



Supporting Social-Emotional Learning and School Climate

in Connecticut Public Schools



Today's Agenda

- Introductions
- Bloomfield's Approach
- What the Data Tells Us
- Supporting SEL in Long Beach USD
- How Panorama Works
- Q&A





Bloomfield's Approach: 4 Priority Areas

1. Holistic Accountability

**2. Rigorous Curriculum, Instruction
& Assessment**

3. Positive School Climate

**4. Family and Community
Engagement**

Bloomfield's Approach: Matching Measurement to the 4 Priority Areas

What did the surveys measure?

Students

Teachers & Staff

Family Members

About the School

Family and community en...

Positive school climate

Rigorous Curriculum, Instruction and Assessment

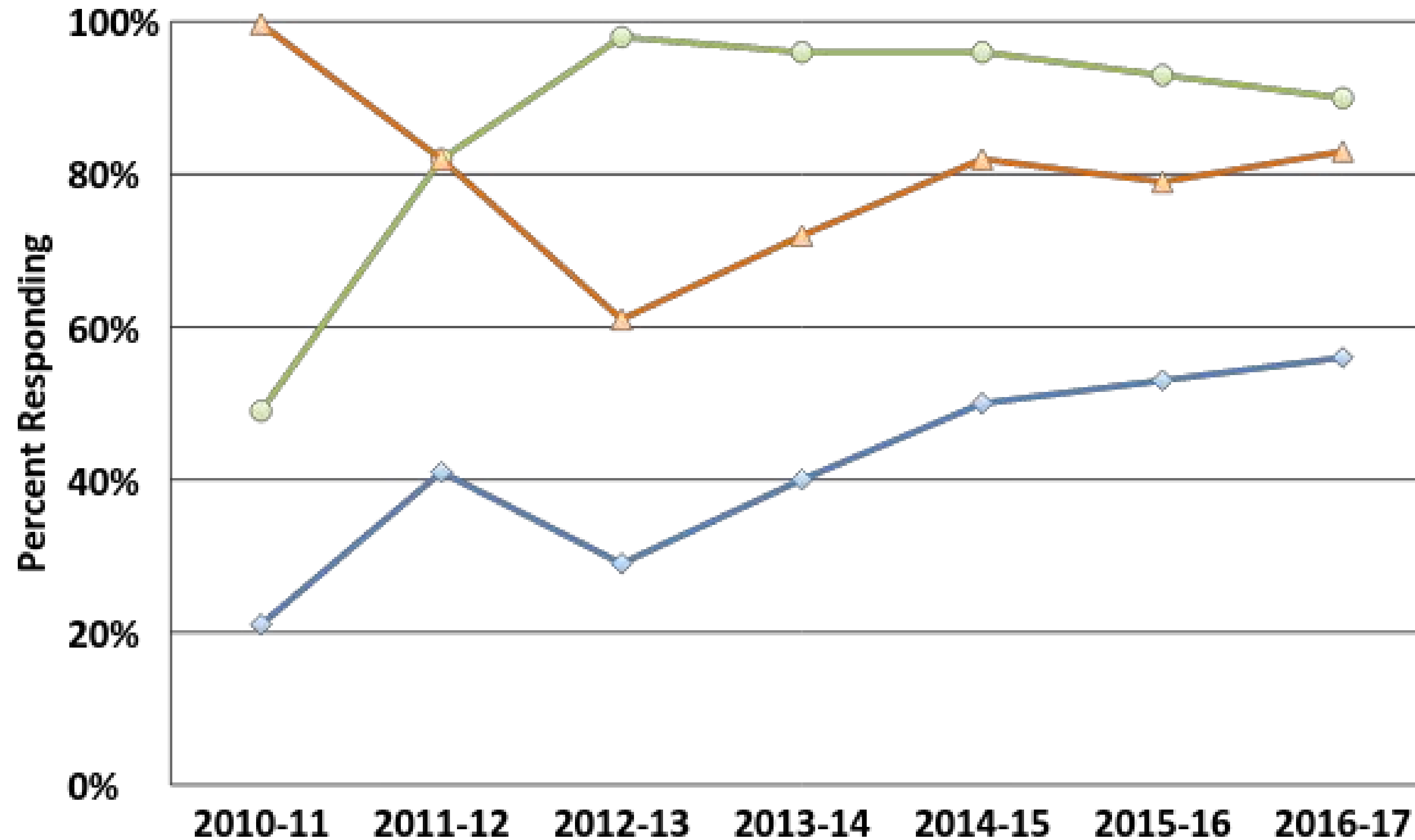
10 questions in this topic

“

I like the enrichment learning offered at my school.



Bloomfield's Approach: Gathering Sufficient Responses





Communicating with Families and Taking Action



Bloomfield Public Schools | Raising the Bar is Taking us Far

ACTION STEPS

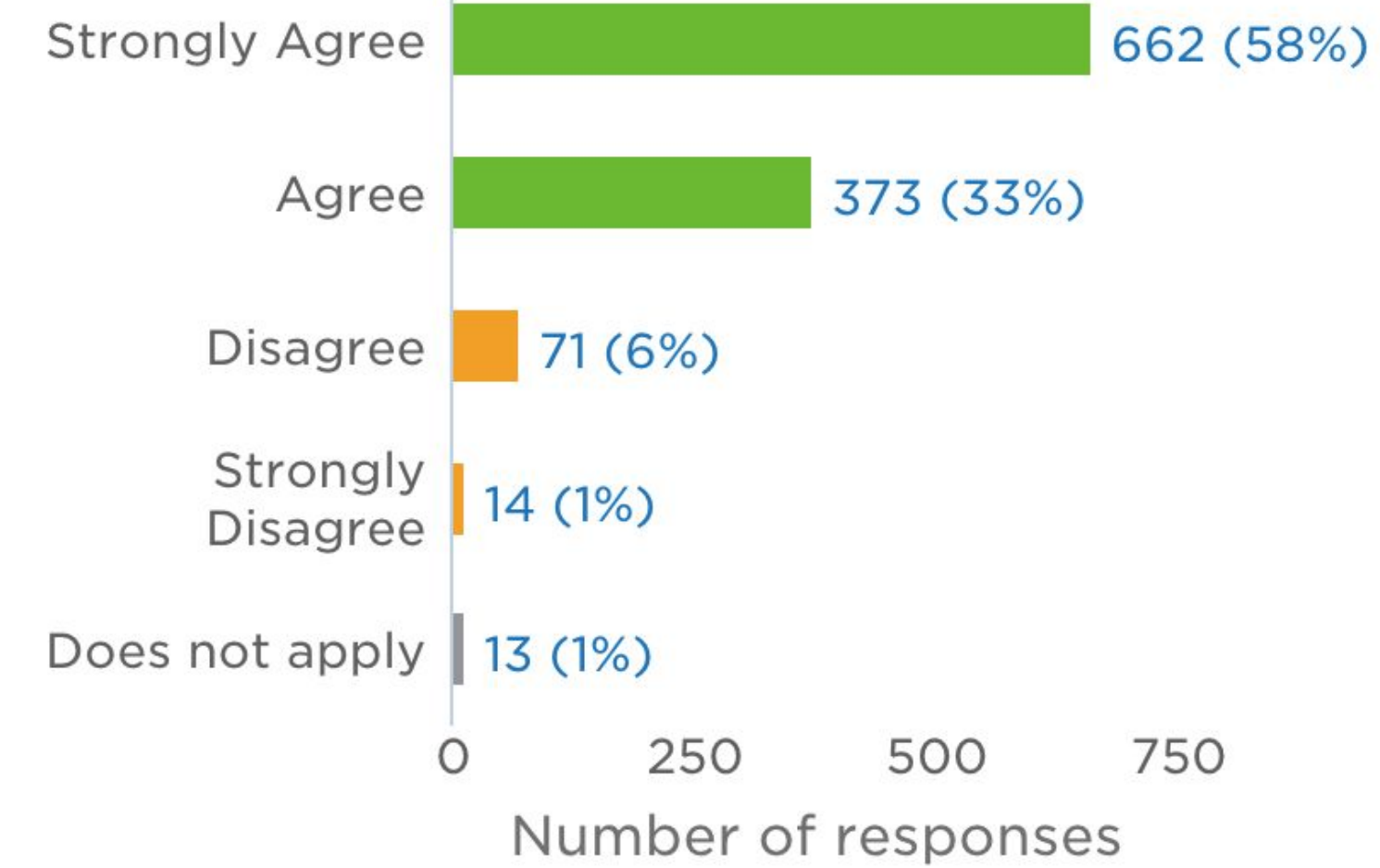
1. Principals will share survey results
2. Results will be shared with all members of District Data Team, School Climate Committees, and each school community
3. Effective participation practices will be replicated
4. School Data Teams will dive into the data
5. In alignment with the District Climate Policy, the District Climate Steering Committee will meet to plan positive Climate events for schools as directed by the data from this annual survey

