



Measuring the Power of Learning.®

SALZBURG
GLOBAL
SEMINAR

PROGRAM

June 6–8, 2018

SPRINGBOARD for SUCCESS

HOW SOCIAL AND EMOTIONAL LEARNING HELPS STUDENTS IN GETTING TO,
THROUGH AND BEYOND COLLEGE

ABOUT THE CO-CONVENERS

SALZBURG GLOBAL SEMINAR

Salzburg Global Seminar

Salzburg Global Seminar is an independent non-profit organization founded in 1947 to challenge current and future leaders to shape a better world. Our multi-year programs aim to bridge divides, expand collaboration and transform systems.

Salzburg Global convenes outstanding talent across generations, cultures and sectors to inspire new thinking and action, and to connect local innovators with global resources. We foster lasting networks and partnerships for creative, just and sustainable change.

Over 36,000 Fellows from more than 170 countries have come together through our work, with many rising to senior leadership positions. Our historic home at Schloss Leopoldskron in Salzburg, Austria – now also an award-winning hotel – allows us to welcome all participants in conditions of trust and openness.

For more info, please visit: www.SalzburgGlobal.org



Measuring the Power of Learning.®

Educational Testing Service

At ETS, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions and government agencies by providing customized solutions for teacher certification, English language learning, and elementary, secondary and postsecondary education, and by conducting education research, analysis and policy studies. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually — including the TOEFL® and TOEIC® tests, the GRE® tests and *The Praxis Series*® assessments — in more than 180 countries, at over 9,000 locations worldwide. www.ets.org



WELCOME

Welcome!

On behalf of ETS and Salzburg Global Seminar, we are delighted to welcome you to our seminar **Springboard for Success: How Social and Emotional Learning Helps Students in Getting To, Through and Beyond College** here at ETS' home in Princeton. We are very pleased to be working in partnership to bring together policy makers, practitioners and researchers to discuss the importance and expansion of social and emotional learning (SEL). This seminar is part of our ongoing partnership around Education for Tomorrow's World and follows on from SEL focused meetings within that series in Salzburg (December 2016) and Jordan (March 2018).

Social and emotional skills are basic human capabilities that allow individuals to manage their emotions, work with others, and achieve their goals. SEL skills can be taught, improved, and measured using a blend of different approaches and technologies. They interact with and complement other skills, including academic skills.

Researchers and scholars in the Canada, Mexico and the United States are advancing SEL research and practices in pre-K to 12 and post-secondary education and assessment practices. Much of the impetus in post-secondary education is the need for increasing the range of measures to represent qualities and characteristics of student success. We assert that the growing demand for post-secondary education by increasingly diverse populations of students strengthens the demand for, and potential utility of, new SEL assessments. While conventional indicators and assessments of literacy and mathematics are valuable in the admissions process, and for predicting student persistence and completion and career pursuits, colleges and universities are seeking ways to increase their rates of student success on each of these indicators. There is widespread belief that improving the assessments and expanding the use of SEL and affective development measures will contribute to the knowledge that institutions have about students and improve policies and practices that lead to higher rates of success.

The aim of the seminar is to examine how advancements in SEL research and assessment can be leveraged toward contributing to tertiary education, expanding opportunity, expanding knowledge of students' needs for support, and improving student outcomes.

We feel honoured and privileged that representatives from Canada, Chile, Mexico and the USA have taken time out of busy work schedules to take part in this interactive seminar. We believe that it provides a timely and valuable opportunity to share knowledge and experience of what is working and what needs to change in order to make SEL part of the 'new normal' across education systems worldwide.

We hope you enjoy the seminar and we look forward to working with you now and in the future.

Best wishes

Catherine Millett
ETS

Dominic Regester
Salzburg Global Seminar



AGENDA

DAY 1 — JUNE 6 SETTING THE SCENE

STONY BROOK

- 2 p.m. **Welcome and Seminar Overview**
Catherine Millett, ETS
Dominic Regester, Salzburg Global Seminar
- 2:30 p.m. **Introduction of Participants**
What do you want to take away from the meeting?
- 3:30 p.m. **Setting the Scene: Supply and Demand Perspectives on the Social and Emotional Learning (SEL) Landscape**
Chair: Catherine Millett, ETS
Panelists:
Noel Baldwin, Council of Ministers of Education, Canada
Guillermo Hernández, National Association of Universities (ANUIES)
Suzanne Ortega, Council of Graduate Schools
Carola Suarez-Orozco, University of California, Los Angeles

Q&A with colleagues
- 4:30 p.m. **Break**
- 5–6:30 p.m. **Setting the Scene: Case Studies of SEL Programs**
Chair: Dominic Regester, Salzburg Global Seminar
Jennifer Adams, Ottawa-Carleton District School Board
Jennifer Baszile, Trinity College
Sofía Frech, Ministry of Education of Mexico

Q&A with colleagues
Table Discussion: What key questions need to be addressed in our time together?
- 7 p.m. **Getting to Know You: Reception in Brodsky Gallery and Dinner in Solomon**
Description: Please join us in the Brodsky Gallery. On the lower left corner of your name tag are two codes (R, D). Please enjoy the reception with colleagues at the area with your R number. We will gather for dinner in Solomon. We ask that you enjoy dinner at the table with your D number.

Our hope is that you will have met many of your colleagues by the end of the evening.



AGENDA

DAY 2 — JUNE 7 BUILDING ON THE ANALYSIS

STONY BROOK

- 7–9 a.m. **Breakfast in Solomon**
Please continue a conversation or spend time with new colleagues.
- 9 a.m. **Summary of Day One and Overview of Day Two**
- 9:15 a.m. **Teaching & Learning: What Do Educators in Formal and Informal Settings Need to Create Learning Opportunities that Incorporate SEL?**
Chair: Dominic Regester, Salzburg Global Seminar
Panelists:
Jacqueline Hamilton, University of Guelph
William Franklin, California State University-Dominquez Hills
Emiliana Rodríguez, AtentaMente Consultores AC
Mark Sparvell, Microsoft

15 minute Q&A
- 10:45 a.m. **Break**
- 11:15 am **Knowledge Café: How Students Benefit from SEL Programming**
Each table host will lead a discussion about SEL learning through the lens of their work. Table hosts will record major discussion points to share with the group in plenary. Participants will select 3 tables and move every 25 minutes to a new table.

