THANK YOU FOR BEING AN AMAZING TEACHER!

HAPPY TEACHER APPRECIATION WEEK!

FROM THE PANORAMA EDUCATION TEAM
Incorporating SEL into Back-to-School Planning

#SELforBackToSchool
@panoramaed
Sheldon Berman
Superintendent,
Andover Public Schools (MA)
John Marschhausen
Superintendent, Hilliard City Schools (OH)

Molly Walker
Director of Social Emotional Learning & Measurement, Hilliard City Schools (OH)
Chris Moore
School Psychologist,
Salem-Keizer Public Schools (OR)
Becky Barstein
Professional Learning, Panorama Education

Dr. Samuel Moulton
Director of Research, Panorama Education
What we’ll discuss today

• **Introduce** new resources to support student, staff, and community needs

• **Share** leadership takeaways on building a strong foundation of social-emotional learning

• **Understand** how districts are leveraging their SEL practices to support students in the moment

• **Consider** the role of supporting students’ SEL in planning for the fall

• **Q&A**
Panorama helps educators act on data to improve student outcomes.

Currently serving 900+ districts nationwide and 10 million students.

#SELforBackToSchool  @panoramaed
How Panorama Supports District Strategic Priorities

School Climate & Family Engagement

Social-Emotional Learning, Well-Being & Equity

MTSS & RTI, Early Warning, and College & Career Readiness
How Panorama Supports Districts to Meet Today & Tomorrow’s Challenges
Panorama’s Distance Learning Surveys

Student Well-Being & Needs

Family and Community Needs

Teacher & Staff Feedback
Helping School Districts Respond to Student, Family & Community Needs

Technology, Food Accessibility, and Equitable Learning

Student and Staff Engagement and Connectedness

Well-Being and SEL Supports
What is Social-Emotional Learning (SEL)?

SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
According to NWEA: “when students, educators, and administrators return to school after the COVID-19 closures, classrooms will be a changed landscape, one likely marked by larger equity gaps, substantial learning loss for many students, and continued economic turmoil for our most marginalized families.”

“Preliminary estimates suggest impacts may be larger in math than in reading and that students may return in fall 2020 with less than 50% of typical learning gains and, in some grades, nearly a full year behind what we would expect in this subject in normal conditions.”

How does SEL play a role in how districts are thinking about the fall?

Developmental experts say disruption from the pandemic constitutes an "adverse childhood experience" for every American child. When schools reopen, says Virginia's James Lane, ameliorating this trauma will be at the core of their mission.

“There is a need for us to focus on social and emotional learning for students...not only how we can provide the academic support, but how can we provide the mental health support and the wraparound supports for students when they come back, to help them recover and bring back that safety net of schools.”

James Lane, Virginia Superintendent of Instruction

# Leveraging a Keep | Start | Shift Mindset

<table>
<thead>
<tr>
<th>Keep</th>
<th>Start</th>
<th>Shift (Pause)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What about our goals or current practices do we want to keep?</td>
<td>What about our goals or current practices do we want to start?</td>
<td>What about our goals or current practices do we want to shift pause?</td>
</tr>
</tbody>
</table>

**Keep**

- Continue to improve student engagement by focusing on learning strategies, leveraging questions like “When you get stuck while learning something new, how likely are you to try a different strategy?”

**Start**

- **Student Consultancy Groups**
  - Students are facing new challenges; create structure and space to support one another towards a solution.

**Shift (Pause)**

- Refocus daily do-now and culture building strategies to be more conducive to distance learning
  - [Virtual Temp Checks](#)
  - [Calming Breathing Techniques](#)

★ Send this out as prework as a Google Form for teammates to fill in anonymously
★ Include students in the process of co-creating their new learning space
The need for vision and policy support for SEL
Andover’s Mission

We will provide every student with opportunities and support to:

Demonstrate growth in foundational content and skills.

Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively.

Be self-directed and persevering agents of their own learning.

Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility, and commitment to civic engagement.
Rigorous Curriculum
Caring & Culturally Responsive Classrooms
Progress Monitoring
Inclusive Instruction

Advance Student Learning
SEL Practices at Andover

Teaching Empathy & Social Skills
- Helping children become sensitive observers of the feeling states of others
- Helping them take the perspective of others
- Helping them resolve conflicts positively
- Giving them the ability to move from debate to dialogue and polarization to common ground.

Community Building
- Morning Meeting as a daily routine
- Class Meetings/Open Circle
- Buddy Programs
- Homeside Activities (Caring School Communities)
- Schoolwide Community-Building Activities
- Developmental Discipline and Restorative Practices

Curriculum Integration
- Collaborative learning in every subject area
- Integration into content in literacy and social studies
- Specific high school courses: Facing History and Ourselves

Service Learning
- Intergenerational
- Educational
- Environmental
- Humanitarian
- Political action
A Comprehensive & Systemic Approach to SEL

**SEL INSTRUCTION**
- Second Step
- Open Circle

**CURRICULAR INTEGRATION**
- Collaborative Learning
- Culture & Literature
- Responsive Classroom
- Student Councils
- Service-Learning
- W.E.B.

**COMMUNITY**
- Facing History And Ourselves
- H-Block Advisory

**SERVICE**
- Panorama Survey

**PROGRESS MONITOR**
Lessons Learned

1. Leadership, vision and professional development
2. Consistent planning for SEL and the academic curriculum
3. Community building requires cultural authenticity, modeling & service

Leadership Takeaways

1. Set a vision for student success that prioritizes the whole child.
2. Align learning settings, instruction, and resources to embed SEL.
Incorporating SEL for Back-to-School

1. Be conscious of the level of trauma students are experiencing, and understand children respond differently to the trauma.

2. Focus even more on relationships and building a safe community.

3. Align resources, such as social work, guidance, psychologists who are available to help with trauma.

4. Tap student perceptions and voice through surveys and focus groups.

The social curriculum is as important as the academic curriculum.
The importance of listening to student voice
Whole-Child Learning in Hilliard City Schools

“We’re moving the conversation away from standardized tests and toward the whole child. The focus on academics doesn’t need to be diminished, but it needs to be balanced with an approach to social-emotional learning, mindset, and student interests.”

John Marschhausenen, Superintendent
Hilliard City SEL Attributes

- Grit
- Growth Mindset
- Sense of Belonging
- Emotional Regulation
- Compassion
- Hope
### Zooming in on sense of belonging

#### Initial 3-5 Data

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent Favorable</th>
<th>Compared to others nationally</th>
<th>Change since Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Belonging</td>
<td>69%</td>
<td>80th-99th percentile</td>
<td>Greatest increase</td>
</tr>
<tr>
<td>Compassion</td>
<td>66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td>61%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth Mindset</td>
<td>59%</td>
<td>80th-99th percentile</td>
<td></td>
</tr>
<tr>
<td>Grit</td>
<td>56%</td>
<td>20th-39th percentile</td>
<td></td>
</tr>
</tbody>
</table>

#### Initial 6-12 Data

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent Favorable</th>
<th>Compared to others nationally</th>
<th>Change since Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassion</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grit</td>
<td>56%</td>
<td>20th-39th percentile</td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td>54%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth Mindset</td>
<td>53%</td>
<td>40th-59th percentile</td>
<td></td>
</tr>
<tr>
<td>Sense of Belonging</td>
<td>45%</td>
<td>20th-39th percentile</td>
<td></td>
</tr>
</tbody>
</table>
Sense of Belonging: Measures the extent to which students feel that they are valued members of their school’s community.

- Overall, how much do you feel you belong at your school?
- At your school, how accepted do you feel by the other students?
Sense of belonging trends over time

3-5 Data over Time

Sense of Belonging
Based on 3,490 responses
How much students feel that they are valued members of the school community.
How have results changed over time?
Percent Favorable
80%
70%
60%
50%
40%
30%

Spring 2017 Fall 2017 Spring 2018 Fall 2018 Spring 2019 Fall 2019

65% 69% 63% 66% 64% 65%
Sense of Belonging

6-12 Data over Time

Sense of Belonging
Based on 8,379 responses
How much students feel that they are valued members of the school community.
How have results changed over time?
Percent Favorable
80%
70%
60%
50%
40%
30%