QUESTION

▼ My child's teacher has communicated home (emailed, note home, phone call, in-person, face to face) something about my child that we can be proud of.

92%
responded favorably

Answer distribution



Panorama's Focus

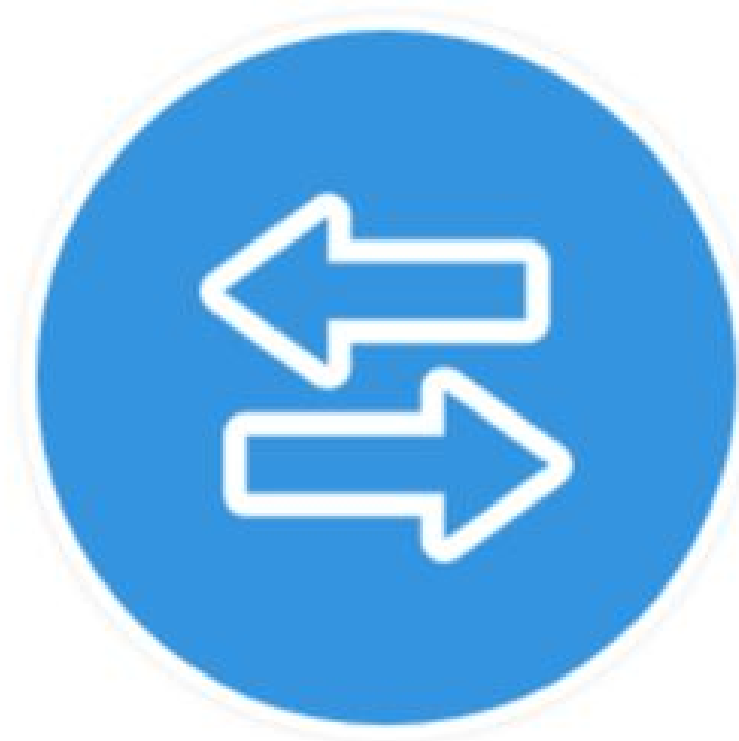
Four Key Areas Critical to Student Success



**SOCIAL-EMOTIONAL
LEARNING**



SCHOOL CLIMATE

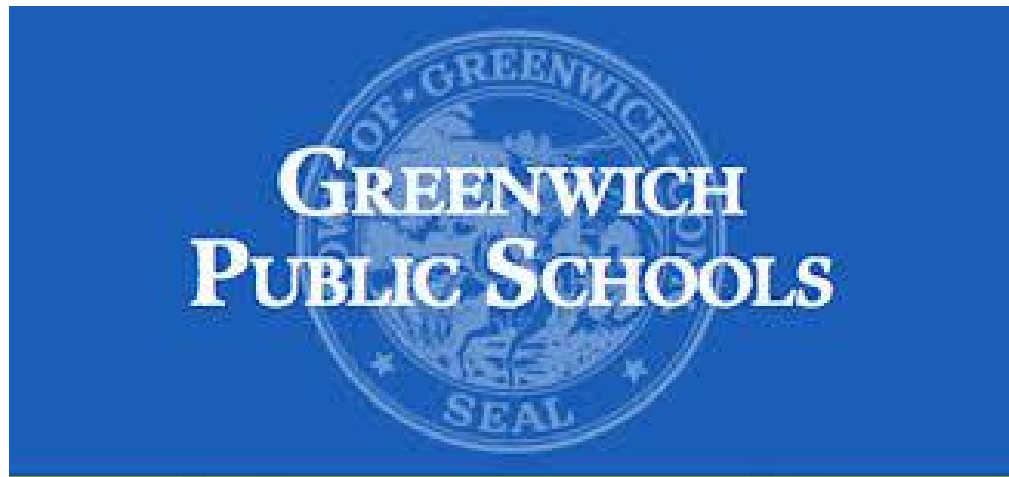


**FAMILY & COMMUNITY
ENGAGEMENT**



STUDENT FEEDBACK

Proud to Serve 40+ Connecticut Districts and 5+ Million Students Nationwide



Meet an SEL Superhero in CT



Social-Emotional Learning and School Climate

What the data tell us

+74%

When students feel connected to their teacher, they are **74% more likely** to report using strategies to learn more effectively.

3x

When students believe their teachers encourage them to do their best, they are **3x more likely** to say they use ideas from school in their daily life.