Tables
Rosalinda Ballesteros, Universidad Tecmilenio
Jonas Bertling, ETS
Ingrid García Pinzón, Ceneval
Monika Gibson, Virginia Techs
Jason Klugman, Princeton University
Kari Marken, University of British Columbia
Agustin Paulin, GEMIINI Learning Systems
- 1 p.m. **At Your Own Pace: Lunch in Solomon**
- 2:30 pm **Research & Assessment: What is the Current State of Research and Assessment into SEL and What are the Future Directions?**
Chair: Michael Nettles, ETS
Panelists:
Amy Kaufman, Higher Education Quality Council of Ontario
Benilde García Cabrero, National Autonomous University of Mexico
Patrick Kyllonen, ETS
Jim Soland, NWEA

15 minute Q&A with other participants and 30 minutes for group work



AGENDA

4 p.m. Break

5 p.m. SEL Knowledge Exchange: Ask and Offer

Description: We will form a circle and each of us will take a turn. First, we will make an **ASK** to our colleagues, and then we will make an **OFFER**. This will inform the creation of working groups for Friday.

7 p.m. At Your Own Pace: Dinner in Solomon

DAY 3 — JUNE 8 MECHANISMS FOR CHANGE

STONY BROOK

7–9 a.m. Breakfast in Solomon

A great time to make a plan for post meeting collaboration(s).

9 a.m. Barriers and Opportunities for Social and Emotional Learning

Before the session starts, everyone will write down three insights.

Participants will pick a working group. Each group will discuss questions so that they can structure their feedback in the plenary session.

Each group will need a rapporteur to represent their discussion in the following session.

11:30 a.m. Building a SEL Tertiary Education Picture

Moderators: Catherine Millett and Dominic Regester

Discussants:

Panel discussion will involve sharing feedback from the previous session and looking at main priorities to advance for SEL in tertiary education.

1 p.m. Lunch /End



PARTICIPANTS



Jennifer Adams earned a Master of Education degree from Lakehead University and a Doctor of Education degree from OISE/University of Toronto. She joined the Ottawa-Carleton District School Board in 2005 and assumed her current role as Director of Education in 2011.

Throughout her career, Adams has been recognized as a leader in curriculum planning and instructional practice. She has a keen interest in educational research and uses research to inform and support educational programs and practice. She is committed to working with the community to strengthen public education.

Adams serves on the boards of the Ottawa Network for Education (ONFE), the Ottawa-Carleton Education Network (OCENET), the Education Foundation of Ottawa and The Ottawa Hospital. A sought-after speaker, she has been invited to present at a number of international conferences. She is currently the chair of the Advisory Committee for the Study of Social Emotional Skills in Cities with the Organisation for Economic Co-operation and Development (OECD).



Cristina Anguiano-Carrasco is currently a Research Scientist at the Center for Social, Emotional, and Academic Learning (SEAL-Team) at ACT, Inc. She completed her doctoral dissertation in research methods and psychometrics

from the University Rovira I Virgili, Spain in 2013. Thereafter, she served as a Senior Research Associate at the Center for Academic and Workforce Readiness and Success at ETS (2014–2017). She has also been a visiting scholar at CITO, in the Netherlands, and the University of Massachusetts, in the United States. Her research focuses on noncognitive skills, response biases and improving measurement and assessment. Over the course of her career, she has published extensively, having developed over 20 different noncognitive assessments for different populations (i.e., K–12, higher education and the workforce). Anguiano-

Carrasco is currently the lead scientist on a range of major ACT research projects, which focus on international adaptations and evaluation of social and emotional products and services.



Elena Arias Ortiz joined the Inter-American Development Bank (IDB) in 2011 as part of the Young Professionals Program. Her first rotation was in the Competitiveness and Innovation Division. Since then, she has been part of the Education Division.

Before joining the IDB, she previously worked as a consultant for the World Bank, UNDP and the European Commission.

Elena holds a master's degree in economic analysis and a Ph.D. in economics, both from the Université libre de Bruxelles (ULB). Her research focuses mainly on the development of skills, the transition of students to higher education and the workplace and the use of digital tools to improve learning. Her publication record includes international peer-reviewed journals.



Noel Baldwin has worked for more than a decade on postsecondary education policy issues, with a particular interest in promoting opportunity and excellence in Canada's

postsecondary education systems. He is currently the Coordinator for Postsecondary Education and Adult Learning at the Council of Ministers of Education, Canada (CMEC), a forum that brings together Canada's ministers responsible for education to discuss policy issues, undertake actions of mutual interest and represent education in Canada internationally. Baldwin joined CMEC from the Canada Millennium Scholarship Foundation, where he contributed to research on access to and success in postsecondary education, including contributing to the fourth edition of *The Price of Knowledge*.



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Rosalinda Ballesteros is the Director for the Institute of Wellbeing and Happiness at Universidad Tecmilenio, where she previously held the position of Vice President for High School Education. She earned a Ph.D. in humanistic studies from

Tecnológico de Monterrey in México and a Master's in Applied Positive Psychology from the University of Pennsylvania. She has 20 years of experience in education and curriculum design. She has worked extensively in peace education. She is currently part of IPPA's (International Positive Psychology Association) Education Division and the representative for Mexico for IPEN (International Positive Education Network). The Institute for Wellbeing and Happiness is currently running a longitudinal study of the wellbeing of high school and university students at Tecmilenio in Mexico (56,000 students).



Jennifer Baszile is the Dean of Student Success and Career Development at Trinity College. She is responsible for designing and implementing initiatives to foster persistence and retention for all students and also oversees career education

at Trinity. Prior to her current appointment, Baszile served as the Director of the Consortium on High Achievement and Success (CHAS).

Before CHAS, she was an award-winning researcher and professor at Yale University. She has taught American history, African American studies and writing at the University of Connecticut, Yale and the University of California, Los Angeles.

Baszile holds a Ph.D. and M.A. in American history from Princeton University, and a B.A. in history from Columbia University. She has received grants from the National Endowment for the Humanities and the Ford Foundation. Throughout her career, Baszile has received numerous awards for her research, writing and teaching.



