Presentation and Demo for

Palo Alto Unified: SEL Committee

Gabi Zerbib, California District Outreach
November 30, 2016
Today’s Agenda

- About Panorama Education
- Panorama’s Social-Emotional Learning Measures
- How Panorama Supports Equity & Inclusion
- How Panorama’s Reports Drive Improvement
- Case Study: Fresno Unified
- Q&A
About Panorama Education

- A team of **70** former teachers, developers, and other professionals dedicated to improving education

- Exclusive focus on **K-12 education**, survey administration, and using surveys for improvement and strategic planning

- A community of **6,500 schools** and **300 districts** across the US and around the world (4 million students served)

- Building a **community of practice** for educators to share and validate classroom and leadership strategies
Our 300 Districts Clients

- San Francisco
- Menlo Park
- Modesto City
- Santa Ana
- Long Beach
- Fresno
- Huntington Beach
- Val Verde
- NYC DOE
- Dallas ISD
Working with Panorama

SURVEYS/MEASURES
- Rigorous research and development process in partnership with Harvard
- Customizable, while retaining validity

PLATFORM
- Online surveys/measures accessible from phones, computers, laptops, tablets, and other devices
- Interactive online reports, plus beautiful printable reports, for users across the district

SERVICES AND SUPPORT
- Dedicated project lead and support team
- Flexible, customized project management
- Experience helping 300+ districts plan and improve with survey data
Panorama’s Process

1. Project Plan
2. Survey/Measures Customization
3. Administration
4. Reports Delivered
5. Strategic Planning / PD
Social-Emotional Learning Measures

SEL User Guide (free)
Validity Brief
Preview of 22 Topics

Email us with questions:
SEL_Team@panoramaed.com
22 SEL Topics to Choose From

STUDENT COMPETENCIES:

- Grit - How well students are able to persevere through setbacks to achieve important long-term goals. Recommended

- Growth Mindset - Student perceptions of whether they have the potential to change those factors that are central to their performance in school. Recommended

- Self-Management - How well students manage their emotions, thoughts, and behaviors in different situations. Recommended

- Social Awareness - How well students consider the perspectives of others and empathize with them.

STUDENT SUPPORTS & ENVIRONMENT:

- Teacher-Student Relationships - How strong the social connection is between teachers and students within and beyond the school. Recommended

- Sense of Belonging - How much students feel that they are valued members of the school community. Recommended

- School Safety - Student perceptions of physical and psychological safety while at school. Recommended

- Engagement - How attentive and invested students are in school.

TEACHER SKILLS & PERSPECTIVES:

- Teacher Self-Reflection - Faculty perceptions of their professional strengths and areas for growth, related to social-emotional learning. Recommended

- Professional Learning about SEL - Perceptions of the amount and quality of professional growth and learning opportunities available to faculty, related to social-emotional learning. Recommended

- School Climate - Perceptions of the overall social and learning climate of the school. Recommended

- Resources for Student Support - Perceptions of the adequacy of the school’s resources for student support. Recommended
## 22 SEL Topics to Choose From

### STUDENT COMPETENCIES:
- **Self-Efficacy** - How much students believe they can succeed in achieving academic outcomes.
  - Recommended
- **Learning Strategies** - How well students deliberately use strategies to manage their own learning processes generally.
- **Classroom Effort** - How much effort students put into school and learning.
- **Social Perspective-Taking** - The extent to which students consider the perspectives of their teachers.
- **Self-Efficacy About Specific Subjects** - How much students believe they can succeed in achieving academic outcomes in specific subjects.
- **Emotion Regulation** - How well students regulate their emotions.

### STUDENT SUPPORTS & ENVIRONMENT:
- **Rigorous Expectations** - How much students feel that their teachers hold them to high expectations around effort, understanding, persistence and performance in class.
- **Valuing of Specific Subjects** - How much students feel that an academic subject is interesting, important, and useful.
- **Valuing of School** - How much students feel that school is interesting, important and useful.