Supporting Social-Emotional Learning at Long Beach USD

Supporting Students' SEL Growth

Long Beach Unified measures social-emotional learning in its 84 schools:

- Growth Mindset
- Self-Efficacy
- Self-Management
- Social Awareness



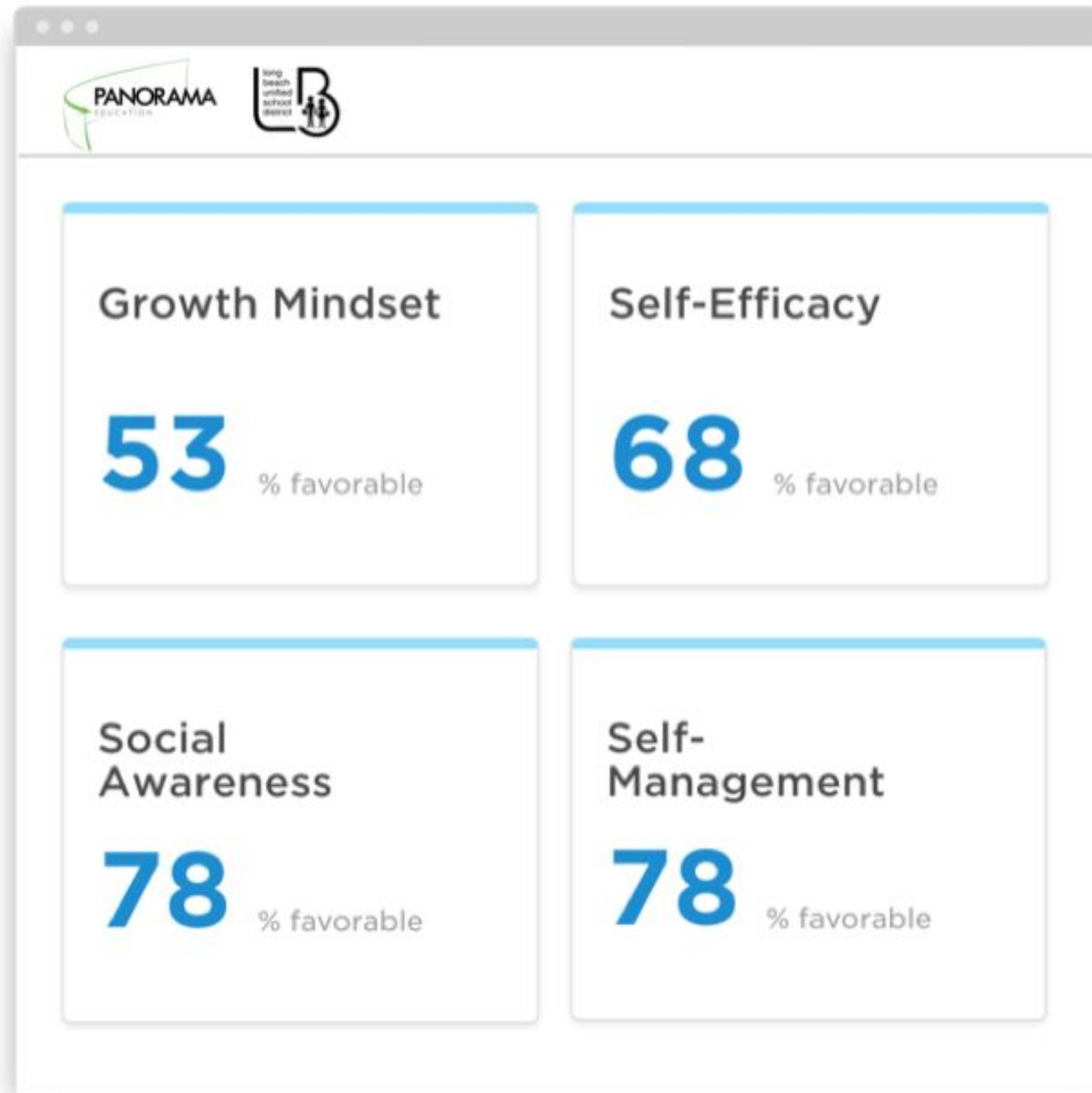
MacArthur Elementary School
Lakewood, California



Supporting students' SEL growth

at MacArthur Elementary in Long Beach Unified (CA)

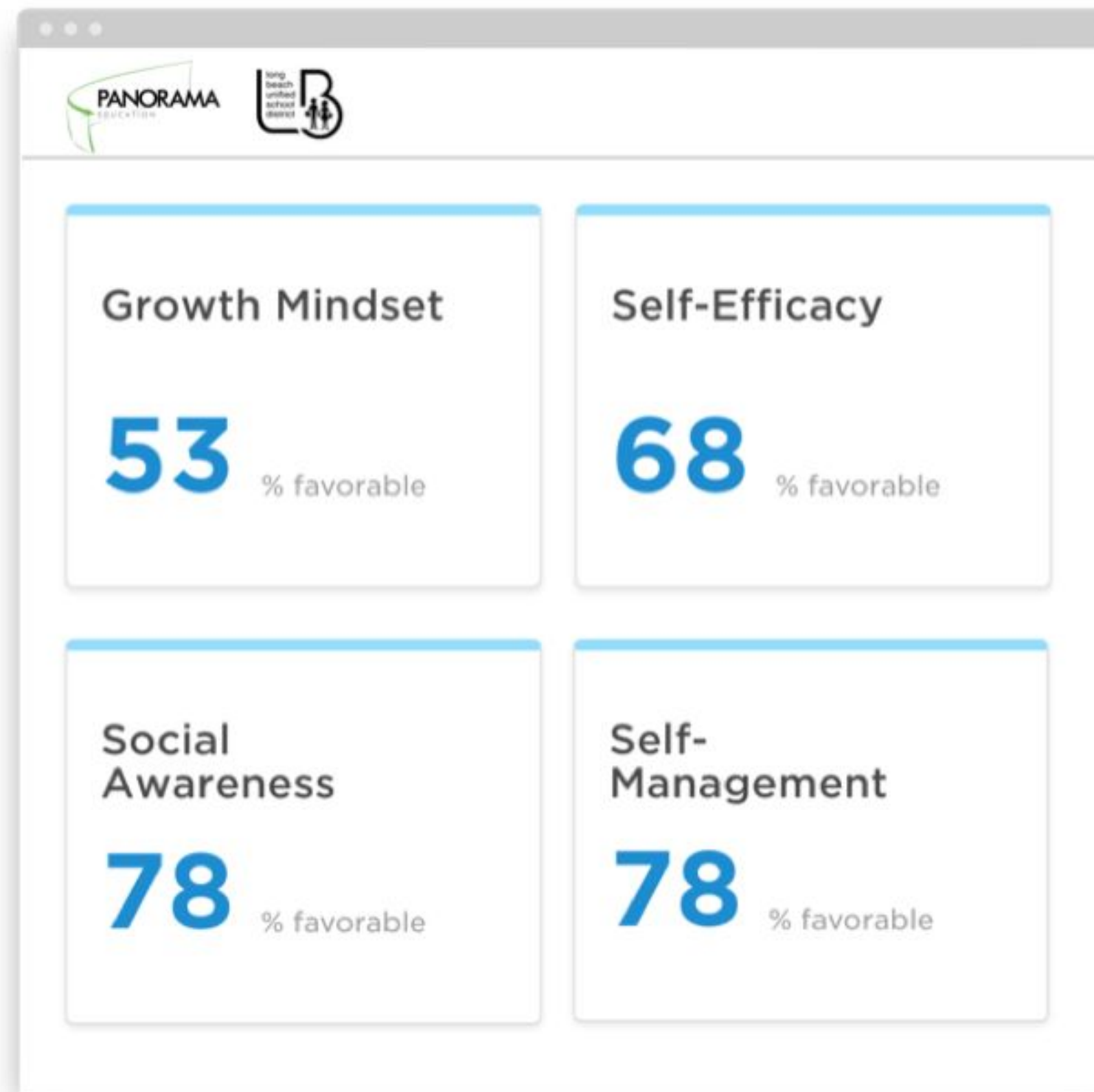
School Year 2014-2015



Supporting students' SEL growth

at MacArthur Elementary in Long Beach Unified (CA)