Jonas Bertling is NAEP Item Development Deputy Director and PISA 2021 Context Questionnaires Project Director. He is leading research-based development of socio-emotional

characteristics and opportunity-to-learn measures for the National Assessment of Educational Progress (NAEP) and the Programme for International Student Assessment (PISA) at Educational Testing Service (ETS). His contributions to the large-scale assessment innovation agenda include: introducing new item formats (e.g., anchoring vignettes, overclaiming, situational judgment tests) and constructs (e.g., perseverance, intellectual openness, well-being) to PISA and NAEP and studying sequence effects and matrix sampling for enhanced questionnaire designs. In addition, Bertling has authored the PISA 2018 Well-being Assessment Framework. Before his tenure with ETS, he was a research associate at the University of Münster in Germany, Department of Psychology, where he also received his Ph.D. and taught quantitative research methods. Outside of work, Bertling enjoys traveling, running half-marathons and doing visual arts.

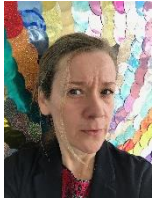


Scott Burke is the Associate Vice President and Director of Admission at Georgia State University in Atlanta, Ga. He is responsible for university policies and regulations that affect the admissions and new student enrollment. Burke also

oversees the planning, development and implementation of recruitment strategies and special projects. He has been with Georgia State University since 2008. During his tenure at Georgia State, he has been instrumental in increasing recruitment and enrollment of domestic and international students. He was instrumental in the deployment of a chat bot into the admissions process to assist with lowering summer melt. He is passionate and deeply committed to working with students from all walks of life and backgrounds and helping them successfully achieve their educational and cocurricular goals. He is a world traveler and has visited over 40 states and 10 different countries.



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Cimenna Chao Rebolledo is chair of the Doctorate Program in Education at the Department of Education and of the Graduate Program in Social and Emotional Education at Universidad Iberoamericana in Mexico City.

She holds a Ph.D. in educational and developmental psychology from Universidad Nacional Autónoma de México (UNAM), an M.Sc. in psychobiology from UNAM, an M.A. in psychology from New York University and a B.Sc. in physics from Universidad de las Americas Puebla (UDLAP).

She is the national representative of the International Society for Emotional Intelligence (ISEI) and a member of the International Network for Emotional Education (RIEE).

She has been a chief advisor of the Mexican Ministry of Education and the General Directorate for many of its departments. She has also worked as an advisor for the United Nations agencies UNDP, UNESCO and UNICEF.

Her field of research includes concept formation in teaching and learning processes, the effects and development of social and emotional skills in education and the mediation of digital technologies in learning.



James Cole is an Associate Research Scientist in the Center for Postsecondary Research at Indiana University, where he serves as Project Manager for the Beginning College Survey of Student Engagement and as Research Analyst for the

National Survey of Student Engagement. Both his research and his work with campuses focus on the transition from high school to college, specifically on how first-year students' expectations for the first year of college pair with their actual engagement and how this relates to first-year persistence and other indicators of student success. His most recent publication, "With Retention, the Key is 'Act Locally'" (2018), was included as a chapter in *The First Year of College: Research, Theory, and Practice on Improving the Student Experience and Increasing*

Retention (Cambridge University Press). Cole holds a Ph.D. in educational psychology from the University of Missouri.



Carolina Flores is the Dean of the Faculty of Education at Universidad Alberto Hurtado in Santiago, Chile. Previously, she was the Head of the Division of Studies at the Chilean Education Quality Assurance

Agency, a position in which she conducted research and developed instruments for assessing socio-emotional skills in the school context. She has many years of experience in academia. She was an Assistant Professor at the Department of Sociology and Research Associate at the Centre for Research on Educational Policy and Practice, both at the Pontificia Universidad Católica de Chile. Her other areas of research and teaching include school and residential segregation and market-based policies, quantitative methods and concerns about initial teacher training, teacher turnover and enrollment, and its effects on educational inequality.



William Franklin holds a Ph.D. in psychological studies in education with an emphasis in child and adolescent development from Stanford University. Franklin currently serves as the Vice President for

Student Affairs at California State University, Dominguez Hills and is the former Associate Vice President of Student Success. While at CSU Dominguez Hills, he has been instrumental in securing close to \$20 million in grants to design and implement several student success initiatives for low-income, first generation students. He served as an Associate Professor in child and family studies at California State University, Los Angeles and he served as an Associate Professor of human development in the Center of Collaborative Education and Professional Studies at California State University, Monterey Bay. Franklin was honored in 2015 with The Wang Family Excellence Award. This award recognizes four outstanding faculty members and one outstanding administrator who, through extraordinary commitment and



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dedication, have distinguished themselves by exemplary contributions and achievements.



Sofía Frech is the Coordinator of the Construye T (Build up Yourself) program, which develops strategies aimed at teaching socio-emotional skills and improving the school social climate in Mexican public high schools.

Construye T launched in 2008. In the framework of the New Educational Model (2017), the Ministry of Education (SEP) updated the educational model and officially incorporated the development of socio-emotional skills into the formal curriculum of all compulsory education. Her professional career has been developed in the educational and public sphere. In the Monterrey Institute of Technology and Higher Education (ITESM), she was the Director of the Center of Studies on Education. In the public sector, she has collaborated in several areas, including the Office of the President and the Ministry of Education. She holds a Ph.D. in government and public administration from the Complutense University of Madrid, a master's in education from ITESM and a master's in social development and education from the London School of Economics.



Benilde García Cabrero is an associate professor at the Graduate Division of the Faculty of Psychology at the National Autonomous University of Mexico (UNAM). She is a member of the National System of

Investigators and has served as a consultant for several national and international organizations, such as the Ministry of Education, the National Institute for Educational Evaluation, UNICEF, UNESCO and OECD, among others, where she has coordinated various research, evaluation and teachers' professional development programs. Her current research projects are related to the affective dimensions of teaching and its relationship to students' situational interest and academic engagement. She is part of the team of consultants of the Construye T Program, where she has designed, adapted and validated instruments to

measure socioemotional skills for high school students.



Diana García Colión studied electronic and telecommunications engineering and earned a master's degree with honors in education at Tecnológico de Monterrey (ITESM).