### TEACHER SKILLS & PERSPECTIVES:
- **Educating All Students** - Faculty perceptions of their readiness to address issues of diversity.
# CASEL Alignment

## Recommended Mapping

<table>
<thead>
<tr>
<th>CASEL Competencies</th>
<th>Panorama’s SEL Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Self-Efficacy; Growth Mindset</td>
</tr>
<tr>
<td>Self-Management</td>
<td>Self-Management; Grit</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Social Awareness; Emotion Regulation</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>Social Perspective-Taking</td>
</tr>
<tr>
<td>Responsible Decision-Making</td>
<td>Measuring other domains, including Self-Management, Emotion Regulation, and Social Awareness, covers Responsible Decision-Making. In addition, you may consider measuring students’ environmental supports, including School Safety and School Climate.</td>
</tr>
</tbody>
</table>

---

Using Panorama’s SEL Measures with CASEL’s Five Core Competencies
How Panorama Supports Equity and Inclusion

1. Find discrepancies across subgroups (ELL, FRPL, Homeless, Race, LGBTQ)

2. Track Teacher Skills and Perspectives
Sample Student Scale: Growth Mindset

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:

(Dispositional Mindset)
- Being talented
- Liking the subjects you are studying
- Your level of intelligence

(Behavioral Mindset)
- Putting forth a lot of effort
- Behaving well in class
- How easily you give up
Sample Teacher Scale: Educating All Students
Faculty perceptions of their readiness to address issues of diversity.

- How easy do you find interacting with students at your school who are from a different cultural background than your own?
- How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?
- How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?
- If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?
- How easy would it be for you to teach a class with groups of students from very different religions from each other?
- In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?
- How easily do you think you could make a particularly overweight student feel like a part of class?
- How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?
- When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?
Reporting Demo!
Fall 2015 Student Survey
Yorkshire Middle School

Summary
Click on any topic to view more detailed results.

- Overall average: 77% favorable
- Classroom Environment: 73% favorable
- Pedagogical Effectiveness: 91% favorable
Fall 2015 Student Survey
Yorkshire Middle School

Supportive Relationships
How much students feel that teachers care about and support their personal development and well-being beyond the classroom.

80% responded favorably
12% from Spring 2015
Explore this topic with Benchmarks

Learn how your score on Supportive Relationships relates to others at your school, district, and in Panorama's national dataset. By viewing where others most frequently scored, you can better put your score in context.

District  National

80%
Your score
Compared to schools across the country, your score is near the 99th percentile on this topic.
Explore this topic by subgroup

Click on a subgroup category below to see the percentage of favorable responses by subgroup for Supportive Relationships.

<table>
<thead>
<tr>
<th>Subgroup category</th>
<th>Subgroup</th>
<th>Percentage of favorable responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Grade Level</td>
<td>2 to 2.5</td>
<td>69%</td>
</tr>
<tr>
<td>Student Gender</td>
<td>2.5 to 3</td>
<td>79%</td>
</tr>
<tr>
<td>Student Race</td>
<td>3 to 3.5</td>
<td>83%</td>
</tr>
<tr>
<td>Attendance</td>
<td>3.5 to 4</td>
<td>91%</td>
</tr>
<tr>
<td>Current Term GPA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results from these subgroups were hidden for reasons of confidentiality because they had fewer than 5 respondents: 0 to 2.
Supportive Relationships
Breakdown by Current Term GPA

- 2 to 2.5: 69%
- 2.5 to 3: 79%
- 3 to 3.5: 83%
- 3.5 to 4: 91%

Results from these subgroups were hidden for reasons of confidentiality because they had fewer than 5 respondents: 0 to 2.

Additional notes:
Can we improve student-teacher relationships for our worse-performing students?

I bookmarked this because it is:
- Encouraging
- Surprising
- Interesting
- Concerning
- Confusing
- Frustrating

* All your notes can only be viewed by you

Add to Bookmarks
Questions in this topic

Click on any question to view more detailed results for that question.

Sorted by Survey order First to last

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>83%</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?</td>
<td>responded favorably</td>
<td>from Spring 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>70%</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How interested is this teacher in what you do outside of class?</td>
<td>responded favorably</td>
<td>from Spring 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>83%</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>How interested is this teacher in your career after you finish school?</td>
<td>responded favorably</td>
<td>from Spring 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>84%</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you walked into class upset, how concerned would your teacher be?</td>
<td>responded favorably</td>
<td>from Spring 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>84%</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you came back to visit class three years from now, would you come back?</td>
<td>responded favorably</td>
<td>from Spring 2015</td>
</tr>
</tbody>
</table>
When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?

- 83% responded favorably from Spring 2015.

