PANORAMA EDUCATION

SEL 101 to SEL 360:

A Comprehensive Approach to Incorporating Social-Emotional Learning into Strategic Priorities

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Today's Speakers

Mike Omenazu, Outreach Director, Panorama Education

Dr. Peggy Aune, Associate Superintendent, Curriculum & Instruction, Collier County Schools

Linda Sun, Executive Director, Office of Academics and Transformation, Miami-Dade County Schools

Special Thank You!

Florida Department of Education
fldoe.org

Poll

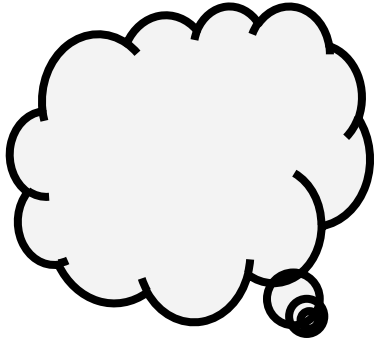
Which of these goals would you prioritize impacting through social-emotional learning?

Session Goals

1. **Gain** a shared understanding of social emotional learning and its impact on student outcomes
2. **Learn** how social emotional learning data can drive strategic priorities
3. **Take** action on specific next steps to elevate current improvement planning and student support planning

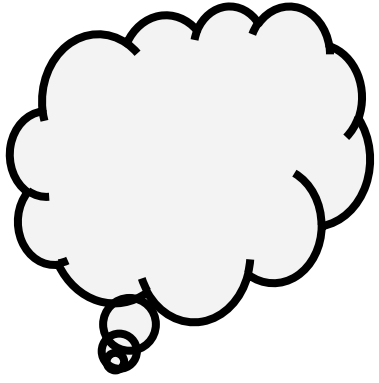
Stepping Back in Time

Reflect:



Think back to your experience as a student in school.

What's the first thing that comes to your mind?



Poll

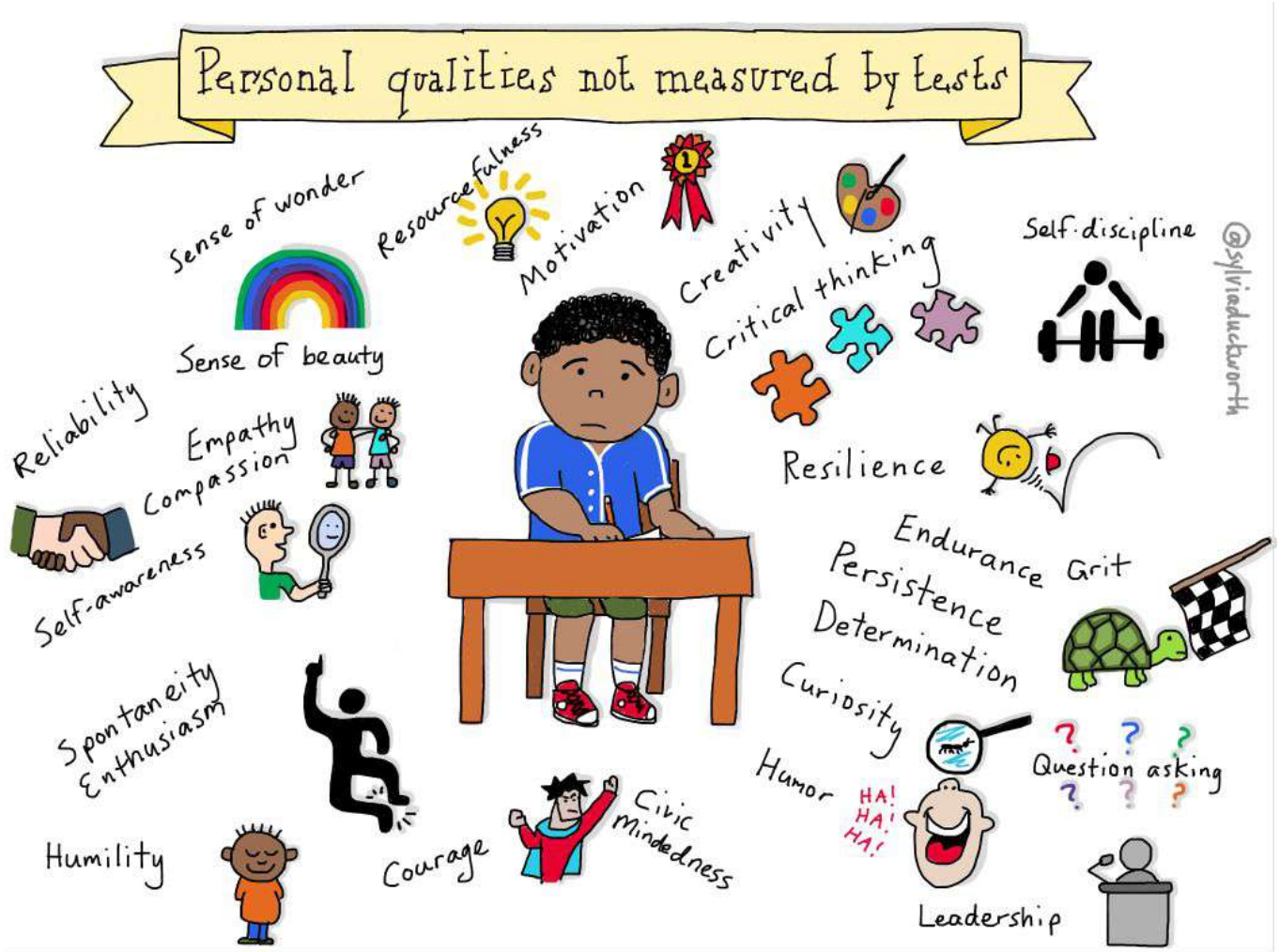
Let's See...

Which of the following characterizes what came to mind?

A) Academic content
B) A relationship or social aspect of school
C) How school made you feel
D) Other

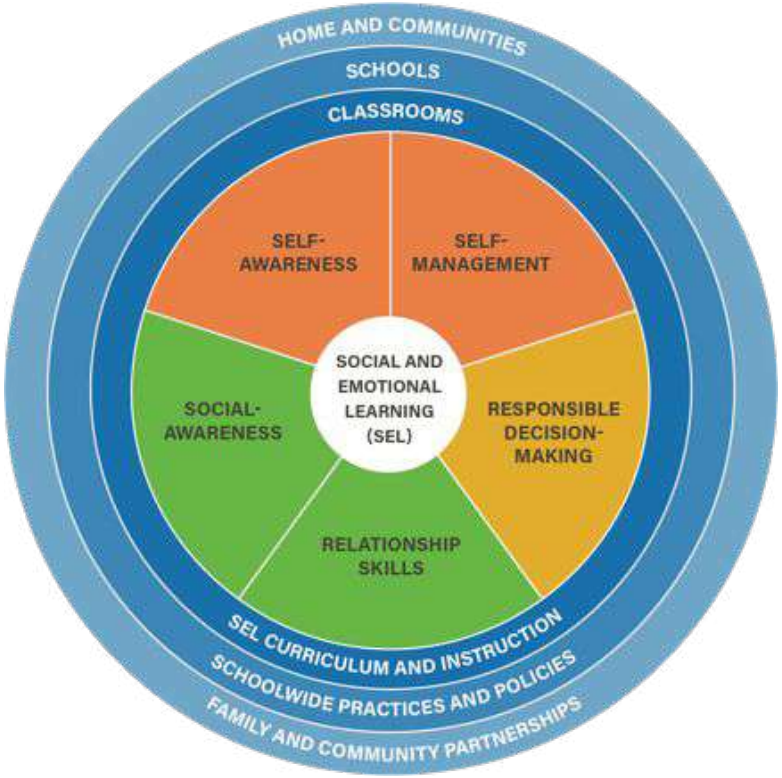
WHAT IS SOCIAL-EMOTIONAL LEARNING?

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.


Personal qualities not measured by tests
Sense of wonder
Resourcefulness
Motivation
Creativity
Critical thinking
Self-discipline
Sense of beauty
Reliability
Empathy
Compassion
Resilience
Self-awareness
Endurance
Grit
Persistence
Determination
Spontaneity
Enthusiasm
Curiosity
Question asking
Humor
HA! HA! HA!
Humility
Courage
Civic Mindedness
Leadership
@sylviaduckworth

How SEL can bolster strategic priorities:

- **Build Awareness, Commitment & Ownership** - “What indicators of success should anchor a unified vision for and coordinated approach to supporting the whole child?
- **Create a Community Plan for Student Achievement** - “What do our student, family, and staff needs tell us to inform our goals, design PD opportunities, and provide data-driven decision-making regarding pivotal resources?”
- **Build Adult Capacity**- “How can we effectively support all staff in delivering supports with autonomy and fidelity as well as in cultivating their own SEL competencies?”
- **Track progress towards goals** - “Are the conditions we are creating actually moving the needle for students?”
- **Practice Continuous Improvement** - “Where are our persistent gaps and heavy hitters that we can focus on to refine our practices protocols?”



Why invest in social-emotional learning?

Students who are involved in SEL programs...

13%

academic gains

improved classroom behavior & stress management

11:1

return on investment

Source: www.casel.org/impact

PANORAMA EDUCATION

Panorama helps communities design and achieve their strategic goals.

Currently serving 10 million students, 900+ districts in 49* states.

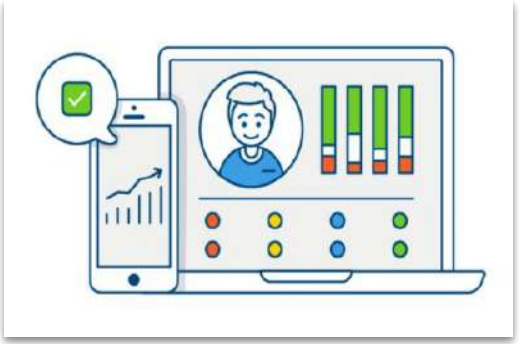
ASK

School Climate & Family Engagement

ANSWER

Social-Emotional Learning & Equity

ACT



MTSS, Early Warning, & College, Career, and Life Readiness

**W.V. = the last one yet, because of course you're curious*

Proud to support innovative districts across Florida

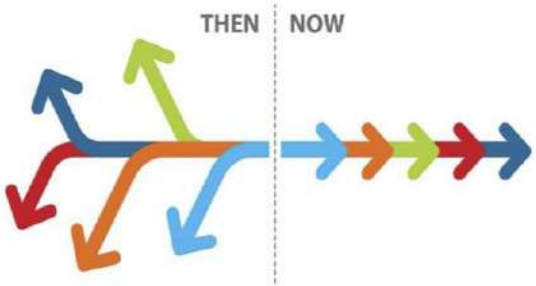
ORANGE COUNTY PUBLIC SCHOOLS

Spotlight:
Collier County Public Schools

Collier County Public Schools

- Serving 46,000+ students in the Naples, Florida area
- District's strategic plan focuses on ensuring students are "College, Career, and Life Ready"
- Launched with a 3-year full district commitment
- Defines 5 priorities for SEL and mental health supports