School Year 2014-2015



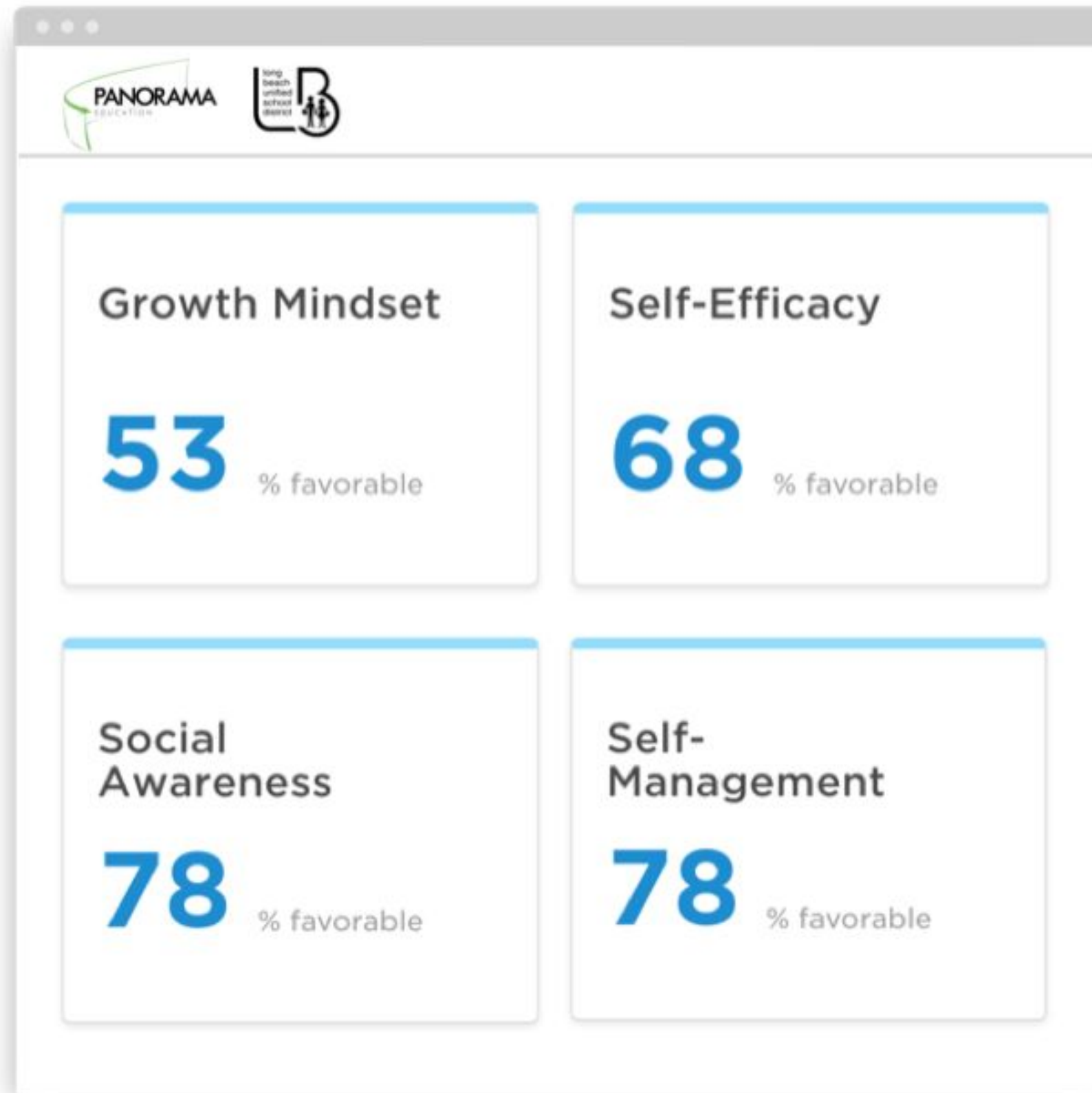
MacArthur developed a school plan to increase growth mindset by:

1. Getting teachers on board
2. Engaging families
3. Working with students

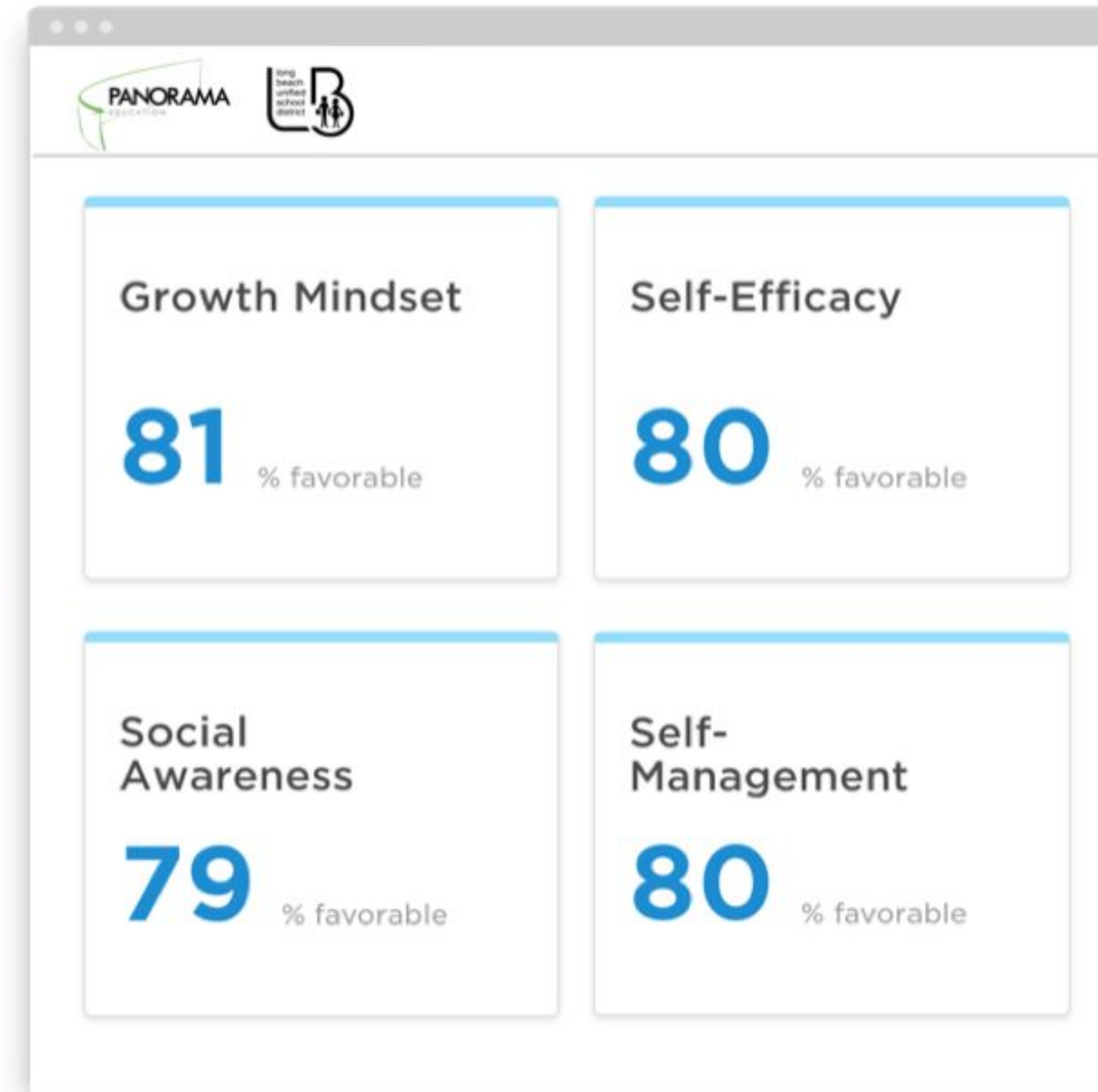
Supporting students' SEL growth

at MacArthur Elementary in Long Beach Unified (CA)

