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

<table>
<thead>
<tr>
<th>1. Holistic Accountability</th>
<th>2. Rigorous Curriculum, Instruction &amp; Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Positive <strong>School Climate</strong></td>
<td>4. Family and Community Engagement</td>
</tr>
</tbody>
</table>
Bloomfield’s Approach: Matching Measurement to the 4 Priority Areas
Bloomfield’s Approach: Gathering Sufficient Responses
Communicating with Families and Taking Action

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 (e-mailed, note home, phone call, in-person, face to face) something about my child that we can be proud of.

92% responded favorably

Answer distribution

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>662 (58%)</td>
</tr>
<tr>
<td>Agree</td>
<td>373 (33%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>71 (6%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>14 (1%)</td>
</tr>
<tr>
<td>Does not apply</td>
<td>13 (1%)</td>
</tr>
</tbody>
</table>

Number of responses
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
When students feel connected to their teacher, they are 74% more likely to report using strategies to learn more effectively.
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
Supporting students’ SEL growth
at MacArthur Elementary in Long Beach Unified (CA)

School Year 2014-2015

- Growth Mindset: 53% favorable
- Self-Efficacy: 68% favorable
- Social Awareness: 78% favorable
- Self-Management: 78% favorable
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

<table>
<thead>
<tr>
<th></th>
<th>Favorable %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth Mindset</td>
<td>53</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>68</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>78</td>
</tr>
<tr>
<td>Self-Management</td>
<td>78</td>
</tr>
</tbody>
</table>

School Year 2015-2016

<table>
<thead>
<tr>
<th></th>
<th>Favorable %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth Mindset</td>
<td>81</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>80</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>79</td>
</tr>
<tr>
<td>Self-Management</td>
<td>80</td>
</tr>
</tbody>
</table>
Supporting students’ SEL growth
at MacArthur Elementary in Long Beach Unified (CA)
Supporting students’ SEL growth
at MacArthur Elementary in Long Beach Unified (CA)

<table>
<thead>
<tr>
<th></th>
<th>Student Subgroup</th>
<th>Met or Exceeded Standard 2014-2015</th>
<th>Met or Exceeded Standard 2015-2016</th>
<th>Annual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>All</td>
<td>36%</td>
<td>47%</td>
<td>+11</td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>30%</td>
<td>41%</td>
<td>+11</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>29%</td>
<td>44%</td>
<td>+15</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>46%</td>
<td>49%</td>
<td>+3</td>
</tr>
<tr>
<td>Math</td>
<td>All</td>
<td>29%</td>
<td>43%</td>
<td>+14</td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>13%</td>
<td>27%</td>
<td>+14</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>29</td>
<td>36%</td>
<td>+7</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>35%</td>
<td>51%</td>
<td>+16</td>
</tr>
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</table>
From the Central Office to the Classroom:
Scaling Social-Emotional Learning in Fresno Unified
How Panorama Works
1 - Build adults’ skills and create alignment

- 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

Aligning to a district’s philosophies and beliefs in order to ensure effective decision making around policies and structures
2 - Use research-backed surveys

- 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
Reports include leadership and classroom tools

<table>
<thead>
<tr>
<th>Subgroup Name</th>
<th>Gifted/talented status</th>
<th>After-school program participation</th>
<th>Socioeconomically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>All respondents</td>
<td>59% 60% 53% 75% 49% 74% 56% 59% 51%</td>
<td>0 -1 -2 -6 -2 -1 -2 0</td>
<td>0 -1 +4 -3 -2 +3 +2 -2 +2 -3</td>
</tr>
<tr>
<td>No</td>
<td>0 -1 -1 -6 -2 -1 -2 0</td>
<td>0 0 0 0</td>
<td>0 -1 +4 -3 -2 +3 +2 -2 +2 -3</td>
</tr>
<tr>
<td>Yes</td>
<td>0 -1 -1 -6 -2 -1 -2 0</td>
<td>0 0 0 0</td>
<td>0 -1 +4 -3 -2 +3 +2 -2 +2 -3</td>
</tr>
</tbody>
</table>

**Maria Barnes**

**Fall 2017 SDI Surveys**

**What is this report?**
You and your teacher recently completed 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 ideas for growth.

<table>
<thead>
<tr>
<th>Skill</th>
<th>You said...</th>
<th>Your teacher said...</th>
<th>Try this</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Strategies</strong></td>
<td>3.6 4.3</td>
<td>Minimize homework plan. Write the order that you will do your homework to lighten your load. Break work up into smaller, more doable items.</td>
<td></td>
</tr>
<tr>
<td><strong>Growth Mindset</strong></td>
<td>3.7</td>
<td>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 from doing it.</td>
<td></td>
</tr>
<tr>
<td><strong>Grit</strong></td>
<td>3.2 2.9</td>
<td>Name a challenge by thinking of something that stops you from doing your best. Ask an adult to teach you the skill or share the way you will practice or study more.</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Effort</strong></td>
<td>3.0 3.3</td>
<td>Participate fully in all situations. Share an idea or share your work with others in class. Every day!</td>
<td></td>
</tr>
</tbody>
</table>

**Panorama**
4 - Find actionable strategies with Playbook

Additional SEL Partners:

Character Lab

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

**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...

- Explore with 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!”)
- Show 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 it.)
- Ask students to think of something that is difficult for them to do. Invite students to think of positive words they
5 - NEW! Support students with a holistic picture of progress
Panorama’s Open Source Survey Instruments

Family-School Relationships Survey

Social-Emotional Learning Survey

Panorama Student Survey
THANK YOU!

Questions?

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