Social Emotional Learning (SEL) Priorities

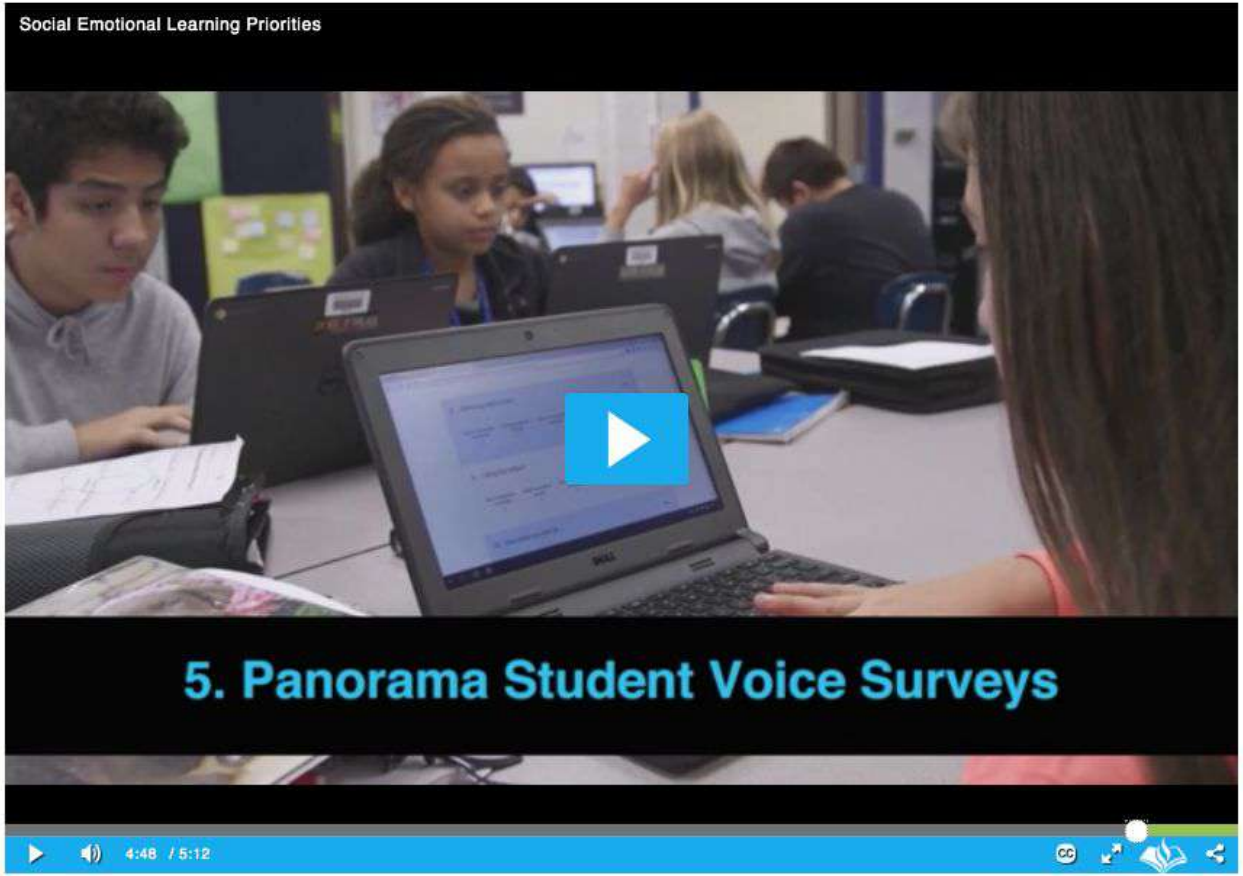


1. *New Student* 30/60 Day Check-In
2. Handle with Care
3. Buddy Bench / We Dine Together
4. Principal-led SEL Videos (twice monthly)
5. Panorama Education SEL

SOCIAL EMOTIONAL LEARNING (SEL)

- Social Emotional Learning (SEL)
- + SEL Parent Reading Resources
- Building Relationship Skills In Your Child
- + Help Your Child Build GRIT Guide (PDF)
- Nurturing RESILIENCE Guide (PDF)
- SEL Resource Guide (PDF)
- CCPS' 5 SEL Priorities (Video)
- Core SEL Competencies
- Social Emotional Learning (SEL) Works
- Grit: the power of passion and perseverance – Angela Duckworth Ted.com
- Want to test your grit? Try Angela Duckworth's Online Questionnaire
- Virtual Symposium: Supporting Your Child Socially and Emotionally
- Virtual Symposium: Building Grit and Strengthening Resilience
- Virtual Symposium: Preparing Your Child to be Life Ready
- Digital Resilience Toolkit

SOCIAL EMOTIONAL LEARNING PRIORITIES (VIDEO)

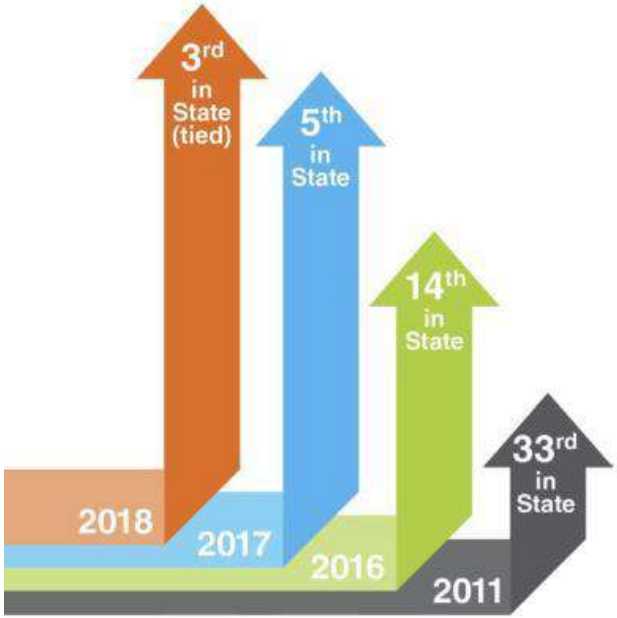


Growth at CCPS

Collier County Public Schools

Today's Learners – Tomorrow's Leaders

CCPS – An "A" District Again!

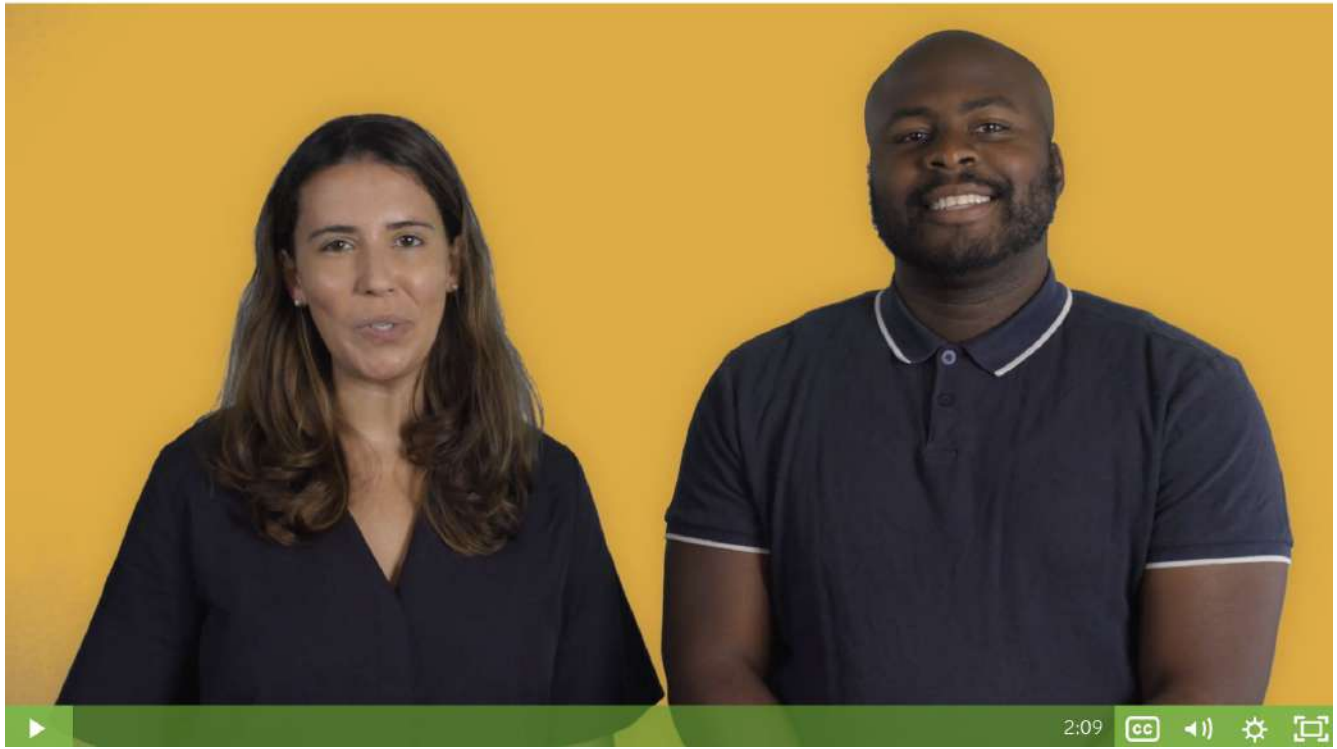


CCPS tied for the third highest percentage points earned, up from 33rd in 2011

- Two districts tied for first earning 69 percentage points
- Two districts tied for second earning 67 percentage points
- CCPS and one other district tied for third earning 66 percentage points

Proud to be an A School District

#CCPSSuccess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Recommendation #1:

Gather stakeholder feedback as a part of a comprehensive approach to SEL, school climate and culture.

ASK

Best Practices in Survey Methodology

1. Literature Review & Expert
2. Partnerships
3. Focus Groups
4. Synthesis of Findings
5. Item Development
6. Expert Review
7. Cognitive Pre-Testing
8. Piloting & Refinement

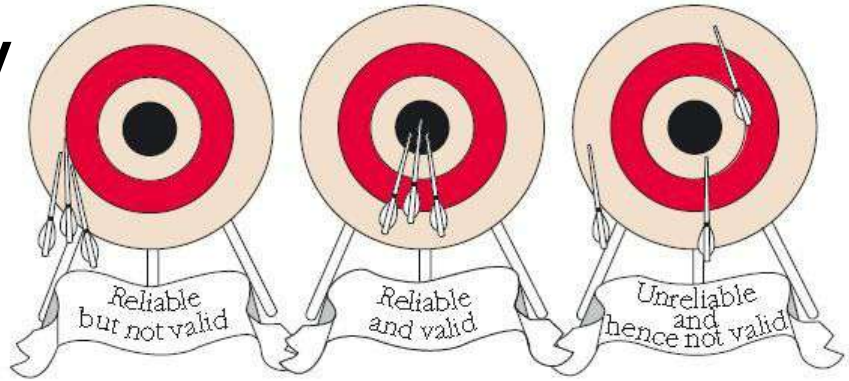


Figure 5.1 *Reliability and validity. (Source: Open University, 1979,* Classification and Measurement, *DE304, Block 5, The Open University, Milton Keynes, p. 68)*

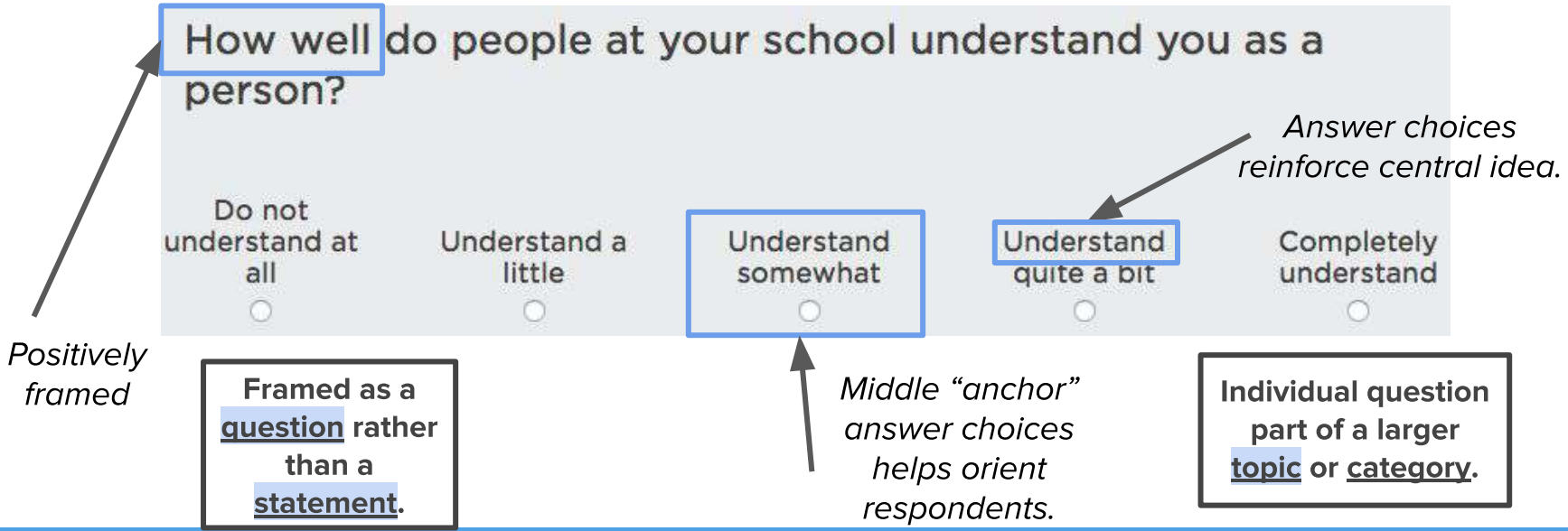
Trustworthy Data = Consistency and Accuracy

Recommendation #1:

Gather stakeholder feedback as a part of a comprehensive approach to SEL, school climate and culture.