School Year 2014-2015



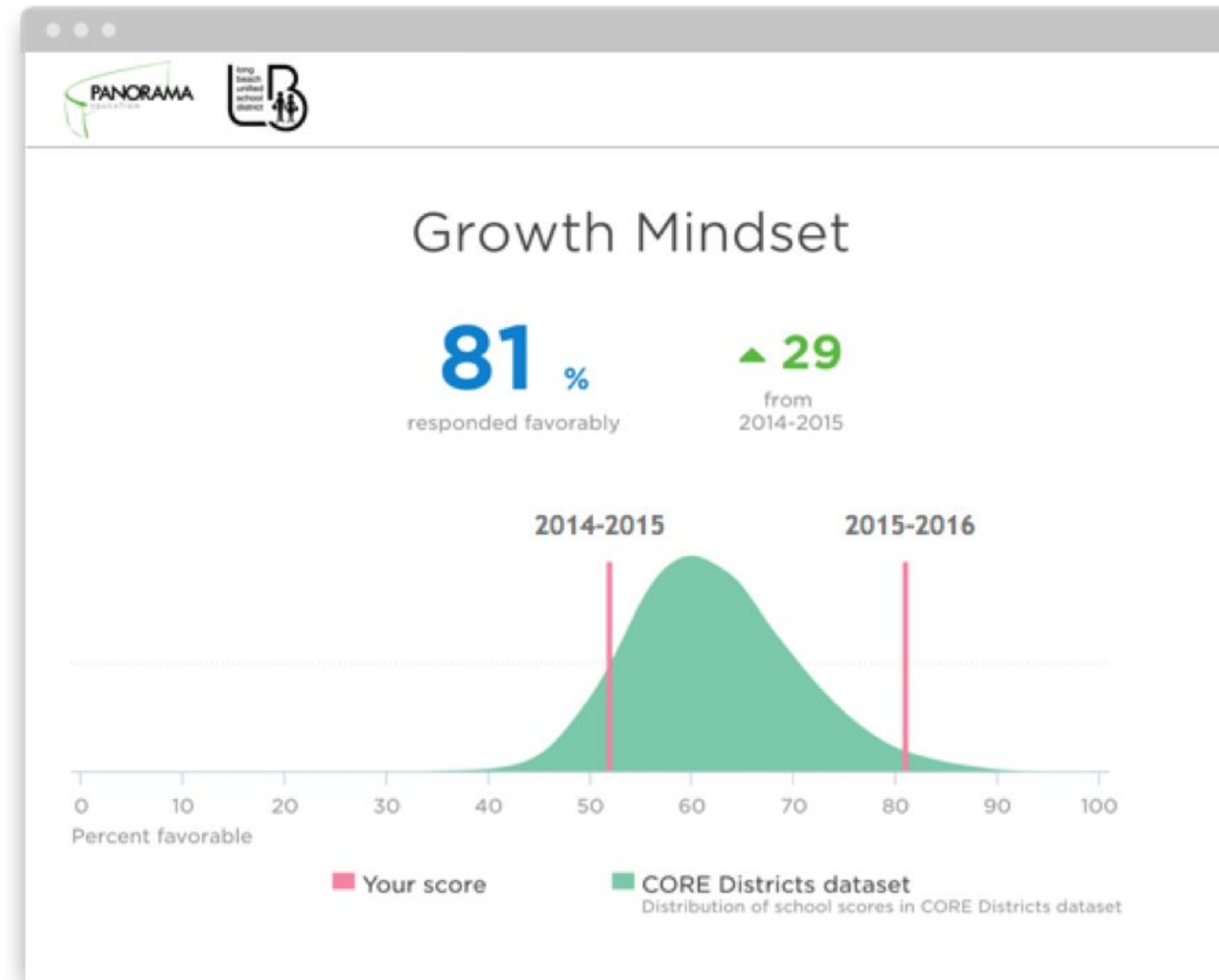
School Year 2015-2016





Supporting students' SEL growth

at MacArthur Elementary in Long Beach Unified (CA)





Supporting students' SEL growth

at MacArthur Elementary in Long Beach Unified (CA)

	Student Subgroup	Met or Exceeded Standard 2014-2015	Met or Exceeded Standard 2015-2016	Annual Growth
ELA	All	36%	47%	+11
	African American	30%	41%	+11
	Hispanic	29%	44%	+15
	White	46%	49%	+3
Math	All	29%	43%	+14
	African American	13%	27%	+14
	Hispanic	29	36%	+7
	White	35%	51%	+16