Spring 2017 Fall 2017 Spring 2018 Fall 2018 Spring 2019 Fall 2019

45% 45% 43% 45% 44% 45%
Sense of Belonging
## Our District Commitment Plan

### Commitment 01
Learning environments will nurture a sense of belonging as a daily practice.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase use of strategies that support the building of classroom community such as responsive classroom and morning meetings.</td>
<td>53% or more of preschool/elementary buildings will report using responsive classroom or restorative justice principles on a daily basis as reported on the district principal SEL survey.</td>
</tr>
<tr>
<td>Implement staff belonging survey.</td>
<td>The district will complete staff sense of belonging survey via Panorama.</td>
</tr>
<tr>
<td>Provide and implement strategies that support a belonging school.</td>
<td>70% or more of students in grades 3-5, and 55% or more of students in grades 6-12, will respond favorably on the sense of belonging section of the Panorama student survey.</td>
</tr>
<tr>
<td>Close the gender gap in sense of belonging at middle school and high school levels through the implementation of the ROX program.</td>
<td>The district will reduce the student reported gender gap in student sense of belonging on the Panorama student survey to 7% or less for students in grades 6-12.</td>
</tr>
</tbody>
</table>

### Evidence
- Creation of sense of belonging look-fors
- Panorama student survey data
- Panorama staff survey data
- Staff Belonging survey
- Principal survey
Starting with Empathy

Design Thinking
A Framework for Problem Solving

Bias Toward Action
The importance of student voice

“Student voice is so important. Framing the data as student voice is part of empathy in our design thinking model. That’s helping teachers understand what kids need. Even before COVID-19, kids are growing up in such a different environment. Relationship skills suffer and empathy is down. We don’t ask kids enough. We need to listen.”

Molly Walker, Director of Social and Emotional Learning & Measurement
● Groundwork we’ve laid in the classroom has carried over
● Weekly classroom rituals such as sharing Rose, Bud & Thorn
● Sharing positives every week
Incorporating SEL for Back-to-School

1. It’s more important than ever to continue to focus on students’ sense of belonging.

2. Understand the need to build adult capacity for connection. Help equip staff to keep connection in a new environment.

3. We’ll need to adapt and adjust in the fall based on the social-emotional needs of each student. We’ll also consider the implications of social distancing with fewer students in the building, and how that will impact teacher-student relationships and time for connection.

We don’t ask kids enough. We need to listen.
Anchoring our work in equity, care and connection
Supporting SEL in Salem-Keizer

<table>
<thead>
<tr>
<th>Social Emotional Learning</th>
<th>Culture and Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Management (E,S)</td>
<td>School Safety (E,S)</td>
</tr>
<tr>
<td>Social Awareness (E)</td>
<td>Teacher-Student Relationships (E,S)</td>
</tr>
<tr>
<td>Grit (E)</td>
<td>Sense of Belonging (E,S)</td>
</tr>
<tr>
<td>Growth Mindset (E,S)</td>
<td>Rigorous Expectations (S)</td>
</tr>
<tr>
<td>Classroom Effort (S)</td>
<td></td>
</tr>
<tr>
<td>Emotional Regulation (S)</td>
<td></td>
</tr>
<tr>
<td>Self-Efficacy (S)</td>
<td></td>
</tr>
</tbody>
</table>

In Salem-Keizer, school-specific site plans help guide growth in core SEL competencies.
Applying the principles of equity to all practices
Applying the principles of equity to all practices

- Culturally Responsive Resources
- Community-School Outreach Coordinators
- Student Equity Committee
SEL now: anchoring in care and connection

- Supporting adult SEL
- Exploring creative solutions to connect with students
- Leaning into our own resilience and growth mindset

96,000 touch points with students
### Student Distance Learning and Well-Being/SEL Check In