ASK

Best Practices in Survey Design



ASK

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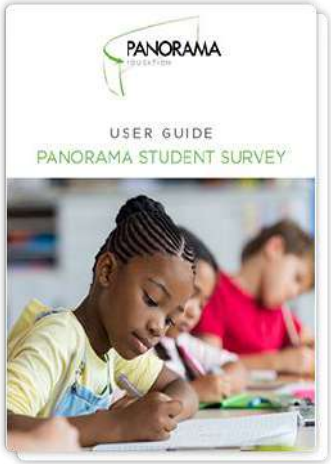
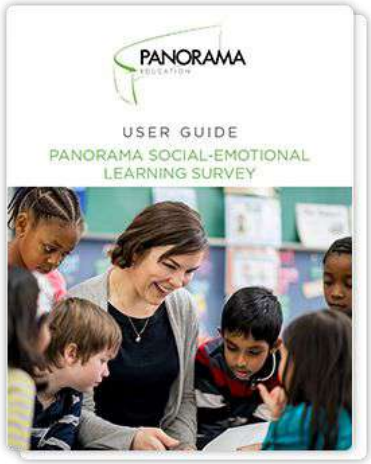
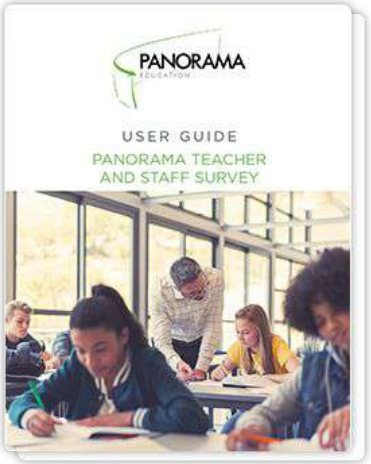
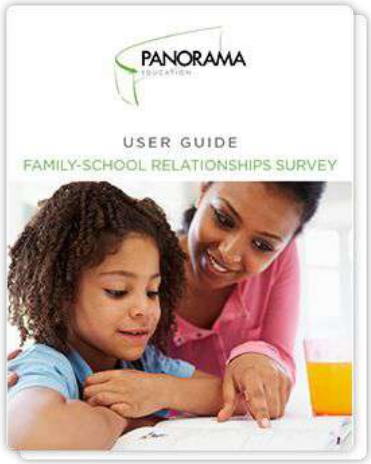
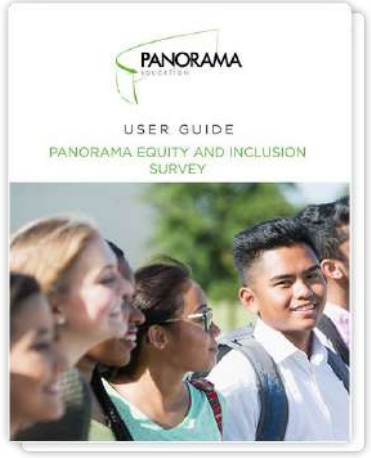










Research-Backed, Valid, and Reliable Survey Tools, Customized for Each District

Developed with: HARVARD GRADUATE SCHOOL OF EDUCATION UC Santa Barbara

Karen Mapp, Ed.D
Harvard Graduate School of Education

ASK

Recommendation #1:

Gather stakeholder feedback as a part of a comprehensive approach to SEL, school climate and culture.

Student Skills & Competencies

Self-Management
Growth Mindset
Self-Efficacy
Grit
Social Awareness
and more

Student Supports & Environment

Sense of Belonging
Teacher-Student Relationships
School Safety
Student Engagement
Valuing of School
and more

Adult Capacity

Teacher Self-Reflection
Professional Learning
Resources for Student Support
Educating All Students
and more

Examples from Panorama's SEL measures:

Sense of Belonging					
How well do people at your school understand you as a person?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Completely understand
How connected do you feel to the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

ASK

Recommendation #1:

Gather stakeholder feedback as a part of a comprehensive approach to SEL, school climate and culture.

Take Action Now!

Determine which SEL skills and competencies are a focus in your district

Emotion Regulation

How often are you able to control your emotions when you need to?

Growth Mindset

In school, how possible is it for you to change how intelligent you are?

Grit

If you have a problem while working towards an important goal, how well can you keep working?

Self-Efficacy

When complicated ideas are discussed in class, how sure are you that you can understand them?

Self-Management

How often did you get your work done right away, instead of waiting until the last minute?

Social Awareness

During the past few weeks, how well were you able to describe your feelings?

PURPOSE-SETTING

How does SEL impact student outcomes, and how does the data fit within multi-tiered frameworks?

SEL and MTSS

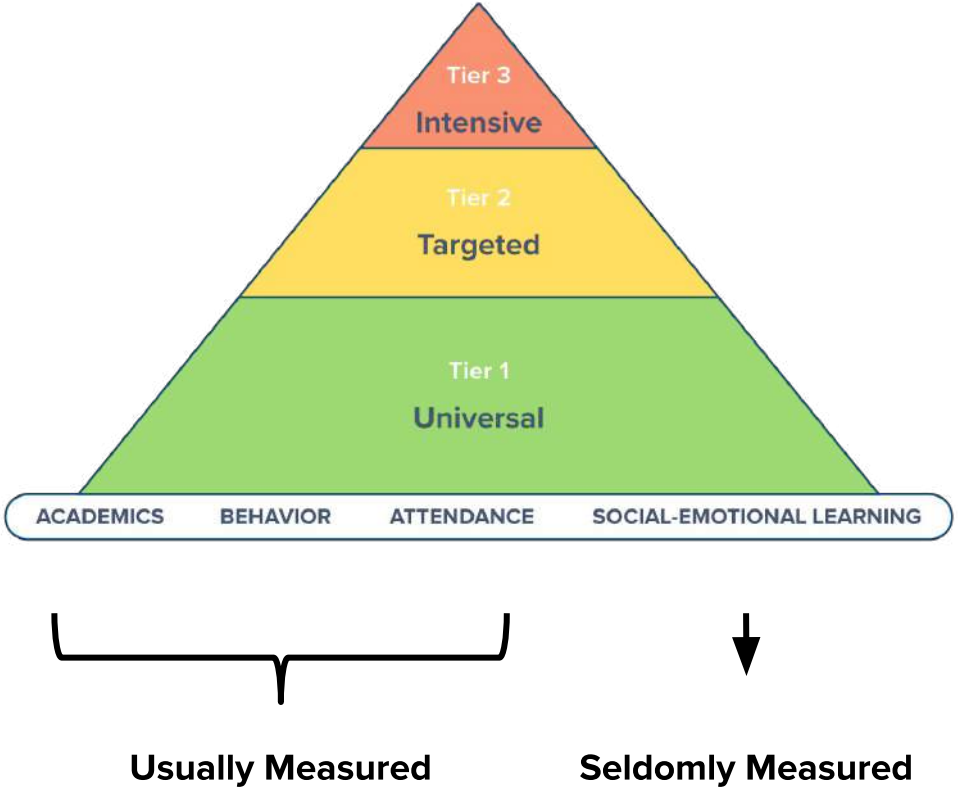
What: Multi-tiered systems of support (MTSS) is a model that represents a coherent, unified approach to providing all students with the best shot at success, even and *especially* when they struggle.

Why: It is designed to promote student flourishing and minimize the risk for long-term negative consequences associated with poor learning or behavioral outcomes.

How: "*Rather than adding yet another initiative to crowd out the to-do lists of teachers and administrators, [MTSS] helps to* ***connect existing efforts and systems across domains*** *and integrate the supports already provided to students into a* ***seamless whole****.*"

-Kent McIntosh, Ph.D

Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS



Building Blocks of Student Success

COURSEWORK

SOCIAL-EMOTIONAL LEARNING

ATTENDANCE

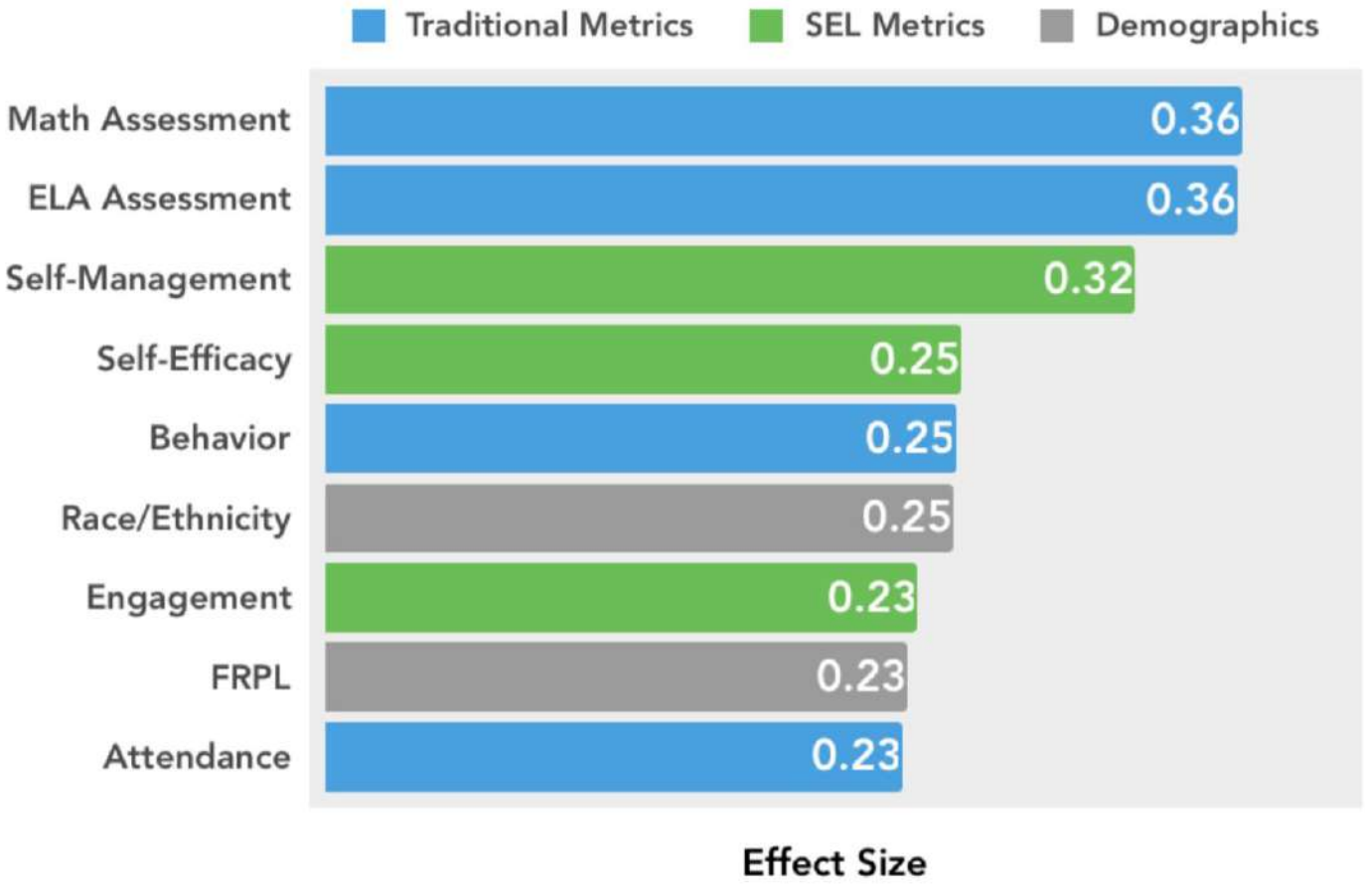
BEHAVIOR

One failed course in 9th grade reduces a student's probability of graduating by 30%.

Source: University of Chicago Consortium on School Research

What is most associated with failing grades?

What is most associated with failing grades?