Fresno Unified School District



**From the Central Office to the Classroom:
Scaling Social-Emotional Learning in Fresno Unified**

How Panorama Works



1 - Build adults' skills and create alignment



PANORAMA EDUCATION

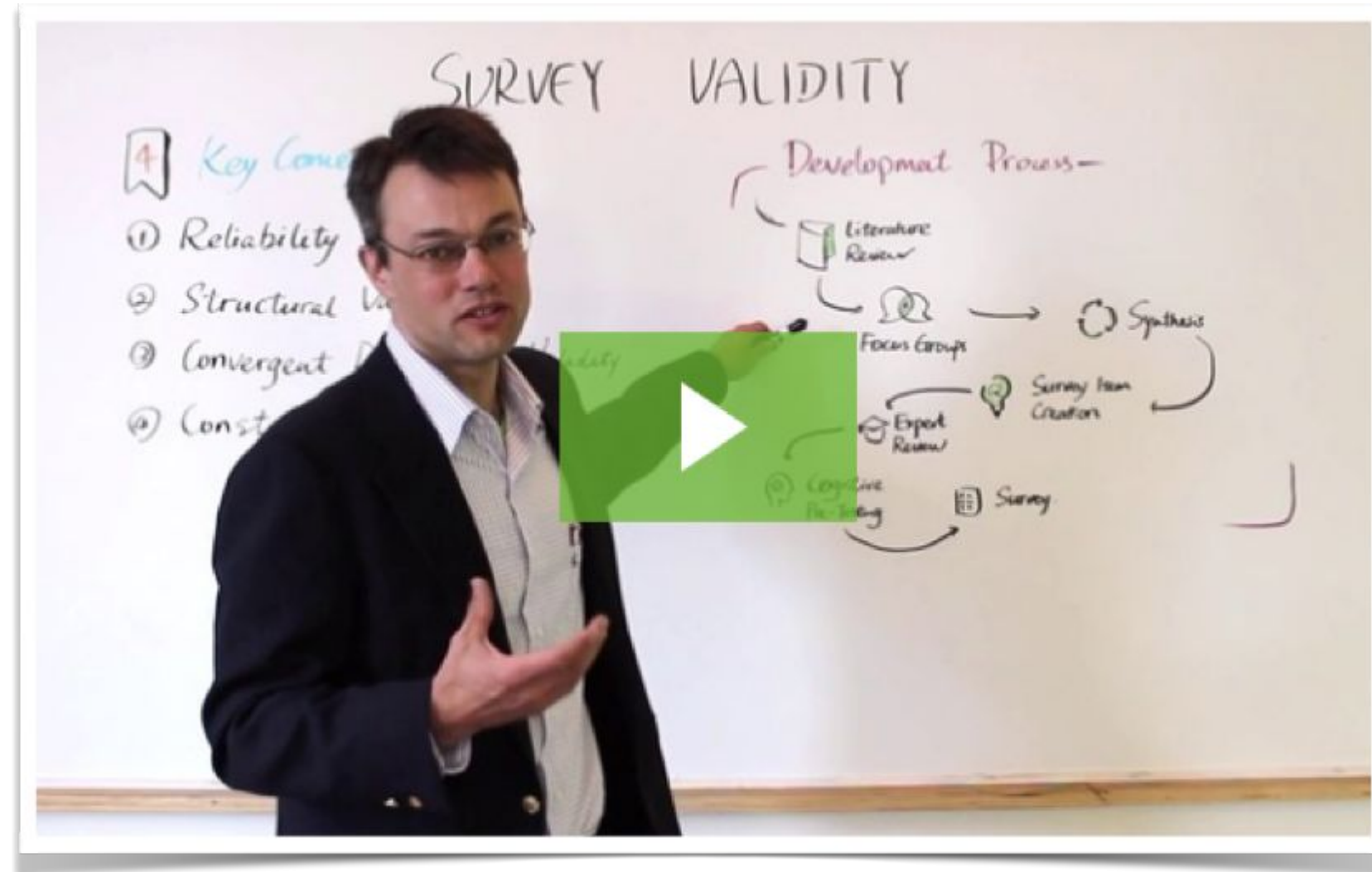
Panorama Workshops

Bring Panorama to your school or district to facilitate personalized sessions

Panorama's team members are veteran teachers and school administrators with expertise in survey design, data inquiry, goal-setting and strategic planning, and session facilitation. Plan in-person or webinar workshops with Panorama that are customized to the professional development and planning needs of your community.

- Strategic Survey Design Workshop
- Data Inquiry and Action Planning Workshop
- Train the Trainer
- Acting on SEL Data Workshop
- *Plus: Use Panorama's Resource Library of communications templates and tools*

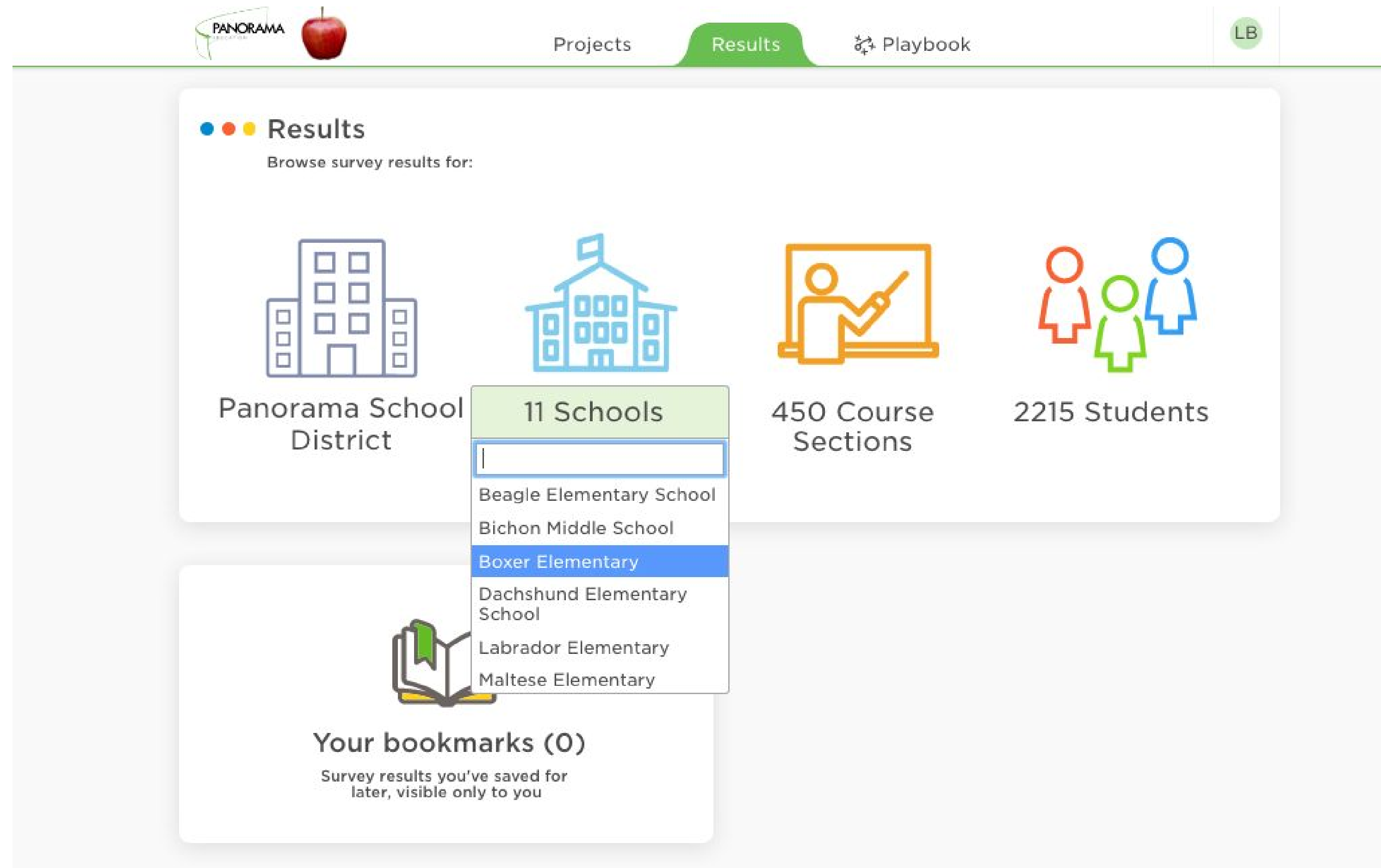
2 - Use research-backed surveys



Dr. Hunter Gehlbach presents on survey design and validity

- Surveys developed for educational settings with instruments for each stakeholder group.
- Instruments comprised of sets of scales.
- Items follow survey design best practices, such as wording items as questions rather than as statements and offering answer choices related to the underlying topic.
- Instruments regularly tested for reliability and validity

3 - Share and use data across your district



The screenshot shows the PANORAMA Results dashboard. At the top, there is a navigation bar with 'Projects', 'Results' (highlighted), and 'Playbook' (with a gear icon). A user profile icon 'LB' is in the top right. The main content area is titled 'Results' and includes the text 'Browse survey results for:'. Below this, there are four data cards: 'Panorama School District' (with a building icon), '11 Schools' (with a school icon and a dropdown menu), '450 Course Sections' (with a teacher at a board icon), and '2215 Students' (with a group of people icon). The dropdown menu for '11 Schools' lists: Beagle Elementary School, Bichon Middle School, Boxer Elementary (highlighted), Dachshund Elementary School, Labrador Elementary, and Maltese Elementary. Below the data cards is a section titled 'Your bookmarks (0)' with the text 'Survey results you've saved for later, visible only to you' and an icon of an open book.