She has been working as an electronics teacher at CBTis74 since 2012. CBTis74 is a public high school that has 2,073 students and 69 teachers. She has lead the Construye-T and the Tutorías programs since 2016. For the Construye-T program, she works with teachers to implement the strategies for helping students obtain social and emotional skills. In her work with the Tutorías program, she helps students improve their academic performance by giving them individual follow ups. She also is a team leader for the Club of Robotics, and her students participate at the World Robotic Olympiad (WRO) contest every year.



Ingrid García Pinzón was born in Mexico City and is a psychologist in the Faculty of Psychology and a Ph.D. student at UNAM (Universidad Nacional Autónoma de México). She has worked since 2007 as a specialist

in creating context questionnaires, in which she creates strategies for renovating, analyzing and maintaining instruments and normative guidelines. Her activities have been focused mainly on constructing instruments for measuring socioeconomic variables, self-reports of cognitive and non-cognitive skills, socio-emotional skills, data processing and statistical analysis. She has also taught classes about factor analysis and introduction to structural equation models and their uses in psychology and education. During her doctorate, her activities have been focused on carrying out studies related to school choice and analyzing personal and social factors that may influence the decision-making process using mainly structural equation models.



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Monika Gibson is the Assistant Dean and Director of Graduate Student Services at Virginia Tech. She is responsible for the

development, management and delivery of services and programs that build community, support the professional development and network-building of graduate students and improve the quality of their lives. After a short career in the hotel industry, she has worked in various professional positions at three higher education institutions in Hungary and the United States. She has extensive experience in implementing institutional vision through managing change, developing and implementing policies and programs, advising students and organizations, planning and executing large and small events, and giving public presentations. She played a key role in the establishment of the award-winning Graduate Life Center at Donaldson Brown in 2005. Gibson earned a bachelor's degree in hotel and restaurant management in Hungary and a master's degree in educational leadership and policy studies in the United States.



Jacqueline Hamilton is the Manager of Academic Programs at the College of Business and Economics at the University of Guelph. She has a master's degree in education, specializing in student development

in higher education, from the University of Toronto, and has a background in adult development, student support and assessment of student learning. She was formerly a Canadian National Trainer and Representative for Supplemental Instruction (SI). She also supervised several experiential learning programs. In her current role, she is responsible for supporting curriculum development, the development of teaching and learning opportunities for faculty as well as the Assurance of Learning (AoL) and college-wide student learning outcomes assessment processes. She also currently teaches two courses for first year university students: one about resiliency and dealing with failure and one about how we develop creativity.



Rochelle Hendricks was the first Secretary of Higher Education for the State of New Jersey. As Secretary, she was responsible for policy and program development to enhance the capacity and

competitiveness of New Jersey's higher education institutions. Secretary Hendricks engaged the agency in the national higher education reform agenda while focusing on advancing the blueprint for reforming higher education recommended by the Governor's Higher Education Task Force. Under her leadership, the office was reorganized to enhance implementing the reform agenda which, with bipartisan support, resulted in the largest academic merger in U.S. history and the first higher education facilities funding in two decades. She launched several groundbreaking initiatives to facilitate innovation, equity and continuous excellence in areas essential to the civic and economic well-being of the State and its citizens.

She has served on a number of national, state and local boards. Before joining the Department of Education, she worked for over 15 years at Princeton University in numerous capacities and has also served as a consultant for International School Services.



Guillermo Hernández is the General Director of Strategic Partnerships at the National Association of Universities and Higher Education Institutions (ANUIES). He studied industrial engineering

at the Technological Institute of Aguascalientes, Mexico, and received a master's degree in metallurgy and material sciences at the National Autonomous University of Mexico (UNAM). He later received a Ph.D. in French and two post doctorates in Sweden and the United States, followed by an executive master's in business strategic direction.

Hernandez has been a teacher and professor in four countries. He has been the Director, Rector and Founder of several institutions in Mexico, including: the Research Center for Preservation of Infrastructure in Campeche, the School of



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Engineering at the Mayab University in Merida, the Polytechnic University of Aguascalientes and the Development Department of the Industrial Group Perfor. He was also a member of the National Research System (SNI) in Mexico from 1992 to 2009.

Hernández has more than 30 years of international experience on research and development as well as student, faculty, researcher and rector mobility within North America, Latin-American, Europe, Israel, China and Japan.



LaMont Jones is the Senior Editor at *Diverse: Issues in Higher Education*, a Fairfax, Va.-based national magazine. An award-winning veteran journalist, Jones has written and edited for Pulitzer Prize-winning newspapers in California, Kentucky and Pennsylvania over a 30-year career. He also freelance writes internationally for newspapers, magazines and websites – recent foreign locations include Cuba and France – and is Founder, President and CEO of Pneuma Publishing International, Inc., an independent hybrid book-publishing company he established in 2003. He has a bachelor's degree in journalism and government from Western Kentucky University, a master's degree in theology from Pittsburgh Theological Seminary and a Doctorate of Education in counseling psychology and theology from Argosy University.

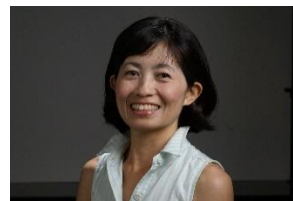


Amy Kaufman is the Director of Special Projects for the Higher Education Quality Council of Ontario (HEQCO). She focuses on sustainability and differentiation in the postsecondary education sector, with an emphasis on the Ontario college system. Having worked in Ontario higher education for 15 years, she has experience in policy development and analysis, advocacy, government relations, strategic planning and institutional accountability. Joining HEQCO from a strategic planning and institutional analysis role at Humber College, Kaufman is interested in

evidence-based decision making and strategy development. She holds a B.A. in political science from the University of Guelph and an M.A. in political science from the University of Toronto.



Jason Klugman is the director of the Princeton University Preparatory Program (PUPP) and an occasional lecturer in Princeton's Department of Anthropology. He joined the Princeton community in 2004 and spent 13 years as a program associate and lecturer in Princeton's Program in Teacher Preparation. Klugman has broad expertise in college access and success, youth development, urban education and teacher preparation. He was awarded the 2015 John B. Muir Editor's Award for his article, "Creating a Community of Scholars on the Edge of Disaster", which was published in the winter 2014 edition of the *Journal of College Admission*. He earned his doctorate in education, culture and society, and a Master of Science in Education (secondary education) from the University of Pennsylvania's Graduate School of Education, where he studied the process of becoming an urban teacher. He holds a bachelor's degree in political science from Johns Hopkins University and teacher certifications in secondary social studies and English.