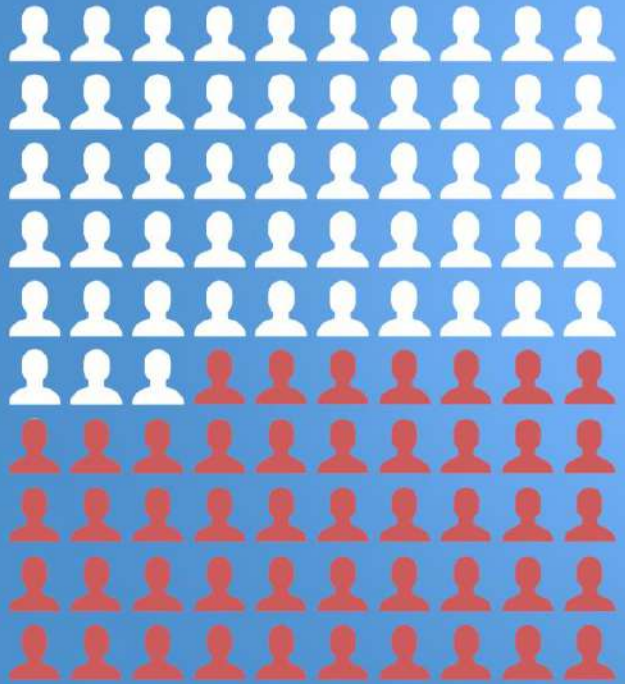


62% ↓

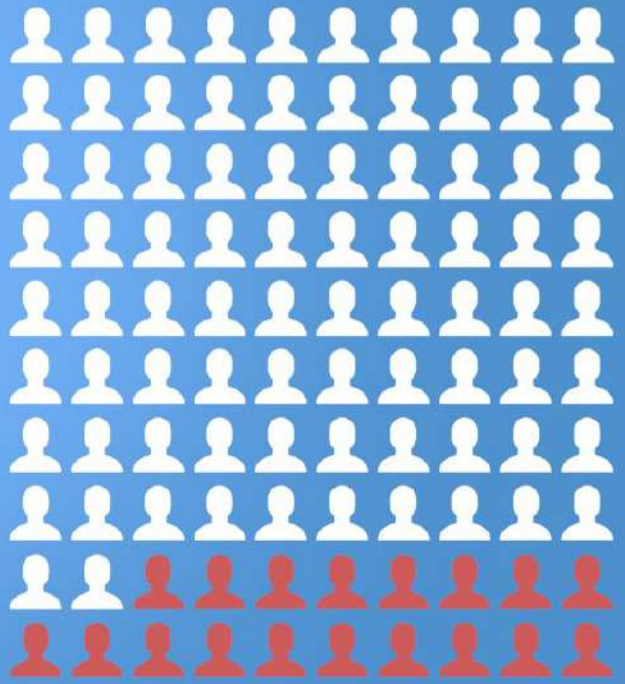
Students who report high engagement in school are 62% less likely to fail courses.

Out of 100 students

who report being *disengaged*,
47 will fail a course.



who report being *highly engaged*,
18 will fail a course.



Topics Most Associated with Failing Grades

Student Skills & Competencies

Self-Management
Growth Mindset
Self-Efficacy
Grit
Social Awareness
Emotion Regulation

Student Supports & Environment

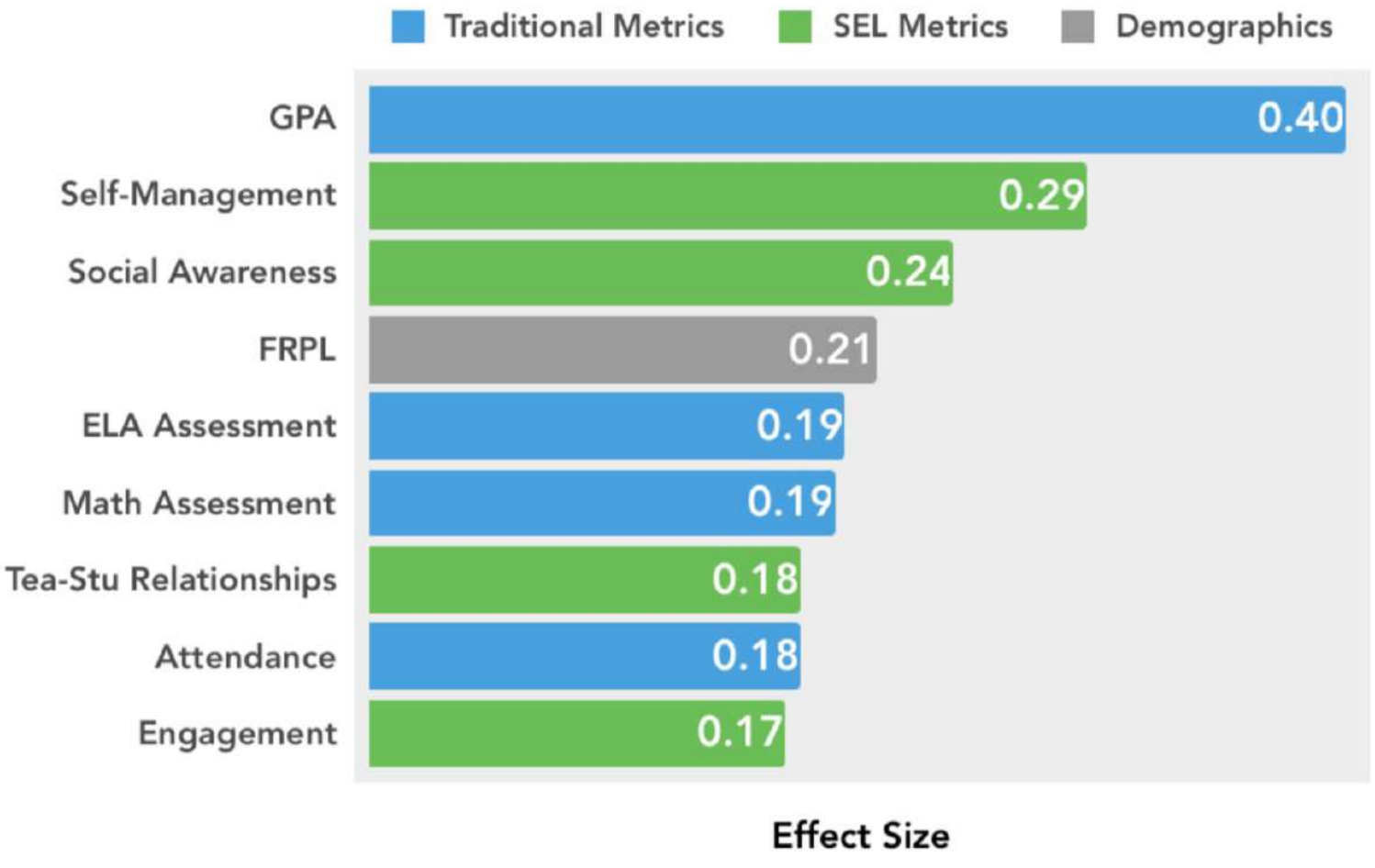
Sense of Belonging
Teacher-Student Relationships
School Safety
Student Engagement
Valuing of School
School Climate

Teacher Skills & Supports

Teacher Self-Reflection
Professional Learning
Resources for Student Support
Educating All Students

What is most associated with behavior incidents?

What is most associated with behavior incidents?

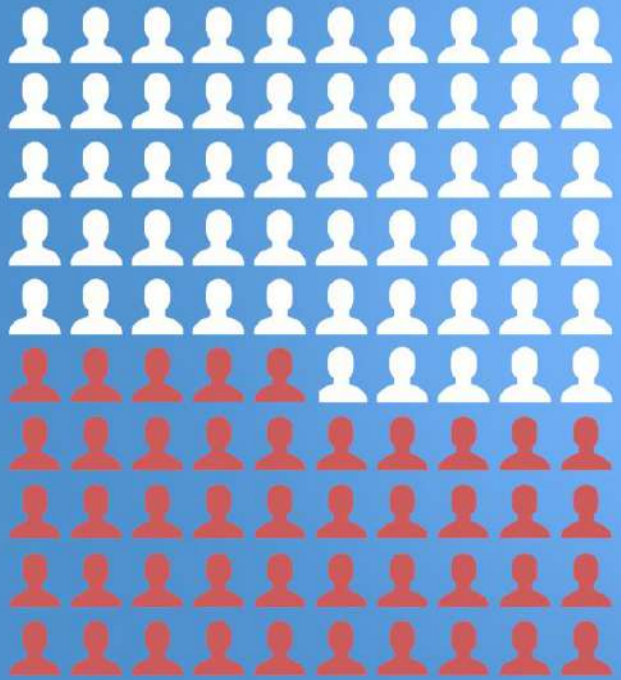


3X

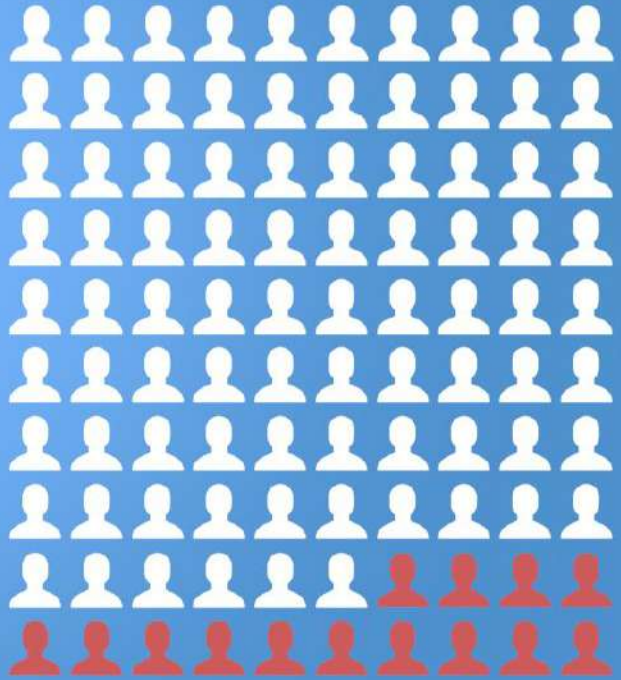
Students who report low self-management skills are more than three times as likely to have behavior incidents.

Out of 100 students

who report *low* self-management,
45 will have behavior incidents.



who report *high* self-management,
14 will have behavior incidents.



Connecting to Student Outcomes

Social Emotional Learning and **Attendance**

DID YOU KNOW?

Highly engaged students are **57% less likely** to be **chronically absent** in school than students who report low engagement.

Social Emotional Learning and **Behavior**

DID YOU KNOW?

Students who report low Social Awareness are **2.5x more likely** to have one or more **behavior incidents** than students who report high Social Awareness.

Social Emotional Learning and **Coursework**

DID YOU KNOW?

Students who report high Self-Management are **75% less likely** to face **failing grades** than students who report low Self-Management.

Source: https://go.panoramaed.com/sel-abc-research

Focus on Self Efficacy to Improve Academics, Attendance, Graduation

Self-Efficacy

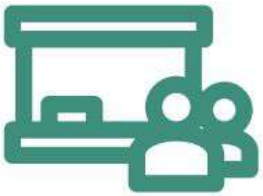
Students with high levels of confidence are more likely to achieve academic goals and outcomes

Panorama Social-Emotional Learning Survey Questions

- How confident are you that you can complete all the work that is assigned in your classes?
- When complicated ideas are presented in class, how confident are you that you can understand them?
- How confident are you that you can learn all the material presented in your classes?
- How confident are you that you can do the hardest work that is assigned in your classes?
- How confident are you that you will remember what you learned in your current classes, next year?

Adapted from Panorama's SEL Measures

Focus on Teacher-Student Relationships to Improve Attendance, Behavior, and Graduation



Teacher-Student Relationships

A strong social connection between teachers and students deepens classroom engagement

Panorama Social-Emotional Learning Survey Questions

- How many of your teachers are respectful towards you?
- If you walked into class upset, how many of your teachers would be concerned?
- If you came back to visit class three years from now, how many of your teachers would be excited to see you?
- When your teachers ask how you are doing, how many of them are really interested in your answer?
- How many of your teachers would you be excited to have again in the future?

Adapted from Panorama's SEL Measures

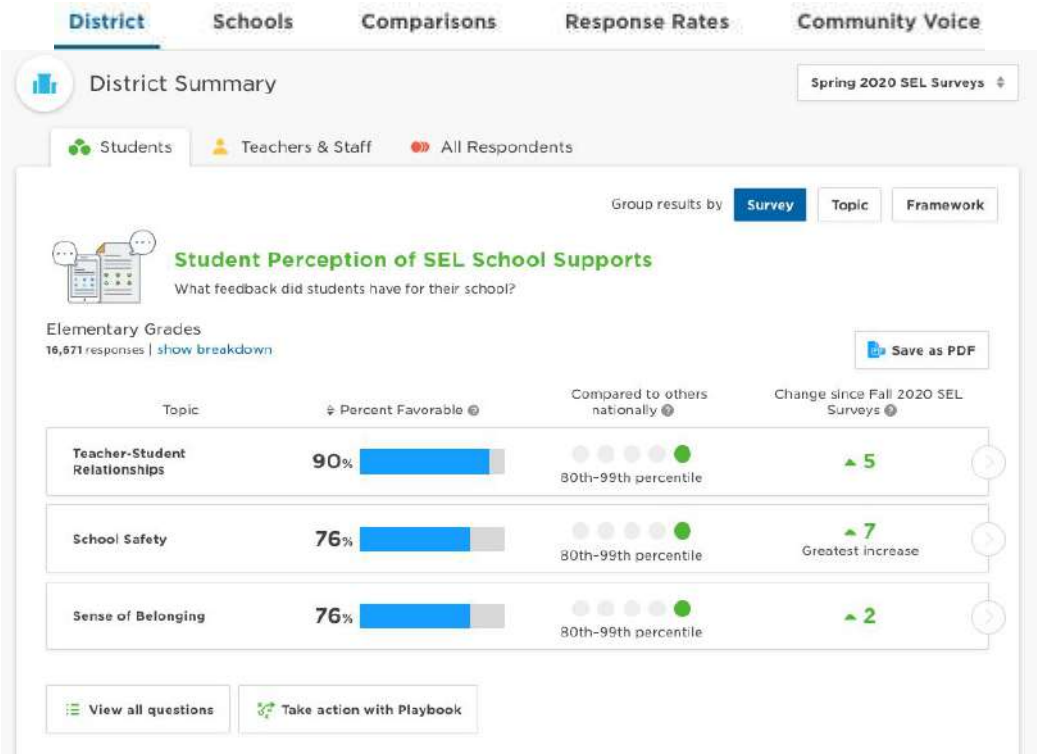
PRACTICING

How can I look deeper into the data to identify areas where I can support my students?