**How did students perceive their own social-emotional skills?**

**Student Distance Learning and Well-Being/SEL Check in 6-12**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent Favorable</th>
<th>Compared to Salem-Keizer Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs with distance learning</td>
<td>74%</td>
<td>+2</td>
</tr>
<tr>
<td>Distance learning environment</td>
<td>60%</td>
<td>+2</td>
</tr>
<tr>
<td>Well-being: positive feelings</td>
<td>59%</td>
<td>+2</td>
</tr>
<tr>
<td>Well-being: negative feelings</td>
<td>51%</td>
<td>-3</td>
</tr>
<tr>
<td>Daily habits</td>
<td>37%</td>
<td>-1</td>
</tr>
</tbody>
</table>
What is one thing your teachers/your school are doing well right now?

contact, work, much work, everyone, homework, learning, day, week, work, lots, videos, touch, stuff, online school, homework, emails, assignments, google classroom.

For some teachers, I'm really thankful that they don't give us piles on piles of school work because they take into consideration some of us have busy families and some of us have to help our parents with many things.
What is one suggestion that you have for your teachers/your school?

suggestions

Less homework, I have WAY too much, especially because of the whole new work and online thing, its too much, I have almost 30 things I have to get done by THURSDAY! Yes Thursday.
What advice would you give to other students who are struggling with changes in their life due to the coronavirus pandemic?

It’s ok to be scared, stressed, or anything like that during a time like this. Right now isn’t a good time for anyone, and it’s ok to be upset. Just keep your head up, reach out for help and support, and don’t be afraid to ask questions.
Have there been any “Bright Spots” or positive things about having to stay home during the coronavirus pandemic?

I get to discover myself more. I have realized I'm more creative when I'm bored. I have also figured out I have more of an imagination than I thought.

I have been able to get to know my foster family better and now it feels like I have been with them for longer than I actually have been. Also, we got 2 new bunnies about a week ago.

I feel like it has brought my family closer together because my family usually has to run off to soccer or basketball and we never could just sit and talk at the dinner table and now we can every night almost.
Incorporating SEL for Back-to-School

1. Leveraging data from “Student Well-Being Check-In”

2. Accelerated timeline for SEL Advisory @ the secondary level

3. Leveraging data from “Community Well-Being Check-In”

4. Leveraging data from “Staff & Well-Being Check-In”

We're doubling down on care and connection.
The importance of adult SEL

“Thinking of our work as a contribution rather than a success or failure releases us from the all too common cycle of guilt, defensiveness and shame that hold us back from truly connecting with ourselves, with our kids, and with each other. The heart of learning AND the heart of SEL start here...because at the end of the day, WE are the most powerful content and curriculum when it comes to achieving equitable outcomes for every student.”

Christopher Moore, School Psychologist
1. Ensure your district vision and resources are grounded in student voice and community need.

2. Understand and support adult social emotional learning skills and capacity building at all levels of your community.

3. Keep equity at the center of all district and school conversations; this requires a deep sense of empathy and care.

Today’s Key Takeaways

What can YOU keep, start, and shift?
Learn more and download the survey content on the Panorama website

https://pan-ed.com/distance-learning-edweek
For Download: Adult SEL Toolkit

What's Inside This Toolkit?

• Research-backed Adult SEL Readiness Assessment

• 3 Activities for Adults to Practice Modeling SEL

• SEL Exploration Worksheet

https://pan-ed.com/adult-sel-toolkit
# Continuous Learning Opportunities

## Resources
- Panorama for Distance Learning Surveys
- Panorama Distance Learning Workshops and Webinars
- [Hilliard] Commitment Plan
- Salem-Keizer Public Schools Equity Lens Worksheet
- Salem-Keizer Public Schools Care and Connection Lesson

## Articles
- COVID-19 school closures could have a devastating impact on student achievement
- 9 Ways Schools Will Look Different When (And If) They Reopen
- Equity: At the Heart of Social-Emotional Learning

## SEL Strategies
- Adult SEL Toolkit
- Keep, Start, Shift Protocol
- Student Consultancy Protocol
- Calming Breathing
- Virtual Temperature Checks
Join Panorama’s Virtual Learning Community

Come together to daily with other educators, leaders, and community members across the nation!

panoramaed.com/virtual-community-learning
Questions & Answers
Thank you!

Questions?
info@panoramaed.com