Chiaki Konishi is an assistant professor in the Department of Educational and Counselling Psychology at McGill University. Her research has concentrated on understanding the roles of connectedness on children's and adolescents' growth and well-being in the framework of social-emotional learning (SEL) and development, with particular emphasis on the stigmatizing experiences of bullying and discrimination. She has been an active member of PREVNet, Canada's national organization for Promoting Relationships and Eliminating Violence Network. Most of Konishi's work has been conducted through collaborative partnerships with local schools and community agencies, with the aim



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of optimizing social-emotional development of children and youth, as well as their learning environments. She has taught a unique graduate-level practicum course in SEL, the first of its kind in Canada, initiated by Drs. Kimberly Schonert-Reichl and Shelley Hymel, providing opportunities for students to develop a deep understanding of embedding SEL in educational settings. She is also a registered clinical counselor and has been a school teacher in the past.



Patrick Kyllonen is the Distinguished Presidential Appointee in the R&D Division of Educational Testing Service in Princeton, NJ. His work has resulted in several commercial launches of workplace, higher education and K-12 assessments. Kyllonen received a B.A. from St. John's University, Ph.D. from Stanford University, and authored *Generating Items for Cognitive Tests* (with S. Irvine, 2001); *Learning and Individual Differences* (with P. L. Ackerman & R.D. Roberts, 1999); *Extending Intelligence: Enhancement and New Constructs* (with R. Roberts and L. Stankov, 2008); and *Innovative Assessment of Collaboration* (with A. von Davier and M. Zhu, 2017). He is a fellow of the American Psychological Association and American Educational Research Association and has co-authored several National Academy of Sciences reports: *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century* (2012); *Measuring Human Capabilities* (2015); and *Supporting Students' College Success: The Role of Assessment of Intrapersonal and Interpersonal Competencies* (2017).



Kari Marken is an educational designer and Ph.D. student at the University of British Columbia. As an educational designer, she creates strategic and design-focused approaches to enhancing campus life for the 45,000+ undergraduate student population. Within a broader professional sphere, this role responds to an emergent trend, in which designers increasingly apply their skills beyond product, graphic and technical processes and towards

complex organizational and social systems design challenges. Her work is grounded in experiential learning models, creative design process, strategic design methodologies, arts-based & innovation pedagogies and teenage brain research. As a Ph.D. student, her research focus is on the importance of story and social engagement between faculty members and first-year students in the transition from high school to university. Marken has worked as a high school teacher, theater director, university instructor, international service-learning advisor, university learning strategist and educational designer in secondary, postsecondary and community-based institutions across Canada and in Turkey.



Jonathan Martin is the Director of K-12 Consulting Services for ACT®, responsible for the design and delivery of a new suite of support services for schools and districts in school improvement and social-emotional learning. He joined ACT last year, coming from a role at ProExam, in which he was a co-creator of the Tessera™ SEL assessment system, which is now an ACT product. Prior to becoming a full time consultant in 21st century learning and SEL in 2012, he was a school principal for 15 years, serving students in grades K-12 and developing/implementing many SEL programs. He is a co-author of the *ACT Tessera Teacher Playbook*, an SEL curriculum guide; *A Rosetta Stone for NonCognitive Skills*, a white paper published by the Asia Society; *Eight Steps to Enhancing SEL in your School or District*, which was published by ACT; and many other SEL publications.



Catherine Millett is a Senior Research Scientist in the Policy Evaluation and Research Center (PERC) at ETS. Her research focuses on the factors leading to postsecondary readiness, access, success and completion for first generation, low-income and minority students at the undergraduate as well as graduate level. She chairs the Executive Committee of the Global Access to Postsecondary (GAPS) initiative.



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Millett has many years of experience leading applied research projects as well as conducting policy research and program evaluations. She has been a visiting lecturer at the Woodrow Wilson School of Public and International Affairs at Princeton University.

She directed the “Addressing Achievement Gaps” symposium series for ETS. Her last event was “Promoting Promising Practices for Black Male Success,” a four-part series, with the Children’s Defense Fund in Washington, D.C. that examined the factors contributing to and inhibiting the academic achievement of Black boys and young men.



Michael Nettles is Senior Vice President and the Edmund W. Gordon Chair of ETS’s Policy Evaluation & Research Center (PERC).

Nettles is a policy researcher who studies educational assessment, student performance and achievement and educational equity. His publications reflect his broad interest in public policy, student and faculty access, opportunity, achievement and assessment at both the K–12 and postsecondary levels.

In August 2014, President Barack Obama appointed Nettles to the President’s Advisory Commission on Educational Excellence for African Americans. He was appointed by two U.S. Secretaries of Education to serve on the National Assessment Governing Board (NAGB), which oversees and develops policies for the National Assessment of Educational Progress (NAEP). He also served for eight years on both the College Board of Trustees and the GRE Board.

A native of Nashville, Tennessee, Nettles earned his bachelor’s degree in political science at the University of Tennessee. He went on to receive master’s degrees in political science and higher education and a Ph.D. in education at Iowa State University.



Laura Ojeda Franco holds a bachelor’s degree in business management (Universidad Anahuac), a master’s in teaching and school management (UP) and a Ph.D. in education from UC Santa

Barbara. As a researcher, she is a member of the Leadership and Educational Improvement Research Network (RILME in Spain) and of the Americas Organization for Educational Excellence (ODAEE). She is the founder of the Emotional Empowerment Institute and has lectured in both national and international seminars. She has received a series of awards and recognitions that include: Exelsis (2008), Razón de Ser (2009), Embajador para la Paz (2016), Legatus Sapientia (2016) and Doctor Honoris Causa (2017).

Ojeda Franco is the head of the Laureles Foundation, which provides education for underprivileged students. At the high school level, she combines work and education (Dual Education) to develop both relevant working skills and lifelong learning abilities.