ANSWER

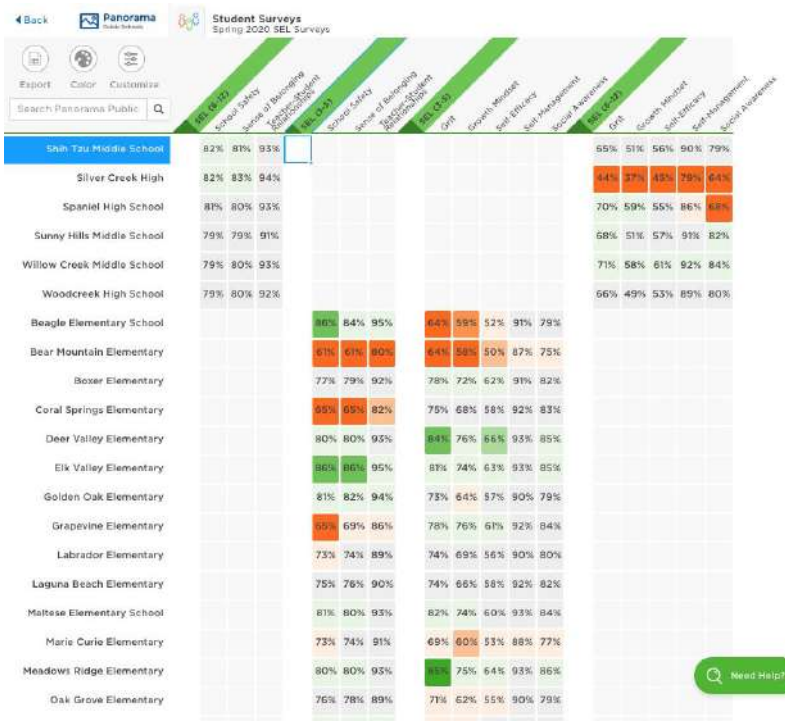
Recommendation #2:

Gain a deepened understanding of stakeholder experience through a lens of equity.



Hear from tens of thousands of students efficiently

Elevate pockets of success to replicate; identify areas for improvement across the district



ANSWER

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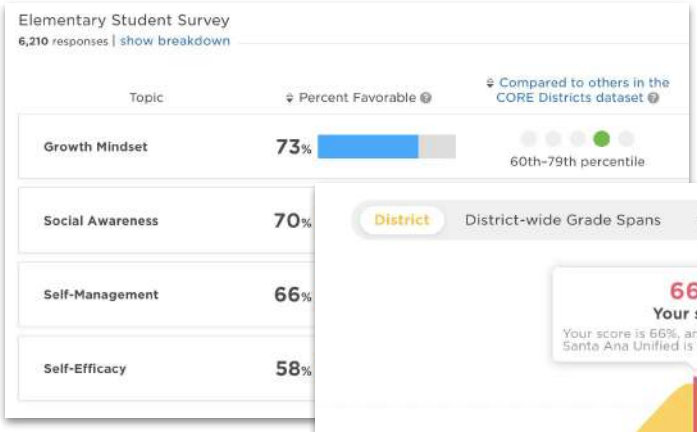
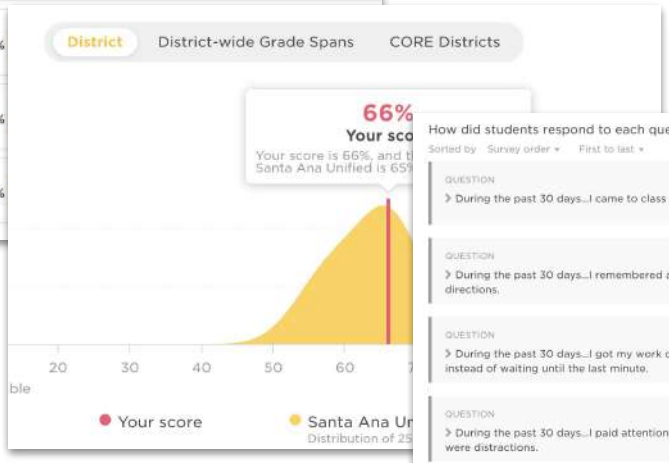
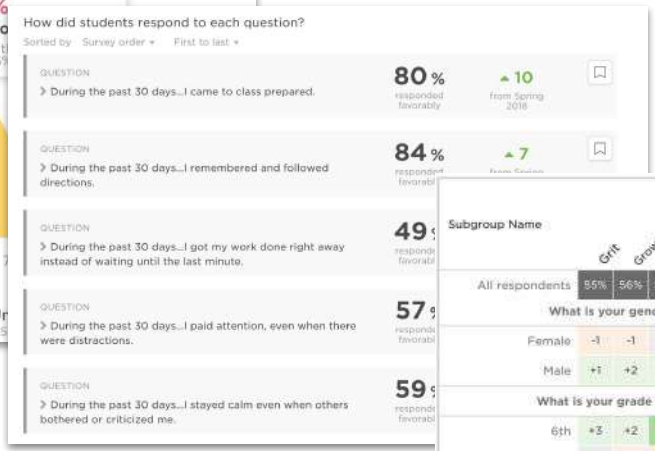


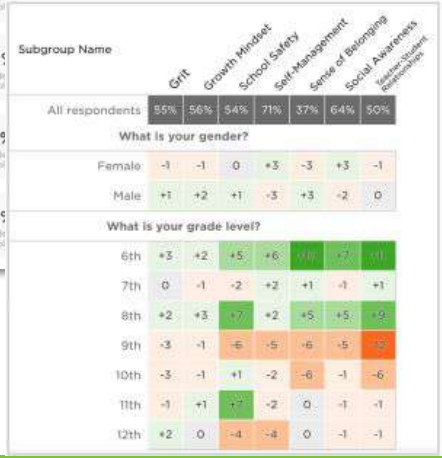
See data for all students & measure effectiveness of Tier 1 supports



Compare within district and with other districts



Question-level insights



Equity insights

ANSWER

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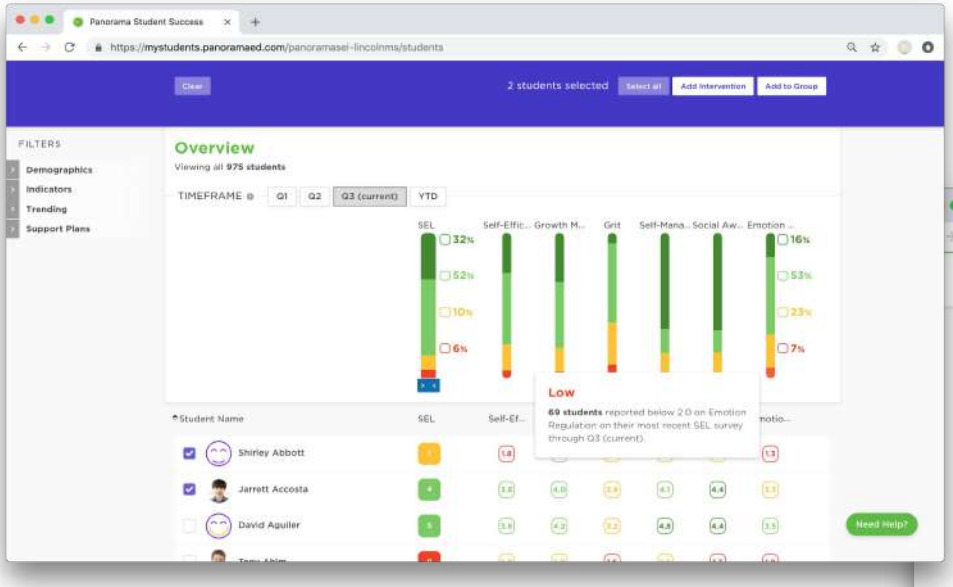
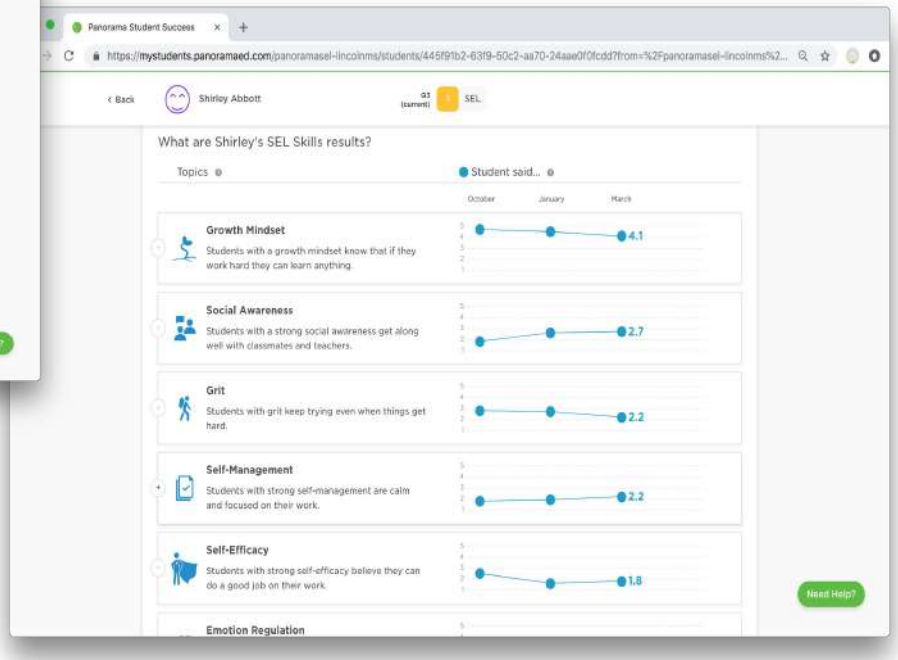


Pinpoint Individual Students' Needs

Equip Teachers and Counselors with Student-Level Data



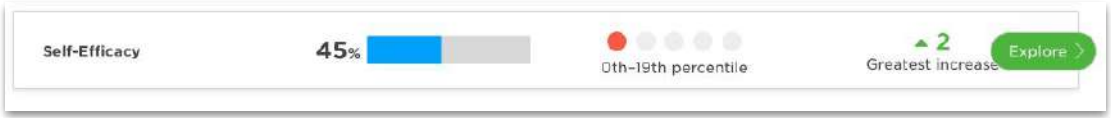
PLANNING

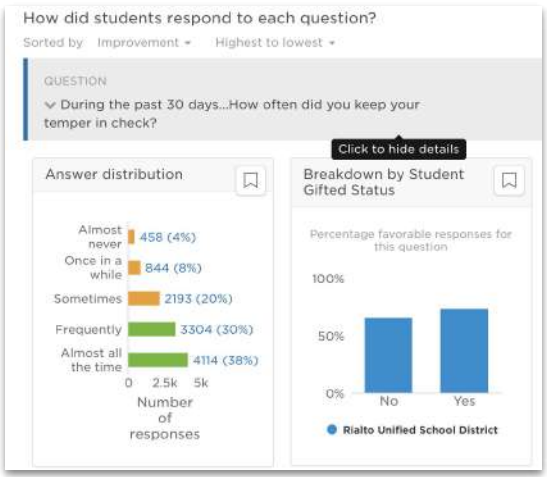
How can I use this data to support improvement planning?

