone at any time.
Slide 48		<ul style="list-style-type: none"> • Choose your preferred learning modality! The Training tab allows you to choose your own adventure to learn more about the DESSA. • There are self-paced courses for individuals who are new to the DESSA or those who just need a refresher. • The on-demand video library provides short self-service videos that help users with DESSA implementation, and we offer live monthly office hours on pre-selected topics as well. • The Support Portal is open 24/7, offering resources to help guide users through the DESSA system.

SLIDE	VISUAL	SCRIPT
Slide 49		<ul style="list-style-type: none"> • What questions, curiosities, or big ideas would you like to share regarding any of the DESSA assessments?
Slide 50		<ul style="list-style-type: none"> • What are you looking forward to most about using the DESSA?
Slide 51		<ul style="list-style-type: none"> • Thanks so much for joining us today!