

Social-Emotional Learning and the Panorama SEL Survey

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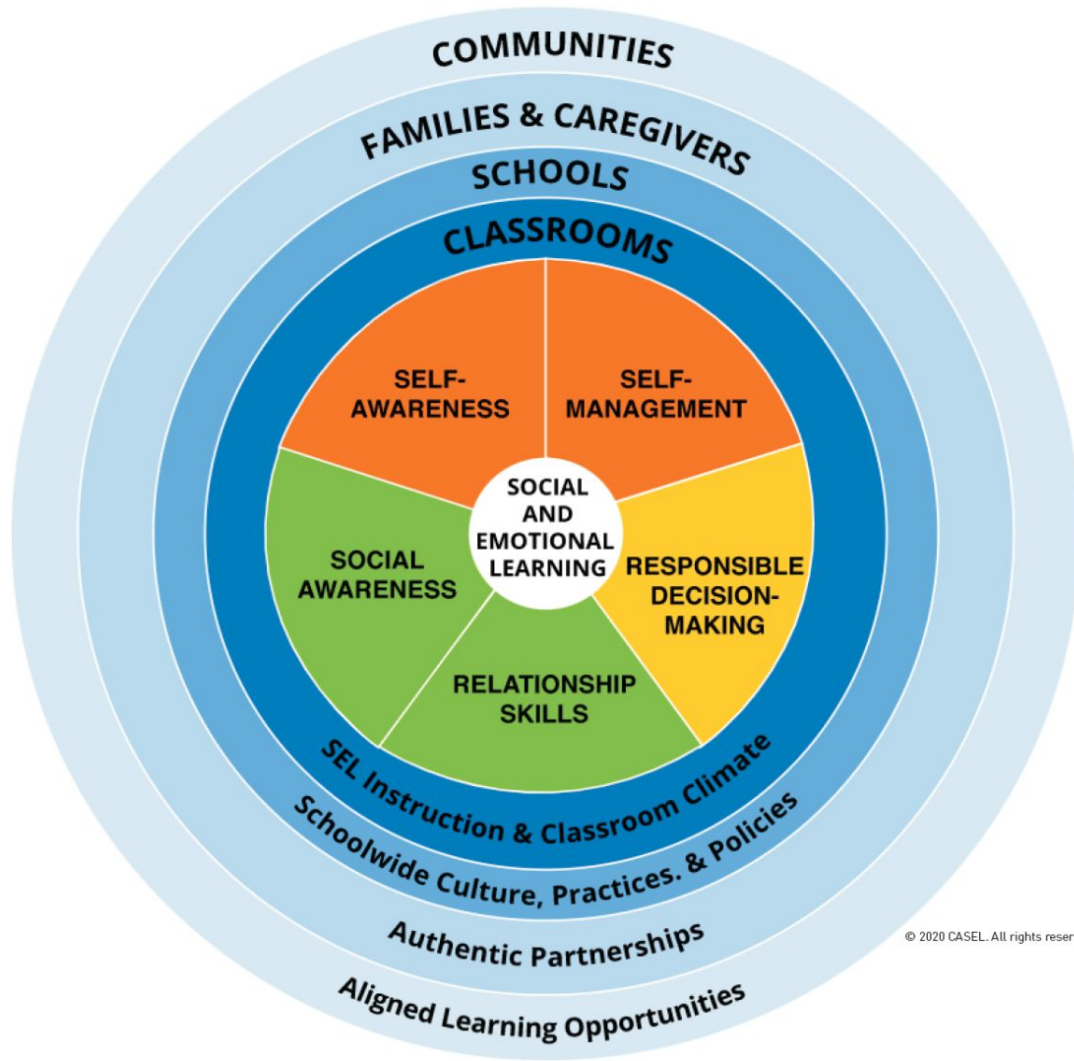
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Social and Emotional Learning
is a tool that helps create a
healthy and supported school
community.

What is Social and Emotional Learning?

SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to

- develop healthy identities
- manage emotions and achieve personal and collective goals
- feel and show empathy for others,
- establish and maintain supportive relationships
- make responsible and caring decisions.



Self-Awareness

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests & a sense of purpose

Social Awareness

- Taking other's perspective
- Recognizing strengths in others
- Demonstrating empathy & compassion
- Showing concern for the feelings of others
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Self-Management

- Managing one's emotions
- Identifying & using stress-management strategies
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

Relationship Skills

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork & collaborative problem solving
- Resolving conflicts constructively
- Seeking and offering support and help when needed
- Standing up for the rights of others

Responsible Decision Making

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make reasoned judgements
- Reflecting on one's role to promote personal, family and community well-being
- Evaluating personal, interpersonal, community and institutional impacts

Social-Emotional Well-Being

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graph TD; A[Social-Emotional Well-Being] --> B[Mental Health]; A --> C[Social-Emotional Learning]; B --> D[Symptoms]; B --> E[Treatment Planning & Skill building]; C --> F[Skills]; C --> G[Teaching];
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Mental Health

Psychological symptoms that can interfere with learning and success.

Symptoms

Anxiety, Depression

Treatment Planning & Skill building

Tier II or Tier III intervention

Social-Emotional Learning

Competencies that we want students to develop to be successful as individuals and community members

Skills

Self-awareness,
Self-management,
Social Awareness,
Relationship skills &
Decision-making

Teaching

SEL curricula, SEL instructional strategies

The SEL and Mental Health Connection

When we create a schoolwide culture that provides a sense belonging and safety for all students

&

we teach SEL skills while creating opportunities for all students to practice them,



students are better able to learn the skills that they need in order to help themselves manage their mental health challenges or ask for support.



USER GUIDE

PANORAMA SOCIAL-EMOTIONAL LEARNING SURVEY

The Survey collected students' beliefs and attitudes about their social and emotional skills in the following areas:

Growth Mindset

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

Example Question: In school, how possible is it for you to change how easily you give up?

Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

Example Question: When complicated ideas are presented in class, how confident are you that you can understand them?

Social Awareness

How well students consider the perspectives of others and empathizes with them.

Example Question: During the past 30 days, how carefully did you listen to other people's points of view?

Self-Management

How well students manage their emotions, thoughts and behaviors in different situations.

Example Question: During the past 30 days, how often did you come to class prepared?

Emotional Regulation

How well students regulate their emotions.

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

Nationwide Participation

The Panorama survey has been taken by over 10 million students in over 600 school districts.

Westwood Participation

The Panorama survey completion rate was 86%. 1,965 students out of 2,285 students participated in the survey.

District-wide Grades 3-5 Percent Answered Favorably and National Comparison

Topic

Percent Favorable ?

Compared to others nationally ?

Self-Management

81%



80th-99th percentile
90th



Social Awareness

79%



80th-99th percentile
90th



Self-Efficacy

67%



80th-99th percentile
90th



Growth Mindset

66%



80th-99th percentile
99th



Emotion Regulation

55%



80th-99th percentile
90th



District-wide Grades 6-12 Percent Answered Favorably and National Comparison

Topic

Percent Favorable ?

Compared to others nationally ?

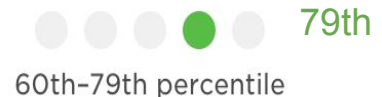
Self-Management



Social Awareness



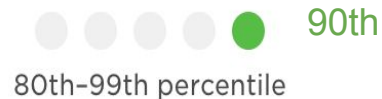
Growth Mindset



Self-Efficacy



Emotion Regulation



Highest Percentage of Favorable Responses by Topics

Self-Management Grades 3-5 (during the past 30 days)

How often

- were you polite to other students? 98%
- were you polite to adults? 94%

Self-Management Grades 6-12 (during the past 30 days)

How often

- were you polite to adults? 97%
- were you polite to other students? 97%

Social Awareness Grades 3-5 (past 30 days)

- How much did you care about others feelings? 93%
- How well did you get along with students who are different from you? 90%