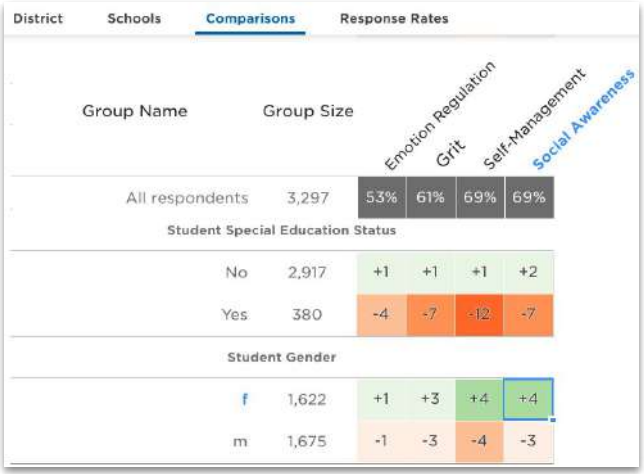
ACT

Recommendation #3:

Guide investments in universal, targeted, and intensive supports towards identified areas for intervention and positive growth.

Explore a Topic	
Zoom into Questions	

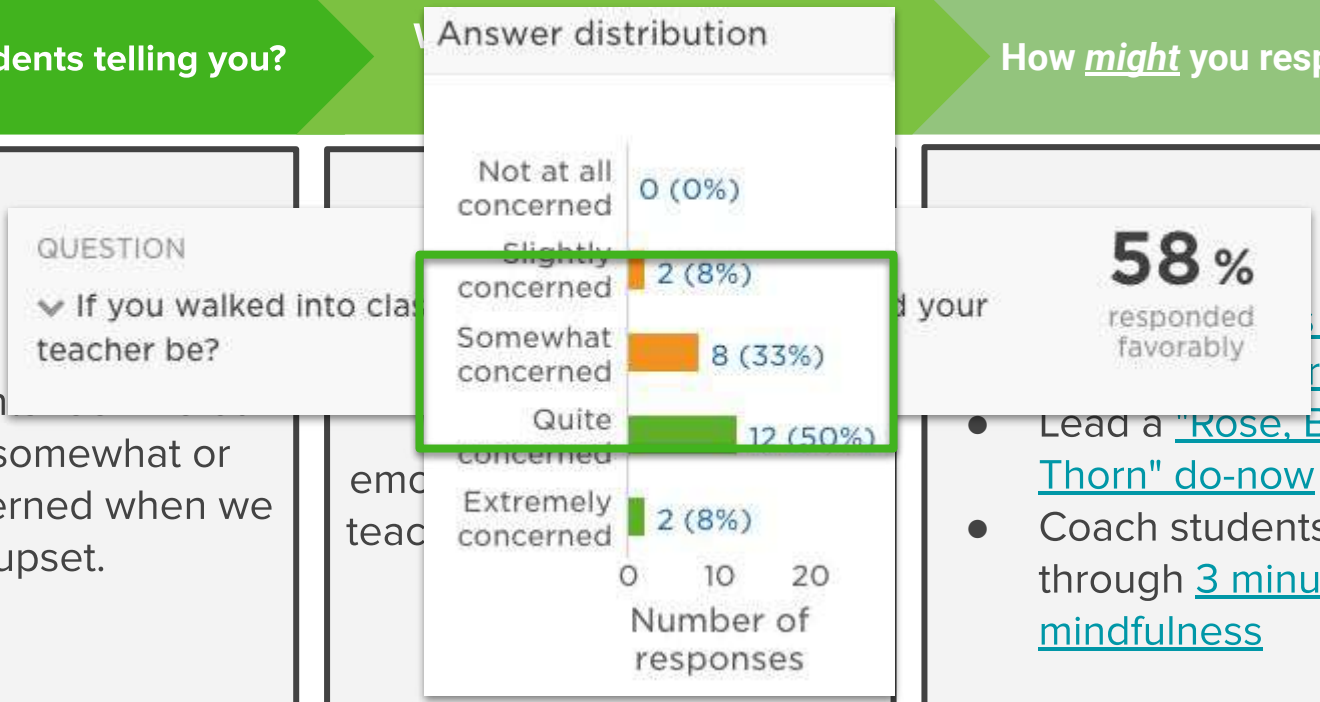




Understanding Data as Student Voice

What are students telling you?

How *might* you respond?



We as studen
teacher is somewhat or slightly concerned when we are upset.

emo
teac

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daily
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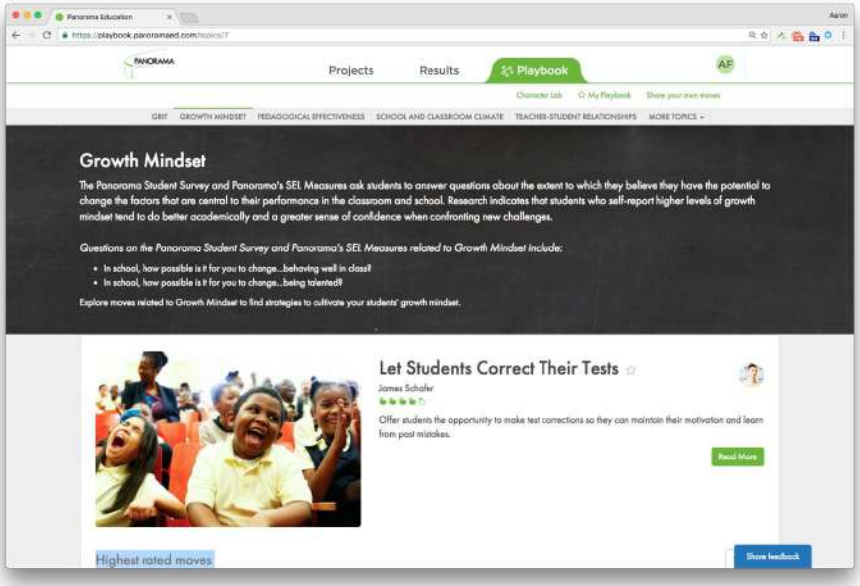
- Lead a "Rose, Bud Thorn" do-now
- Coach students through 3 minutes of mindfulness

In the voice of students…

ACT

Recommendation #3:

Guide investments in universal, targeted, and intensive supports towards identified areas for intervention and positive growth.



Vetted Resources from Expert Partners

Second Step · CharacterLAB · DIVERSITY TALKS (student-led, culturally responsive, personalized.) · inspirED

transforming education · MOVE THIS WORLD · opencircle (getting to the heart of learning)

Take Action on Survey Data

Every resource in Playbook aligns with one or more topics from Panorama's SEL and school climate surveys - including Growth Mindset, Emotion Regulation, and Teacher-Student Relationships.

Move seamlessly from reviewing your Panorama survey data to exploring Playbook strategies designed to improve that competency or skill.

Includes relevant articles and academic papers that connect the research behind your survey topics

ACT

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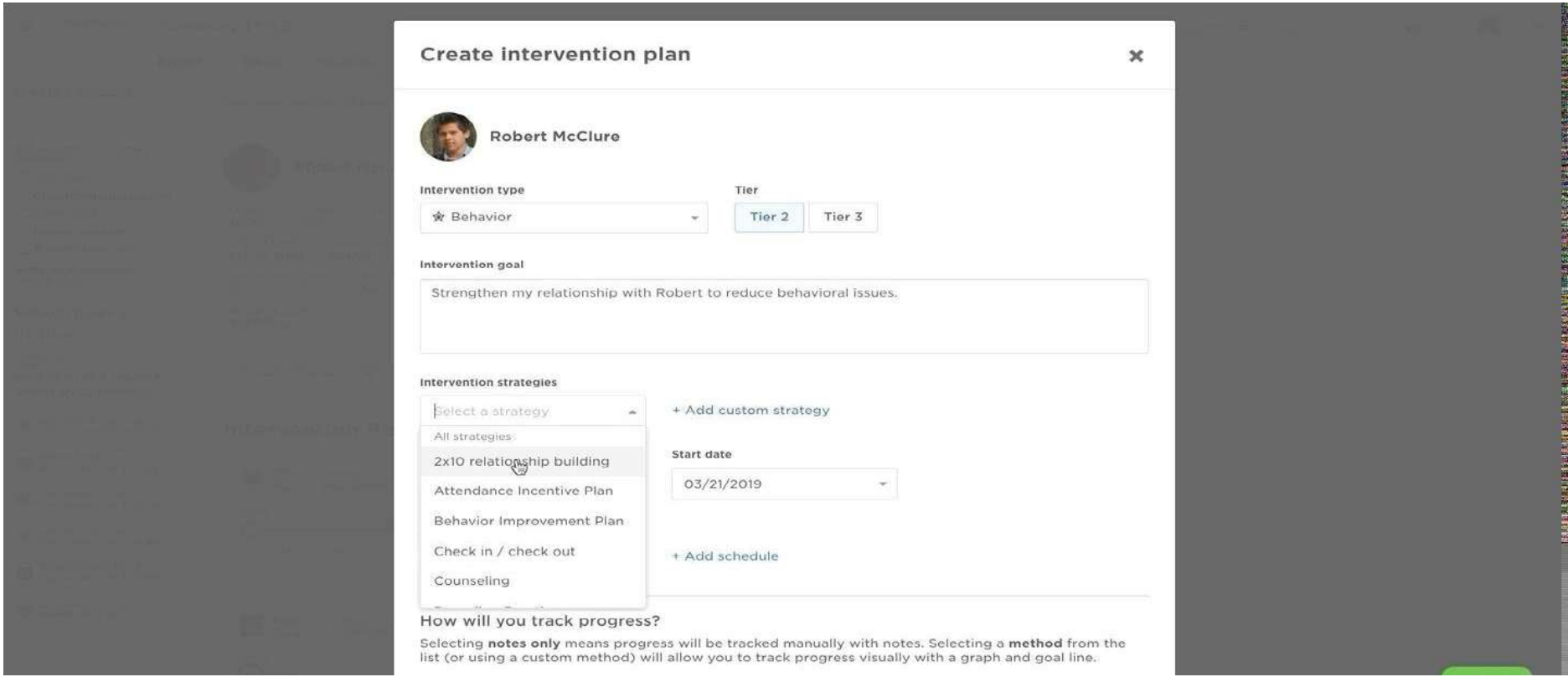

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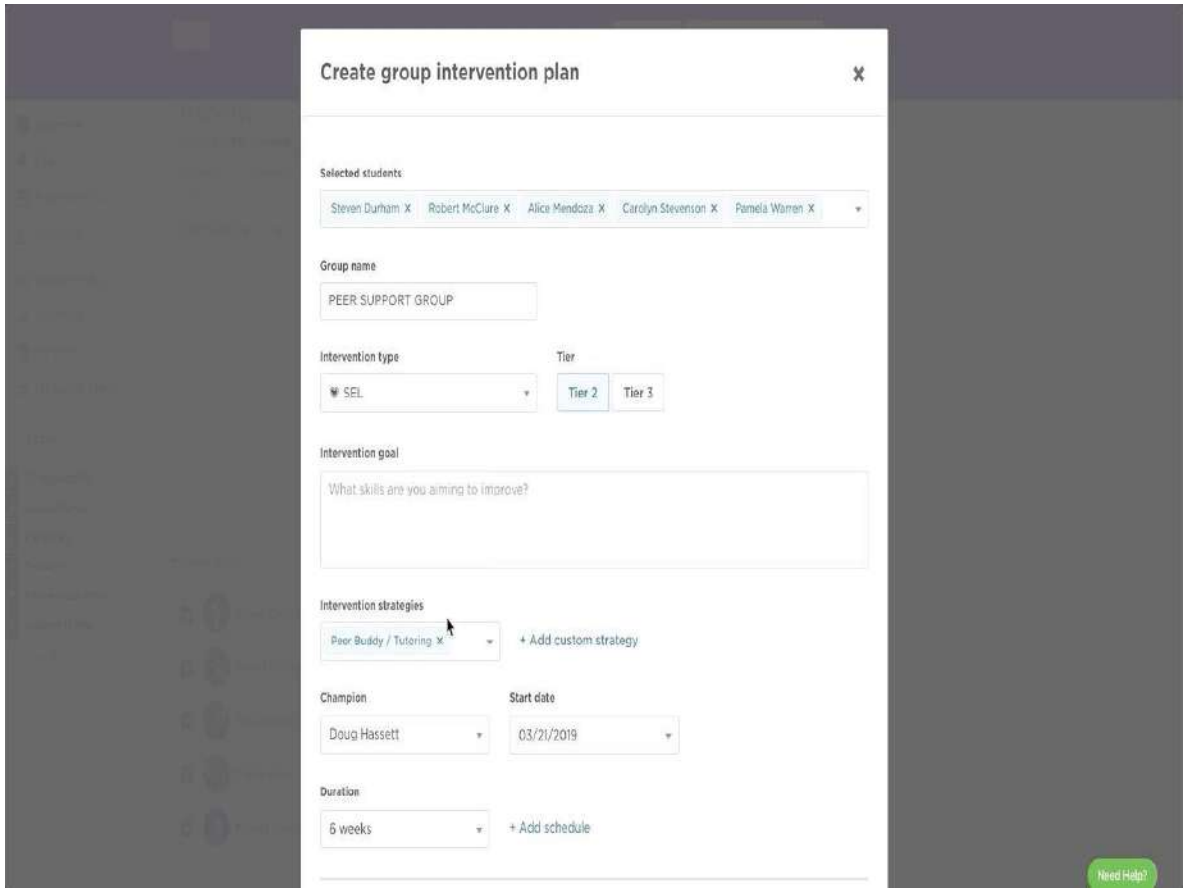


ACT

Recommendation #4:
Build adult capacity through quality professional development

Expert-led Professional Development Sessions

Objectives: :

- Prioritize a focus area for district, school, community
- Unpack challenging survey results
- Implement small group support for SEL
- Respond equitably to the needs of every, and importantly, *each* student --recognizing their unique differences

All workshops are highly customizable and design to meet the needs of each district.