Reports include leadership and classroom tools

Subgroup View ? Boxer Elementary										
Subgroup Name	Climate of support for academic learning	Growth Mindset Knowledge and fairness of discipline, rules and norms	Safety	Self-Efficacy	Self-Management Sense of belonging (school connectedness)	Social Awareness	Supplement			
All respondents	69%	60%	53%	75%	49%	74%	56%	59%	51%	
Gifted/talented status										
No	0	-5	-1	-2	-6	-2	-1	-2	0	
Yes	0	+13	+1	+3	+11	+5	+2	+4	+1	
After-school program participation										
No	0	0	0	0	-2	0	0	0	0	
Yes	-3	0	0	-3	+8	+1	+4	-1	+3	
Socioeconomically Disadvantaged										
No	-1	+4	-3	-2	+3	+2	-2	+2	-3	
Yes	0	-1	+1	+1	-2	-1	+1	-1	+1	

What is this report?

You and your teacher recently answered a survey in class that asked questions about how you think and feel. Take a look at the topics below and consider the ways you can build on your strengths and work to improve on your areas for growth.

Maria Barnes

Fall 2017 SEL Surveys

Skill	You said...	Your teacher said...	Try this!
	Spring 2017 SEL Surveys	Fall 2017 SEL Surveys	Fall 2017 SEL Surveys
Learning Strategies <small>Students who use learning strategies know different ways to learn new things.</small>	 3.8 → 4.3	4.3 	Write a homework plan. Write the order that you will do your homework in before you start. Include work on projects that are due later.
Growth Mindset <small>Students with a growth mindset know that if they work hard they can learn anything.</small>	 3.0 → 3.7	- 	View hard tasks as great chances to learn. When you hear yourself say "This is hard!" remind yourself that the harder something is, the more you can grow by doing it.
Grit <small>Students with grit keep trying even when things get hard.</small>	 2.7 → 3.2	2.9 	Name a challenge by thinking of something that stops you from doing your best. Make a plan to beat that challenge and share the plan with a friend or family member.
Classroom Effort <small>Students with strong classroom effort try their hardest to do well in school.</small>	 2.8 → 3.0	3.3 	Participate! Ask a question or share one of your ideas in class every day this week.

4 - Find actionable strategies with Playbook

The screenshot shows the Playbook website interface. At the top, there are navigation tabs for 'Projects', 'Results', and 'Playbook' (which is highlighted). Below these are sub-tabs for 'Character Lab', 'Open Circle', 'Second Step', 'Teaching Tolerance', 'My Playbook', and 'Share your own moves'. A secondary navigation bar lists categories: 'GRIT', 'GROWTH MINDSET', 'PEDAGOGICAL EFFECTIVENESS', 'SCHOOL AND CLASSROOM CLIMATE', 'TEACHER-STUDENT RELATIONSHIPS', and 'MORE TOPICS'. The main content area is divided into two sections. The left section is titled 'Second Step' and features a 'Featured Move' with a photo of a young girl writing in a notebook. The right section is titled 'Positive Self-Talk' and includes a goal, an action plan, and a list of examples. A sidebar on the right provides information about the partner, Open Circle.

Second Step
The Second Step Suite provides a fully integrated framework for protecting children and promoting social, emotional, and academic success for students in preschool through middle school. Units help schools create a positive environment by providing training and take-home family materials are included.

Featured Move

Different
Second Step
Students explore p...

Positive Self-Talk
Help students understand that they can encourage themselves to work on things that are difficult using positive self-talk.
Average rating: 5.0 / 5.0

GOAL
Help students learn to define and practice using positive self-talk.

ACTION
Adapted from the "Positive Self-Talk" lesson in the Open Circle Curriculum. [Learn more...](#)
Explain to students that Positive Self-Talk is saying encouraging things to ourselves when we are trying to do something that is hard. Read aloud the book, *The Little Engine That Could*, by Watty Piper and ask students what the little engine says in order to make it up the mountain. ("I think I can, I think I can!")
Share the following examples of self-talk that is not helpful and have students think of encouraging things to say instead:

- I can't tie my shoes. (I will practice over and over and I'll learn to tie my shoes.)
- I'll never learn to read. (I will learn to read.)
- I'm not very good at spelling. (I can learn to spell!)

Ask students to think of something that is difficult for them to do. Invite students to think of positive words they

ABOUT THIS PARTNER
opencircle®
Open Circle is an evidence-based social and emotional learning program for grades K-5. Open Circle's whole-school approach includes training all adults in the school community – teachers, administrators, counselors, support staff and families – to learn to model and reinforce prosocial skills throughout the school day and at home.

Additional SEL

Partners:





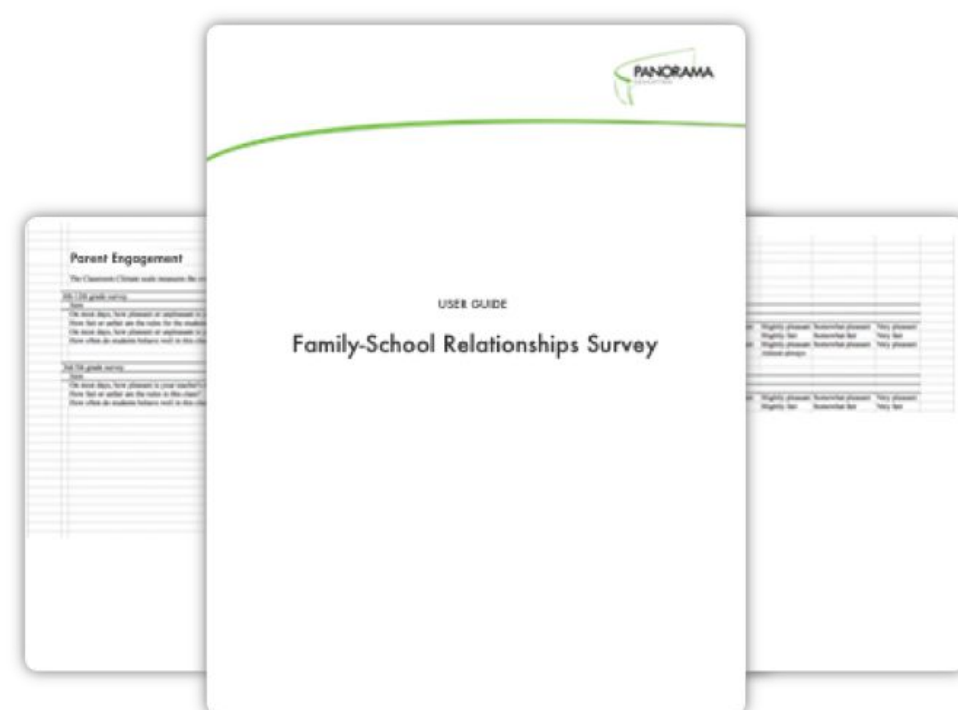
5 - *NEW!* Support students with a holistic picture of progress