Suzanne Ortega became the sixth President of the Council of Graduate Schools on July 1, 2014. Prior to assuming her current position, she served as the University of North Carolina (UNC) Senior Vice President for Academic Affairs (2011–14). Previous appointments include the Executive Vice President and Provost at the University of New Mexico, Vice Provost and Graduate Dean at the University of Washington, and the University of Missouri. Ortega’s master’s and doctoral degrees in sociology were completed at Vanderbilt University.



Agustin Paulin is the CEO of GEMIINI Learning Systems. He is an expert in education and technology, with more than 20 years of experience in strategic planning, change management and high impact project execution. He is an industrial engineer from the National University in Mexico (UNAM) and has a master’s degree in



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international comparative education from Stanford University.

Paulin has worked both in the public and the private sector. Before his current position, he was the CIO of the Ministry of Education in Mexico, where he led the largest educational technology initiative nationwide. He has also taught business strategy and “Learning How to Learn” at different universities. He lectures on how disruptive innovation is changing the labor market and its impact on education. Paulin is currently an Endeavor Mentor, a consultant on educational transformation to the largest private university in Mexico, and member of the board of various EdTech companies.



Carrie Phillips directs the Council of Chief State School Officers’ (CCSSO) support to state education agencies (SEAs) on student transitions, which includes (1) transitioning into the K-12 education system (early childhood), (2) transitioning through the K-12 education system (personalized learning and competency-based education), and (3) transitioning beyond the K-12 education system (college- and career-readiness). During Carrie’s tenure at CCSSO, she has led support to states on school improvement as well as college- and career-readiness standards and was a core member of the team guiding development of the Common Core State Standards. Her tenure at CCSSO started with federal advocacy and partnership development. She began her career in education as a fourth and fifth grade classroom teacher in the Chicago Public Schools. She holds a bachelor’s degree in social policy and a master’s degree in education from Northwestern University in Evanston, Illinois.



Monte Randall is a member of the Muscogee (Creek) Nation and a Navy Veteran. He is a graduate of Haskell Indian Nations University with a Bachelor of Science in business administration; the University of Oklahoma with a Master of Arts in Native American

studies; and Oral Roberts University with a Doctorate of Education in higher education administration. His dissertation, “The Effect of a Life Skills Curriculum on the Problem-Solving Abilities of Tribal College Students”, correlates the present impacts of intergenerational stress and historical trauma of Native Americans with the issue of maladaptive abilities in problem solving. Randall is the Dean of Academic Affairs at the College of the Muscogee Nation and a contributor to the *Tribal College Journal*. He is a 2017–18 Andrew W. Mellon Foundation Fellow, who serves his community as an advocate for education, youth programs, Native American culture, positive male mentoring and ending violence against women.



Dominic Regester joined Salzburg Global Seminar as a program director in March 2017. He is responsible for designing, developing and implementing programs on education, sustainability and innovation. Prior to this, he worked for the British Council for 14 years, initially on programs promoting education co-operation between the United Kingdom and China, Russia and Japan, and then on school partnership programs. He lived in Bangladesh from 2008 to 2013, leading the British Council’s school sector programs in Afghanistan, Bangladesh, Nepal, Pakistan and Sri Lanka. He was then posted to Jakarta, where he was Deputy Director for Education across the East Asia region. He returned to London in 2015 to become a senior schools advisor, responsible for global program development, partnerships and research, all with a particular focus on 21st century skills. He has an M.A. in Chinese Studies from the School of Oriental and African Studies in London, and an M.A. in education and international development from University College London Institute of Education.



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Emiliana Rodríguez Morales is the co-founder and Research Director at AtentaMente, a Mexican organization that creates and implements social and emotional learning programs for children and adults. She holds a master's degree in mind, brain and education from Harvard University, and a bachelor's degree in physics from the Universidad Nacional Autónoma de México (UNAM).

Rodríguez Morales' main field of expertise is the intersection between contemplative science and social and emotional learning. She has developed and implemented programs in public institutions such as the Ministry of Finance, the Ministry of Foreign Affairs, the President's Office in Mexico and the Ministry of Education. She designed the self-awareness component of the National Curriculum on Social and Emotional Learning Skills in Mexico and coordinates the curriculum design of a nationwide program on SEL for public high schools in Mexico.

She collaborates with researchers at Harvard Graduate School of Education, the University of Wisconsin, Lyon Neuroscience Research Center, UNAM, Universidad Iberoamericana and Mind and Life Institute. She is a consultant of the Ministry of Education, the United Nations Development Programme, the National Institute of Educational Evaluation in Mexico and others.



Jim Soland is a Senior Research Scientist at NWEA. His research focuses on assessment and evaluation policy and practice. Particular areas of emphasis include measuring social-emotional learning, test engagement and estimating teacher and school effectiveness. His work has been featured by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Brookings Institute. Prior to joining NWEA, Soland completed a doctorate in educational psychology at Stanford University with a concentration in measurement and policy. His dissertation was awarded an American Educational Research Association grant and is now in

publication. Soland has also served as a classroom teacher, a policy analyst at the RAND Corporation and senior fiscal analyst at the Legislative Analyst's Office (LAO), a nonpartisan organization that provides policy analysis to support the California Legislature and general public.



Mark Sparvell is an award-winning Australian school leader and educator with over 25 years of experience and has worked extensively with education systems and institutions globally. Sparvell led the Microsoft School Leader Audience Strategy for three years, navigating relationships with partners, institutions and associations to create programs, events and professional learning to support digital transformation. He currently works for Education Marketing, with a focus on research, while ironically struggling to submit his own thesis!



Brice Struthers is a Program Manager at the American Council on Education (ACE) under academic innovation and supports national initiatives on effective teaching, quality assurance, and flexible learning pathways. Through his work, Struthers promotes strategies and solutions for postsecondary success that recognize all types of learning. Struthers has worked for the past three years in providing alternative pathways for non-traditional students to succeed at higher rates. Currently, he supports three major postsecondary education grants: Evaluating and Quality Assuring Post-Secondary Pedagogy (Strada Education Network), Alternative Credit Project™ (Bill and Melinda Gates Foundation), and Race and Ethnicity in Higher Education: A Status Report (Andrew W. Mellon Foundation). He previously worked at George Mason University while earning his Master's degree and earned his Bachelor's degree from James Madison University.