ACT

Recommendation #4:
Build adult capacity through quality professional development

[Example] Data Inquiry & Action Planning
for **School Leaders**

Outcomes:

- Understand how to interpret survey results
- Engage in data inquiry with others to reflect on outcomes
- Define areas of strength and improvement
- Craft action plans aligned to areas of priority

[Example] Strategic Survey Design
for **District Leaders**

Outcomes:

- Align survey content to explicit and implicit priorities
- Build excitement and buy-in for measurement with key stakeholders
- Generate a deep understanding of the "why" behind collecting stakeholder feedback and SEL data

Data is only as valuable as it is actionable.

Becoming "data-driven" in practice means more than simply utilizing new tools but also focusing on the human side of the work.

ACT

Recommendation #4:
Build adult capacity through quality professional development

SHARE → Share your proposed school-wide SEL focus area and why. Open up conversation with teachers and staff to build buy-in.

SEARCH → Educators then deep dive into **Playbook** with the goal of identifying 1-2 related Playbook moves they would like to try.*

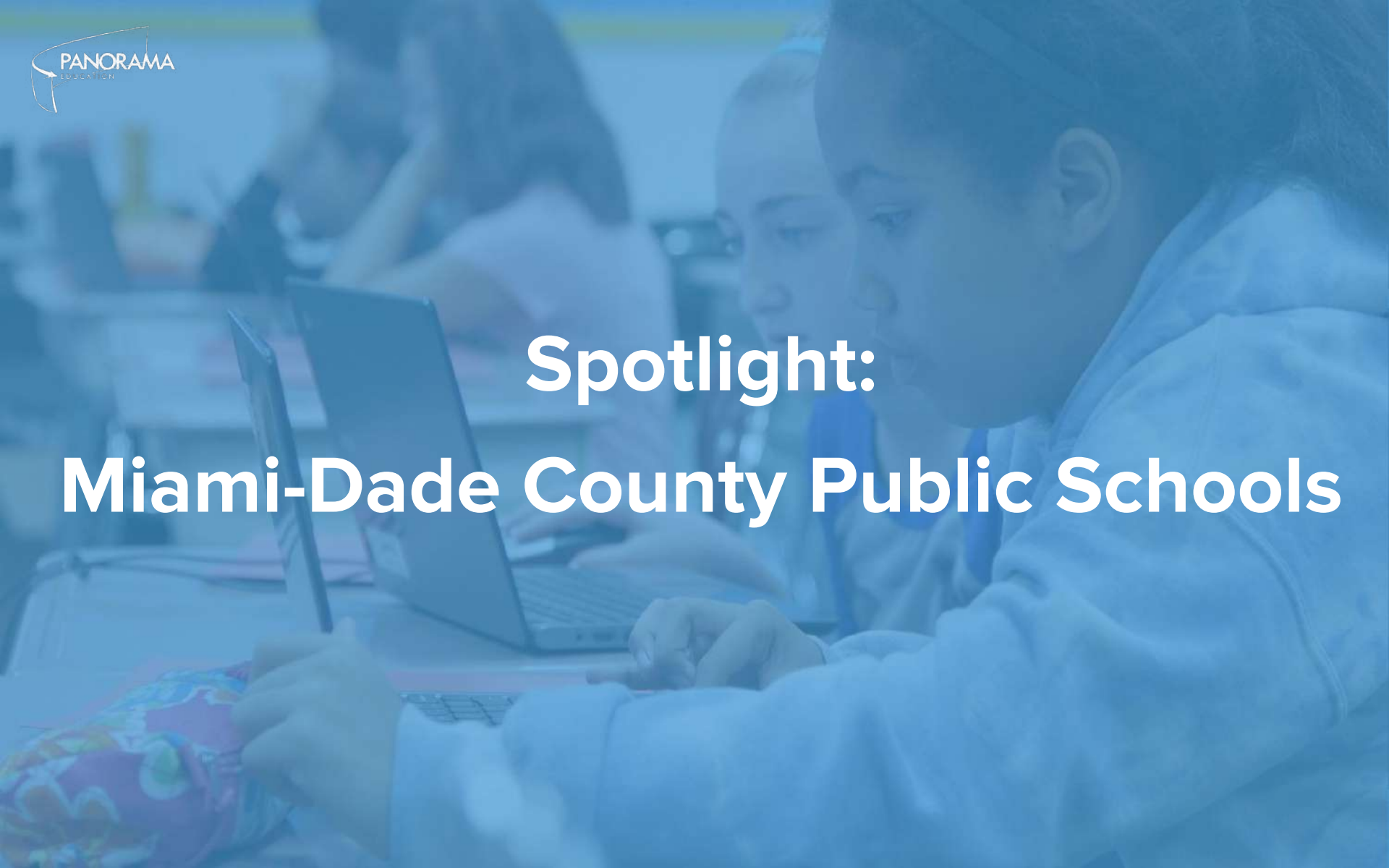
STATE → Have educators write their "implementation intention" ([I/NAME] will do [WHAT] by [WHEN]) and post it in a shared space.

STRATEGIZE → Next staff meeting, reflect on which strategies were successful or difficult and why. Repeat!

ACTIVITY EXAMPLE

Pulled from an actual FL district session customized for counselors

*Additional SEL and Climate Strategies Here



Spotlight:
Miami-Dade County Public Schools

Miami-Dade County Public Schools - Middle School Redesign

- Serving 45,000 students across 49 middle schools
- Superintendent Alberto Carvalho's initiative within the office of the Chief Academic Officer
- Seeking to improve academic outcomes by understanding and addressing the social and emotional needs of all of our students

Motivation to Innovate

- Academic results stagnated
- School climate surveys showed parents and students weren't happy with traditional model
- Three themes emerged with additional input from student voice: Students asked for **greater social-emotional support, more engaging elements of curriculum**, and **opportunities to connect with adults**

What We Need to Understand

- **Sense of Belonging** – Do our students feel valued at their school?
- **Safety** – How do our students feel across key facets of safety, such as in-person and online bullying behavior and physical safety
- **Growth Mindset** – Do our students believe they can increase their intelligence and talent through effort?
- **Grit** – Do our students believe they can persevere through setbacks to pursue an important goal?

Each Middle School Develops Strategies to Improve SEL and School Climate

- **To improve safety,** one large campus developed a color-coded pass system and introduced it with a video created by students

- **To improve belonging,** one campus introduced “Club Hour” for students to explore new interests and skills

- **What’s the impact?** Improved attendance on Club Hour days, and increased student engagement

Review

How to Get Started Measuring and Improving Social-Emotional Learning

1. **Choose which topics to measure.** Which SEL skills, mindsets, and behaviors matter most to your district? Panorama's research-backed, customizable survey instrument contains 22 SEL measures to choose from.

ASK

ANSWER

2. **Gather baseline data with an SEL assessment.** Whether done online or by paper, SEL surveys take students 10-15 minutes to complete in class.

ACT

3. **Analyze the results.** What are students' strengths and areas for growth? Panorama's reports display results at the school and district levels—as well as at the individual student level, if requested—with national benchmarks and subgroup analyses.

How to Get Started Measuring and Improving Social-Emotional Learning

4. **Take action to improve SEL.** Design a plan for improvement based on the data. Then, begin implementing the plan across your school or district.

5. **Evaluate and adjust.** Did the interventions and supports work? Conduct another round of surveys to examine the effectiveness of your school or district's SEL efforts.

ASK

ANSWER

ACT

GROUNDWORK	NOW
• Focus on **"all students"**	• Focus on **"each student"**
• Increasing graduation rates	• Graduating every student
• **Expectations** necessary for college and career readiness	• **Supports** needed for thriving in college, career, and life
• *Second Step* Program used as "guidance-led curriculum" for elementary grades	• *Second Step* Program **integrated** into school experience for elementary and middle schools
• Special services for students with multiple needs	• Trauma-informed practices infused throughout schools
• "State of Schools Reviews" focused on **academic data**	• "State of Schools Reviews" focuses on **SEL + academic data** for holistic picture of progress

Subgroup Name	Grit	Growth Mindset	School Safety	Self-Management	Sense of Belonging	Social Awareness	Teacher-Student Relationships
All respondents	55%	56%	54%	71%	37%	64%	50%
What is your gender?							
Female	-1	-1	0	+3	-3	+3	-1
Male	+1	+2	+1	-3	+3	-2	0
What is your grade level?							
6th	+3	+2	+5	+6	+10	+7	+11
7th	0	-1	-2	+2	+1	-1	+1
8th	+2	+3	+7	+2	+5	+5	+9
9th	-3	-1	-6	-5	-6	-5	-12
10th	-3	-1	+1	-2	-6	-1	-6
11th	-1	+1	+7	-2	0	-1	-1
12th	+2	0	-4	-4	0	-1	-1

PANORAMA EDUCATION

ASK

ANSWER

ACT

FL STRATEGIC PRIORITIES

Increasing School Safety

Improving Mental Health and Wellness

Engaging the Community in Building Equitable and Inclusive Learning Environments

Driving Student Achievement in Attendance, Behavior, Coursework

Recommendation #1:

Gather stakeholder feedback as a part of a comprehensive approach to SEL, school climate and culture.

Recommendation #2:

Gain a deepened understanding of stakeholder experience through a lens of equity.

Recommendation #3:

Guide investments in universal, targeted, and intensive supports towards identified areas for intervention and positive growth.

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Build adult capacity through quality professional development

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School safety has multiple dimensions. The building blocks of a safe classroom (pictured to the right) range from a welcoming school environment, to fairness and respect among peers, to the absence of bullying behavior and violence.

That's why improving school safety requires a holistic understanding of students' experiences at school. **Collecting stakeholder feedback** is a great way to understand safety from all angles when building an improvement plan.

- *How do students, teachers, staff, and families perceive safety at your schools?*
- *In which areas of school safety is your school or district strong?*
- *What are the opportunities for creating a safer, more positive learning environment for students?*

Key Dimensions of Safe Schools

ASK

ANSWER

ACT

Panorama recommends gathering survey data in the following areas in order to holistically address school safety:

1. Social-emotional learning and mental well-being

Social-emotional learning plays an important role in students' mental health and sense of safety at school. Students with strong social-emotional skills form better relationships, show resilience, and exhibit more positive behavior at school.

Use an SEL screener to measure students' habits and competencies, including Self-Management, Emotion Regulation, Social Awareness, and Grit. Then work with students to grow the SEL skills that contribute to a safe school environment.

2. School climate and culture

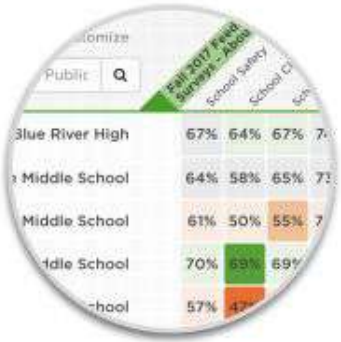
School climate—the overall social and learning environment on campus—is deeply connected to school safety. What type of environment are students walking into every day?

Find out how students, families, and teachers feel about different aspects of school climate, including Sense of Belonging, Teacher-Student Relationships, and School Safety. Use the data to target areas for improvement with a focus on fairness and equity for all students.

ASK

ANSWER

ACT



Identify schools that need support around school safety

Once respondents have completed the survey, Panorama's district dashboard makes it easy to see how schools in your district compare across every measured topic. As a district leader, quickly identify which schools could benefit from resources and professional development around creating a safer school climate.