The screenshot shows a web browser window with the URL <https://ontrack.panoramaed.com>. The page displays a student profile for Beyoncé Knowles. On the left, there is a 'Basic info' tab with the following details: Gender: Female, Date of Birth: September 4, 1981, Race/Ethnicity: Two or more races, Grade Level: 11th grade, Student ID: 182945, Schedule: Block A, and Advisor: Tina Knowles. Below this is an 'Add to Group' button. On the right, a progress chart shows indicators for Overall, Academics, Attendance, Behavior, and SEL across four quarters (Q1, Q2, Q3 (current), Q4). The Overall indicator shows a progression from orange (Q1) to light green (Q2) to dark green (Q3). Academics shows letter grades: Dx3 (Q1), Cx3 (Q2), and Bx2 (Q3). Attendance shows percentages: 82% (Q1), 88% (Q2), and 91% (Q3). Behavior and SEL indicators are shown as solid green circles for Q1, Q2, and Q3. A 'Record intervention' button is located below the chart. At the bottom, four summary cards provide key metrics: Academics (A, 3.43 GPA, On Track for College/Career), Attendance (96% present, 7 absences, On Track for Graduation), Behavior (1 referral, 0 suspensions, On Track for Graduation), and SEL (Opportunity in Growth Mindset, Strength in Grit, On Track for Graduation).

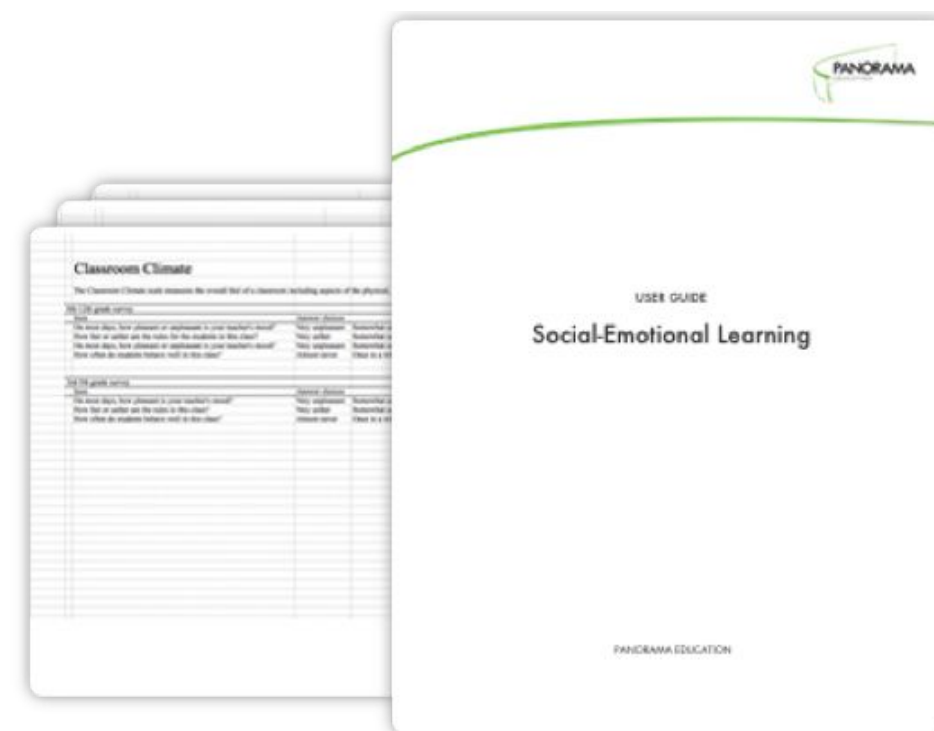
Indicators	Q1	Q2	Q3 (current)	Q4
Overall	Orange	Light Green	Dark Green	White
Academics	Dx3	Cx3	Bx2	White
Attendance	82%	88%	91%	White
Behavior	Green	Green	Green	White
SEL	Green	Green	Green	White

Category	Value	Status
Academics	A (3.43 GPA)	On Track for College/Career
Attendance	96% present (7 absences)	On Track for Graduation
Behavior	1 referral (0 suspensions)	On Track for Graduation
SEL	Opportunity in Growth Mindset (Strength in Grit)	On Track for Graduation

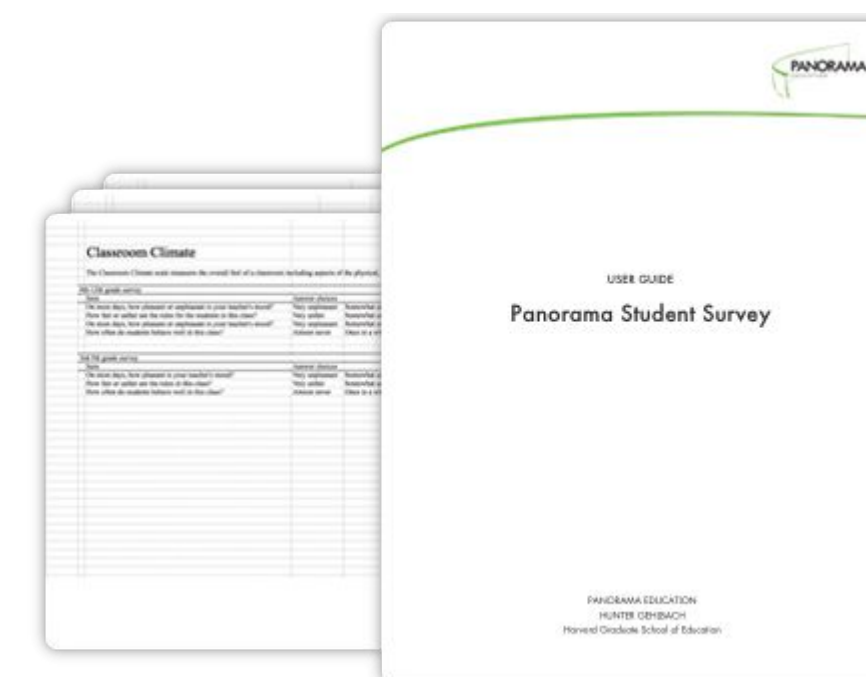
Panorama's Open Source Survey Instruments



Family-School Relationships Survey



Social-Emotional Learning Survey



Panorama Student Survey

THANK YOU!



Questions?

Irene Chen: ichen@panoramaed.com

Sarah Gertner: sgertner@panoramaed.com