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Carola Suárez-Orozco is a professor of human development and psychology at UCLA and is the co-founder of Re-Imagining Migration. Her books include: *Children of Immigration* (Harvard University Press), *Learning a New Land* (Harvard University Press), as well as *Transitions: The Development of the Children of Immigrants* (NYU Press). She has been awarded an American Psychological Association (APA) Presidential Citation for her contributions to the understanding of the cultural psychology of immigration, has served as Chair of the APA Presidential Task Force on Immigration, and is a member of the National Academy of Education. Currently, she is the Principal Investigator on a Spencer Foundation grant ("Making the Invisible Visible: Systematically Examining Classroom Bias with MET Data") and a Ford Foundation grant ("Bridging the Compassion Gap: Addressing Social Inclusion for Immigrant Origin Children & Youth.").



Cheryl Talley conducts research that examines the mental, emotional and spiritual factors that lead to lasting behavioral change, specifically as it relates to high academic achievement. In studies funded by the National Science Foundation, Talley and her colleagues have sought to reveal the role that affective factors like academic identity and self-regulation play in student success. Studies from the field of behavioral health have clearly demonstrated the challenges associated with creating and sustaining health-promoting habits over time. Similar challenges are associated with attaining and maintaining academic skills, especially among students who attend under-resourced schools. As a faculty member in the Behavioral and Community Health Sciences graduate program and with her training in affective neuroscience, Talley utilizes various strategies, including mindfulness training and Education in Human Values (EHV), to help students develop strong academic identities and associated behaviors.



Susan Therriault is a Managing Researcher at the American Institutes for Research (AIR) and directs the federally funded College and Career Readiness and Success (CCRS) Center, aimed at building state capacity to improve college and career opportunities and outcomes for K-12 students. For over 20 years, she has led research that focuses on state and federal education efforts to build the capacity of high-needs districts and schools to improve outcomes and increase opportunity for students. Therriault also leads research partnerships with the Massachusetts Department of Elementary and Secondary Education and advises a partnership with the Texas Education Agency as part of the Northeast and Islands and Southwest Regional Education Laboratories. Previously, she led research projects focused on state systems of support for low-performing high schools, and on the development and implementation of early warning systems to identify students at-risk of missing critical educational milestones. She holds a Doctor of Education in education policy and leadership from the University of Massachusetts Amherst. She is currently a member of the Massachusetts Conditions of Education Task Force.



Jasmine Williams supports the development, implementation and evaluation of social and emotional learning programs at the Committee for Children. She developed a passion for youth advocacy and research during her undergraduate studies at Virginia Tech and service with City Year D.C. Over the past decade, Williams has been an educator in various formal and informal learning settings. She completed her doctoral training in applied developmental psychology at the University of Pittsburgh's Department Of Psychology in Education with a focus on adolescent development, motivation and teacher-student relationships. Her scholarship has been published in peer-refereed journals, including the *Journal of Early Adolescence*, *Teaching and Teacher Education* and *Research on Human Development*.



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Nick Yoder is a Senior Technical Assistance Consultant at the American Institutes for Research (AIR). He has more than 12 years of

research and practical experience on issues related to school climate, social and emotional learning, and educator effectiveness. Yoder leads AIR's SEL Solutions Team and the Center on Great Teachers and Leaders (GTL Center), which provide technical assistance to districts and states, respectively, in implementing a coordinated and purposeful SEL effort. Yoder conducts research and evaluations on SEL practices and interventions, with a specific focus on continuous improvement. Prior to joining AIR, Yoder was an instructional coach in the Detroit area for novice teachers and taught elementary school in Chicago Public Schools.



Donna Younger has served as an adult learning facilitator in a wide variety of roles and settings for more than 30 years. Her work in SEL has focused heavily on assessment and the application of social-emotional

competence in contexts important to the individual. Her early work in SEL was with the Student Potential Profile, a tool designed by CAEL as an alternative college admissions assessment for minority students.

More recently, Younger has used the Emotional Quotient Inventory and the Emotional Competence Inventory in her courses at DePaul University and in consulting with a variety of workplace organizations. She was resident faculty and currently is an adjunct at DePaul University, served as the Dean of Academic Services at Oakton Community College and as the Associate Vice President for Higher Education at CAEL. Presently, her work focuses on consulting in higher education and teaching in the Master of Arts for Educating Adults at DePaul University.



PARTICIPANTS BY CITIZENSHIP

Australia

Mark Sparvell

Canada

Jennifer Adams

Noel Baldwin

Jacqueline Hamilton

Amy Kaufman

Kari Marken

Chile

Carolina Flores

Costa Rica

Elena Arias Ortiz

Germany

Jonas Bertling

Hungary

Monika Gibson

Japan

Chiaki Konishi

Mexico

Rosalinda Ballesteros

Cimenna Chao Rebolledo

Sofía Frech

Benilde García Cabrero

Diana García Colión

Ingrid García Pinzón

Guillermo Hernandez

Laura Ojeda Franco

Agustin Paulin

Emiliana Rodriguez

Spain

Cristina Anguiano-Carrasco

Switzerland

Carola Suarez-Orozco

United Kingdom of Great Britain and Northern Ireland

Dominic Regester

USA

Jennifer Baszile

Scott Burke

James Cole

William Franklin

Monika Gibson

Rochelle Hendricks

LaMont Jones

Jason Klugman

Patrick Kyllonen

Jonathan Martin

Catherine Millett

Michael Nettles

Suzanne Ortega

Agustin Paulin

Carrie Phillips

Monte Randall

James Soland

Brice Struthers

Carola Suarez-Orozco

Cheryl Talley

Susan Therriault

Jasmine Williams

Nick Yoder

Donna Younger



PARTICIPANTS BY COUNTRY OF WORK

Austria

Dominic Regester

Canada

Jennifer Adams
Noel Baldwin
Jacqueline Hamilton
Amy Kaufman
Chiaki Konishi
Kari Marken

Chile

Carolina Flores

Hungary

Monika Gibson

Mexico

Rosalinda Ballesteros
Cimenna Chao Rebolledo
Sofía Frech
Benilde García Cabrero
Diana García Colión
Ingrid García Pinzón
Guillermo Hernandez
Laura Ojeda Franco
Agustin Paulin
Emiliana Rodriguez

USA

Cristina Anguiano-Carrasco
Elena Arias Ortiz
Jennifer Baszile
Jonas Bertling
Scott Burke
James Cole
William Franklin
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LaMont Jones
Jason Klugman
Patrick Kyllonen
Jonathan Martin
Catherine Millett
Michael Nettles
Suzanne Ortega
Agustin Paulin
Carrie Phillips
Monte Randall
James Soland
Mark Sparvell
Brice Struthers
Carola Suarez-Orozco
Cheryl Talley
Susan Therriault
Jasmine Williams
Nick Yoder
Donna Younger



STAFF



Lisa Ankrah joined ETS this past February as an Administrative Staff Assistant for the Policy Evaluation Research Center (PERC). She works closely with PERC

leadership, other areas of ETS and outside consultants to ensure that events, such as this one are a success.