Understand the experiences of student groups

Disaggregate survey results by demographics and other attributes—such as student race, FRPL, gender, and chronic absence status. See which student groups have lower perceptions of School Safety and Sense of Belonging so you can deliver the supports they need.

ASK

ANSWER

ACT

Surface community concerns related to school climate and safety

In addition to gathering quantitative data, use open-ended survey questions to collect written feedback about school climate. Panorama automatically analyzes the responses and surfaces common themes (e.g., "bullying" or "fairness") in a word cloud so you can easily visualize the voices of your stakeholders.

Build students' social-emotional learning skills

Use SEL assessment data from Panorama to understand social-emotional strengths and areas for growth at the district, school, and individual student levels. Take action to help students control emotions, regulate behavior, and practice empathy using strategies in Panorama's Playbook.

Track and support student behavior

Monitor students' behavior data in one place alongside academic, attendance, and SEL data. Proactively identify students who are at risk for graduation based on behavior—and provide individualized supports that promote school safety.

PANORAMA EDUCATION

ASK

ANSWER

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ANSWERS TO MENTAL HEALTH QUESTIONS

How does SEL fit into your efforts to support students' mental health?

How does the survey work, and what do you do with the data?

What are some of [the] key takeaways from measuring SEL?

How is this new approach impacting teachers and students?

EdSurge

"Social-emotional learning is a high priority, not only for our school district, but also for the state

"When we understand our students, it makes us better as a class, better as a school, better as a district.

https://www.edsurge.com/news/2019-04-15-how-sel-can-promote-hard-conversations-about-mental-health

ASK

ANSWER

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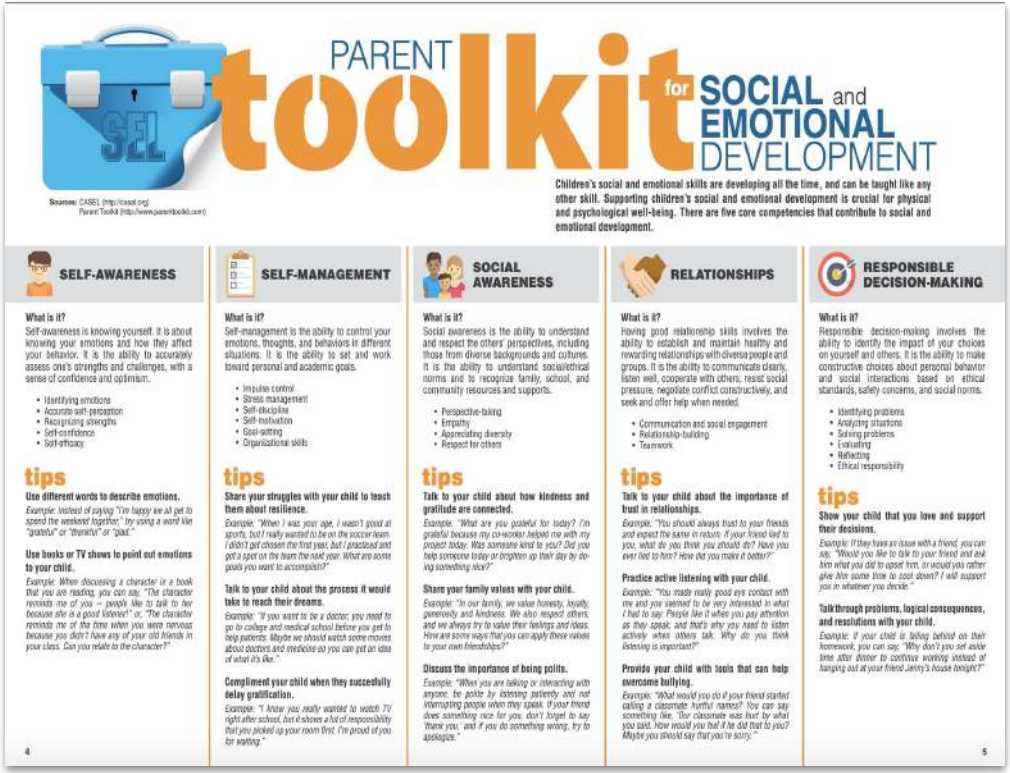

PARENT toolkit for SOCIAL and EMOTIONAL DEVELOPMENT

Children's social and emotional skills are developing all the time, and can be taught like any other skill. Supporting children's social and emotional development is crucial for physical and psychological well-being. There are five core competencies that contribute to social and emotional development.

Sources: CASEL (http://casel.org) ParentToolkit (http://www.parenttoolkit.com)

SELF-AWARENESS

What is it?

Self-awareness is knowing yourself. It is about knowing your emotions and how they affect your behavior. It is the ability to accurately assess one's strengths and challenges, with a sense of confidence and optimism.

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

tips

Use different words to describe emotions.

Example: Instead of saying "I'm happy we all get to spend the weekend together," try using a word like "grateful" or "thankful" or "glad."

Use books or TV shows to point out emotions to your child.

Example: When discussing a character in a book that you are reading, you can say: "The character reminds me of you – people like to talk to her because she is a good listener!" or, "The character reminds me of the time when you were nervous because you didn't have any of your old friends in your class. Can you relate to the character?"

SELF-MANAGEMENT

What is it?

Self-management is the ability to control your emotions, thoughts, and behaviors in different situations. It is the ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

tips

Share your struggles with your child to teach them about resilience.

Example: "When I was your age, I wasn't good at sports, but I really wanted to be on the soccer team. I didn't get chosen the first year, but I practiced and got a spot on the team the next year. What are some goals you want to accomplish?"

Talk to your child about the process it would take to reach their dreams.

Example: "If you want to be a doctor, you need to go to college and medical school before you get to help patients. Maybe we should watch some movies about doctors and medicine so you can get an idea of what it's like."

Compliment your child when they successfully delay gratification.

Example: "I know you really wanted to watch TV right after school, but it shows a lot of responsibility that you picked up your room first. I'm proud of you for waiting."

SOCIAL AWARENESS

What is it?

Social awareness is the ability to understand and respect the others' perspectives, including those from diverse backgrounds and cultures. It is the ability to understand social/ethical norms and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

tips

Talk to your child about how kindness and gratitude are connected.

Example: "What are you grateful for today? I'm grateful because my co-worker helped me with my project today. Was someone kind to you? Did you help someone today or brighten up their day by doing something nice?"

Share your family values with your child.

Example: "In our family, we value honesty, loyalty, generosity and kindness. We also respect others, and we always try to value their feelings and ideas. How are some ways that you can apply these values to your own friendships?"

Discuss the importance of being polite.

Example: "When you are talking or interacting with anyone, be polite by listening patiently and not interrupting people when they speak. If your friend does something nice for you, don't forget to say 'thank you,' and if you do something wrong, try to apologize."

RELATIONSHIPS

What is it?

Having good relationship skills involves the ability to establish and maintain healthy and rewarding relationships with diverse people and groups. It is the ability to communicate clearly, listen well, cooperate with others, resist social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication and social engagement
- Relationship-building
- Teamwork

tips

Talk to your child about the importance of trust in relationships.

Example: "You should always trust to your friends and expect the same in return. If your friend lied to you, what do you think you should do? Have you ever lied to him? How did you make it better?"

Practice active listening with your child.

Example: "You made really good eye contact with me and you seemed to be very interested in what I had to say. People like it when you pay attention as they speak, and that's why you need to listen actively when others talk. Why do you think listening is important?"

Provide your child with tools that can help overcome bullying.

Example: "What would you do if your friend started calling a classmate hurtful names? You can say something like, 'Our classmate was hurt by what you said. How would you feel if he did that to you? Maybe you should say that you're sorry.'"

RESPONSIBLE DECISION-MAKING

What is it?

Responsible decision-making involves the ability to identify the impact of your choices on yourself and others. It is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

tips

Show your child that you love and support their decisions.

Example: If they have an issue with a friend, you can say, "Would you like to talk to your friend and ask him what you did to upset him, or would you rather give him some time to cool down? I will support you in whatever you decide."

Talk through problems, logical consequences, and resolutions with your child.

Example: If your child is falling behind on their homework, you can say, "Why don't you set aside time after dinner to continue working instead of hanging out at your friend Jenny's house tonight?"

4

5

PANORAMA EDUCATION

ASK

ANSWER

ACT

FL STRATEGIC PRIORITIES

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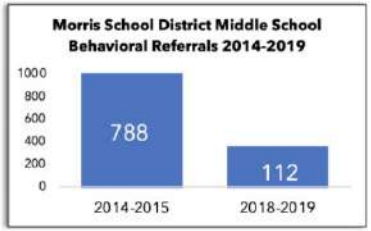
Reducing behavior incidents and improving academics with an equity lens



Percentage of 8th Grade Students in Morris School District Meeting or Exceeding Expectations on the New Jersey English Language Arts Assessment

Student Subgroups	2015-16	2016-17	2017-2018	2018-19	4-Year Increases
All Students	49%	62%	76%	80%	**+31**
Economically Disadvantaged	18%	27%	51%	62%	**+44**
Non-Economically Disadvantaged	59%	77%	84%	87%	**+28**
Black/African-American	30%	49%	65%	65%	**+35**
Hispanic	17%	36%	55%	68%	**+51**
White	66%	78%	87%	91%	**+25**
IEP	16%	17%	39%	45%	**+29**

"Instead of just being able to see discipline and referral data, SEL data helps us be more proactive and see the skill gaps before students get into trouble."

ASK

ANSWER

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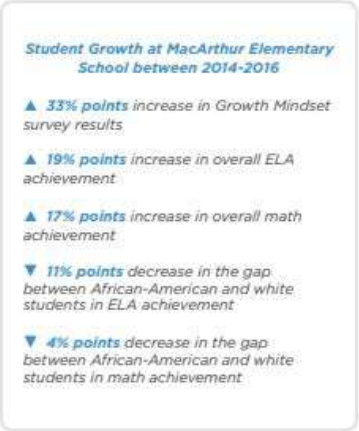

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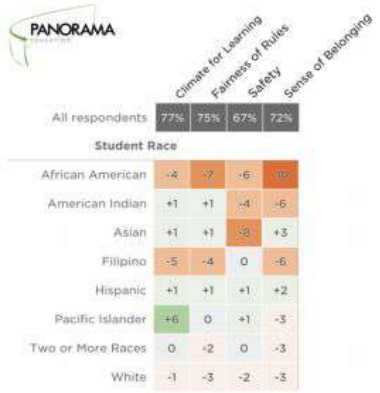

"Panorama helps us measure students' SEL skills aligned to our Loved, Challenged, and Prepared Index. It provides powerful analytics to tell us how loved, challenged, and prepared students are feeling, and it equips our schools with tailored strategies to meet students' social and emotional needs."

ASK

ANSWER

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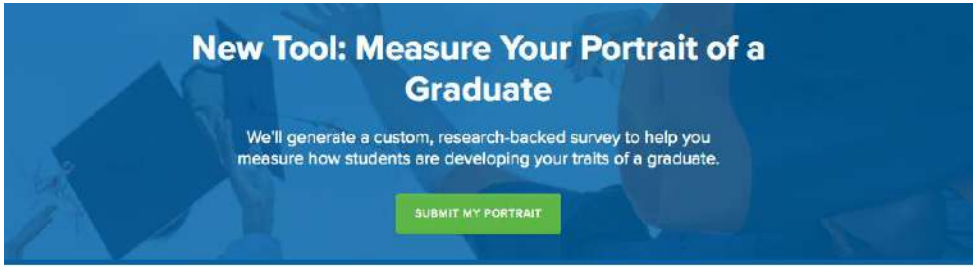

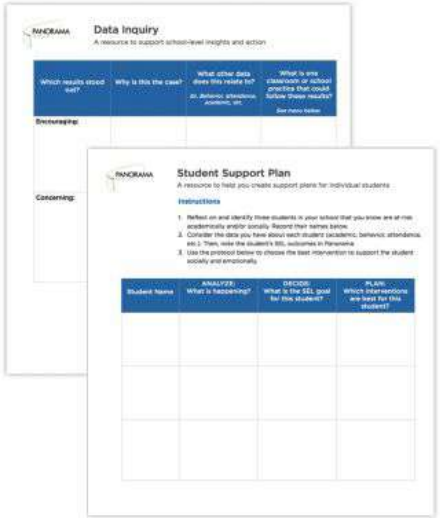

Live Q&A

Your Takeaways:

Take 1-2 minutes

Email an intention to momenazu@panoramaed.com

1. What is something you're thinking about related to today's discussion?

2. What is an idea or next step you will initiate tomorrow?