**Answer distribution**
- Almost never: 6 (1%)
- Once in a while: 31 (5%)
- Sometimes: 75 (11%)
- Often: 205 (31%)
- All the time: 348 (52%)

**Breakdown by Student Gender**
- Yorkshire Middle: 100%
- Pan Public Schools: 100%

**Favorability compared with others**
- Percentage favorable responses for this question:
  - Yorkshire Middle: 83%
  - Pan Public Schools: 83%

**Breakdown by Student Grade Level**
- Breakdown by Student Race
QUESTION

If you had something on your mind, how carefully would this teacher listen to you?

75% responded favorably
from Spring 2015

PLAYBOOK Strategies for Improving Supportive Relationships

- **Model the Behavior You Expect**
  - James Schafer

- **Learn Their Language**
  - James Schafer

- **Calling Home to Start the Year**
  - James Schafer

- **Contact Parents with Positive Information**
  - Sam Santos Thomas

- **Schedule Games Outside of Class**
  - Megan Jacobson

- **Play with Students at Recess**
  - Amanda Mitchell

See more on Playbook
### Spring Social Emotional Learning Questionnaires Student Self-Perception Measures

<table>
<thead>
<tr>
<th>Name</th>
<th>Emotion Regulation</th>
<th>Grit</th>
<th>Growth Mindset</th>
<th>Learning Strategies</th>
<th>School Safety</th>
<th>Self Efficacy</th>
<th>Self Management</th>
<th>Sense of Belonging</th>
<th>Social Awareness</th>
<th>Social Perspective Taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Margaret</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooper, Dorothy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ford, Carol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamilton, Richard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>King, Helen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lopez, William</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rodriguez, Michael</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wallace, Lisa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wallace, Maria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wood, Betty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student View

Jessica Alexander - Social Studies

#### Spring Social Emotional Learning Questionnaires Student Self-Perception Measures

<table>
<thead>
<tr>
<th>Name</th>
<th>Emotion Regulation</th>
<th>Grit</th>
<th>Growth Mindset</th>
<th>Learning Strategies</th>
<th>School Safety</th>
<th>Self Efficacy</th>
<th>Self Management</th>
<th>Sense of Belonging</th>
<th>Social Awareness</th>
<th>Social Perspective-Taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>King, Helen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wallace, Maria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rodriguez, Michael</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wood, Betty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooper, Dorothy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ford, Carol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lopez, William</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allen, Margaret</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamilton, Richard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wallace, Lisa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Case Study: Fresno Unified

CORE’s SEL Competencies:
• Growth Mindset
• Self-Efficacy
• Self-Management
• Social Awareness
What did Fresno secondary students call out as the weakest SEL area?

- Growth Mindset: 61% favorable
- Self-Efficacy: 45% favorable
- Self-Management: 73% favorable
- Social Awareness: 58% favorable
How do Fresno’s scores vary by grade and gender?
How does Fresno compare to benchmarks?

Social Awareness

- **71%** Your score
  Compared to schools in the CORE Districts dataset, your score is near the 70th percentile on this topic.

Growth Mindset

- **66%** Your score
  Compared to schools in the CORE Districts dataset, your score is near the 60th percentile on this topic.

Self-Management

- **73%** Your score
  Compared to schools in the CORE Districts dataset, your score is near the 60th percentile on this topic.

Self-Efficacy

- **59%** Your score
  Compared to schools in the CORE Districts dataset, your score is near the 60th percentile on this topic.

**Elementary (Grades 4-6)**

- **58%** Your score
  Compared to schools in the CORE Districts dataset, your score is near the 20th percentile on this topic.

- **66%** Your score
  Compared to schools in the CORE Districts dataset, your score is near the 60th percentile on this topic.

- **73%** Your score
  Compared to schools in the CORE Districts dataset, your score is near the 60th percentile on this topic.

- **45%** Your score
  Compared to schools in the CORE Districts dataset, your score is near the 10th percentile on this topic.

**Secondary (Grades 7-12)**
THANK YOU

Questions?

gzerbib@panoramaed.com
SEL Research References

Self-regulation strategies improve self-discipline in adolescents: benefits of mental contrasting and implementation intentions
Angela Duckworth, et al., *Journal of Educational Psychology* (2011)

Creating Birds of Similar Feathers: Leveraging Similarity to Improve Teacher-Student Relationships and Academic Achievement
Hunter Gehlbach, et al., *Journal of Educational Psychology* (2016)

Promoting Interest and Performance in High School Science Classes

A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students