Prior to joining ETS, Lisa worked in the health care field, working as a marketing representative. She received her B.S. degree from Rutgers University, where she also worked at the National Alliance on Mental Illness Family and Community Exchange and at the Boggs Center for Developmental Disabilities at Rutgers RWJ Medical Hospital. She also wrote, served as an editor and served as treasurer and lead on social media for the magazine *Imagine*, published by Rutgers University.



Taryl Hansen is a highly skilled graphic recorder and the creator of Frame the Message Ink, a company that provides graphics and group facilitation in support of personal and professional learning. Hansen is a board-certified educator and holds a doctorate in teacher leadership and innovation from Arizona State University. She is an Associate Trainer for Thinking Collaborative and has been trained by Grove Consultants International, leaders in the fields of learning and cognition.

With 25 years in education, Hansen has made it her life's work to teach in ways that people learn best. She is passionate about providing innovative and unique ways for learners to work together in highly effective, collaborative and satisfying ways. In a process called LIVE graphic recording, she creates colorful frames around ideas right in the moment as they are shared in meetings, conferences and events.



Susan Kenyon is an independent writing contractor specializing in education and public policy. Past and present clients include Education Law Center, Educational Testing Service,

ProjectEd, The Rennie Center for Education Research and Policy, and Boston Plan for Excellence. Kenyon began her career managing qualitative research and reporting for a U.S. Department of Education study with CPRE at the Harvard Graduate School of Education (HGSE). She also served as faculty editor and later as a curriculum developer and research manager with the ExEL executive leadership program at HGSE. Prior to her current position, Kenyon was an online content developer with Amplify Education, where she wrote blended learning courses for teachers. Kenyon holds a M.Ed. from Harvard University and a master's in city and regional planning from Cornell University.



Darryl Moran is a professional photographer in Philadelphia. He has consistently been providing photo coverage for The Franklin Institute, Parkway Museums District, University of Pennsylvania, The Barnes Foundation, Eastern State Penitentiary, Freedoms Foundation at Valley Forge and ETS. His first professional job was with NASCAR, where he provided news/media and press coverage of all divisions of NASCAR Racing from 1996–98 as their first "Official NASCAR Photographer."



Jon Rochkind is the Administrative Senior Director of the Policy Evaluation and Research Center (PERC) at ETS, overseeing staff and initiatives aimed at increasing overall

educational achievement and closing achievement gaps in representation, achievement and attainment between advantaged and disadvantaged groups. He has led collaboration activities with organizations such as the Algebra Project, the National Urban League and the Education Law Center.



STAFF

Rochkind is the former Vice President and Director of Research at Public Agenda, a nonprofit nonpartisan research and public engagement organization, leading public opinion research efforts on the topic of United States education at both the K–12 and higher education levels. His work included an in-depth look at the experiences of young adults who do not complete college, K–12 teachers on evaluations and of the public’s attitudes on the cost and the quality and need for higher education.



Stephanie Saunders is a Research Project Manager in the Policy Evaluation and Research Center (PERC) at Educational Testing Service (ETS), where she conducts policy research and program evaluation that aims to improve education and education policies. She has over a decade of experience leading, conducting, coordinating, designing and analyzing program and policy evaluation research across the fields of education, public health and social service evaluation. She serves on the board of the Eastern Evaluation Research Society (EERS).

Saunders has a B.S. in management and psychology from Rensselaer Polytechnic Institute in Troy, NY, in addition to three non-profit and direct practice related master’s degrees. These include a M.S. in elementary education, a M.A. in social science and public administration from Binghamton University and a M.S.W. from the University of Pennsylvania, School of Social Policy and Practice.



Carly Slutzky earned her Ph.D. in family and human development from Arizona State University in 2011. She has worked on a variety of basic and applied research projects focused on children’s social-emotional and cognitive development, physical health and academic achievement in early childhood through adolescence. She is currently serving as a board member for Girls on the Run of New Jersey East, which implements an evidence-based youth development program for 3rd through 5th grade girls across five New Jersey counties. Slutzky is also working towards a master’s of public health, with a

concentration of social and behavioral sciences, at Temple University. As a Research Project Manager in the Policy Evaluation and Research Center at ETS, she has contributed to early childhood education research projects and related conference presentations and policy reports focused on pre-K early learning standards, kindergarten readiness, early literacy, school-family partnerships and health services within preschool programs.



NOTES

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ETS and Salzburg Global Seminar Collaboration

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

Optimizing Talent: Closing Educational and Social Mobility Gaps Worldwide – Strategy Meeting
(s472, October 3-7, 2010)

Optimizing Talent: Closing Educational and Social Mobility Gaps Worldwide - Basic Education Up To Age 18
(s486, December 6-11, 2011)

Optimizing Talent: Higher Education and Lifelong Learning
(s495, October 2-7, 2012)

Students at the Margins and the Institutions that Serve Them: A Global Perspective
(s537, October 11-16, 2014)

Designing a Social Compact for the 21st Century: Early Childhood Development and Education
(s542, April 16-19, 2015)

Untapped Talent: Can Better Testing and Data Accelerate Creativity in Learning and Societies?
(s558, December 12-17, 2015)

Getting Smart: Measuring and Evaluating Social and Emotional Skills
(s566, December 4-9, 2016)

Springboard for Talent: Language Learning and Integration in a Globalized World
(s586, December 12-17, 2017)

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