Social Awareness Grades 6-12 (past 30 days)

- How well did you get along with students who are different from you? 87%
- When others disagreed with you, how respectful were you of their views? 87%

Highest Percentage of Favorable Responses by Topics

Self-Efficacy Grades 3-5

- How sure are you that you can learn all the topics taught in your class? 81%
- How sure are you that you can complete all the work that is assigned in your class? 80%

Growth Mindset Grades 3-5

In school, how possible is it for you to change:

- Behaving well in class 75%
- Giving a lot of effort 74%

Self-Efficacy Grades 6-12

- How sure are you that you can complete all the work that is assigned in your class? 74%
- How confident are you that you can learn all the material presented in your classes? 68%

Growth Mindset Grades 6-12

In school, how possible is it for you to change:

- Behaving well in class 78%
- Putting forth a lot of effort 75%

Highest Percentage of Favorable Responses by Topics

Emotional Regulation Grades 3-5

- How often are you able to control your emotions when you need to? 67%
- Once you get upset, how often can you get yourself to relax? 59%

Emotional Regulation Grades 6-12

- How often are you able to control your emotions when you need to? 75%
- Once you get upset, how often can you get yourself to relax? 59%

Westwood Grade 3-5 Sub-groups/Student Breakdown



Winter 2021 SEL Competency
Measure Panorama SEL:
Student Competency Measure
Grades 3-5

Group Name

Group Size

Emotion Regulation

Growth Mindset

Self-Efficacy

Self-Management

Social Awareness

All respondents	606	55%	66%	67%	81%	79%
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ELL Status

ELL	8	+5	+7	+3	-1	+1
No ELL	598	0	0	0	0	0

Student Gender

Female	284	-3	+1	-2	+2	+3
Male	322	+3	-1	+2	-2	-3

Student Race

AfricanAmerican	8	+5	-20	-2	-1	-7
AfricanAmerican, Caucasian	9	+1	+7	-18	-10	+5
Asian	79	-2	-8	+4	-1	-7
Asian, Caucasian	35	-11	-8	+2	-7	-8
Caucasian	469	+1	+2	0	+1	+1
Confidentiality protected	6	+38	+9	0	-3	+4

Special education status

No SPED	445	+1	+1	+4	+2	+1
SPED	161	-1	-2	-11	-7	-5

Westwood Grade 6-12 Sub-groups/Student Breakdown



Winter 2021 SEL Competency Measure
Panorama SEL: Student Competency Measure
Grades 6-12

Group Name

Group Size

Emotion Regulation

Growth Mindset

Self-Efficacy

Self-Management

Social Awareness

All respondents

1,359

56%

57%

57%

82%

75%

Student Gender

Female

698

-6

-2

-5

0

+3

Male

660

+5

+3

+4

-1

-3

Student Grade Level

6

231

+1

+6

+11

+2

+1

7

197

+2

+2

+8

+3

+2

8

202

-2

+2

-4

0

-6

9

196

-2

-2

+2

-2

-2

10

194

0

-3

-3

-1

0

11

180

-2

-4

-9

-4

+2

12

159

+1

-3

-13

-1

+5

Student Race

AfricanAmerican

37

-9

-13

-20

-12

-9

AfricanAmerican, Caucasian

6

+19

-10

+10

+8

+2

Asian

165

-4

-3

+6

0

-4

Asian, Caucasian

32

+3

-1

+12

-3

0

Caucasian

1,105

0

+1

-1

0

+1

Caucasian, Native American

5

+34

+26

+31

+10

+1

Confidentiality protected

9

-8

-6

+16

-2

-14

Special education status

No SPED

969

+1

+1

+3

+2

+2

SPED

390

-4

-3

-8

-6

-6

Continuation of SEL Implementation

- Panorama survey will be administered next school year.
- Continuation of Responsive Classroom implementation and training.
- Elementary SEL curriculum pilot
- Middle School advisory program
- District SEL leadership team and school-based SEL representatives
- Adult professional learning opportunities
- SEL parent advisory