

**RFP 20-1941  
TECHNICAL PROPOSAL  
ATTACHMENT F**

Please supply ***all*** requested information ***in the yellow-shaded areas*** and indicate any attachments that have been included. Document all attachments and which section and question they pertain to.

**2.4.1 General Information**

Please provide a brief history of your organization, and statewide projects you have supported.

Panorama was founded in 2012 with a focus on using student feedback to improve teaching, engagement, school climate, and social-emotional learning. Today, Panorama serves over ten million students annually across more than 1,500 districts nationwide to ensure that each child develops the knowledge, skills, and attitudes needed to succeed in school, career, and life. Over the past eight years, Panorama has become the de facto provider of SEL screeners across the U.S., supporting districts and departments of education in 49 states, including 32 of the 100 largest districts in the nation. Panorama is based in Boston and San Francisco with a staff of 177 people.

At the core of our work together will be the Panorama SEL Screener, a research-backed, developmentally-appropriate SEL screener. The Panorama SEL screener was used successfully by several IDOE districts in the 2019-2020 school year as part of the MTSS pilot program. The Panorama SEL Screener is now the most widely used SEL screener in the nation.

Panorama's clients include a dozen state agencies, as well as the California CORE districts. We've outlined a selection of these statewide projects below:

- **Association of Alaska School Boards (AASB):** Since 2016, Panorama has partnered with AASB to implement climate surveys statewide for students, teachers, and staff. Panorama manages the planning, administration, reporting, and training associated with AASB's custom instrument, the School Climate and Connectedness Survey (SCCS). Approximately 35 districts and 330 schools across Alaska have the flexibility to choose two-week long windows in which to administer surveys under the umbrella of a longer screener window chosen by AASB. Panorama also managed the integration of historical data associated with SCCS so that educators have access to robust change-over-time data.
- **Arizona Department of Education (ADE):** ADE is using Panorama's platform to gather student voice data around the following themes: social-emotional learning, equity and cultural awareness, and school climate in alignment with the goals of the state's

ELEVATE program. This is an evidence-based, executive leadership program centered around equity to develop the knowledge, competencies, and skills necessary for systematic and systemic change by strengthening the culture of learning and high expectations for all, instructional infrastructure, and talent management at the systems level within LEAs and schools. Panorama will support ADE and the 9 participating LEAs in administering student screeners within participating schools and in viewing actionable results at the state, LEA, school, and for some topics, student-level. After data is collected, Panorama will support ELEVATE cohort leaders and representatives from each LEA in train-the-trainer workshops to support each participating school in building strong systems around data inquiry and incorporating student voice in improvement planning.

- **CORE Districts (California Office to Reform Education):** Since 2014, Panorama has partnered with CORE (a consortium of California districts) to manage student, parent, and teacher survey programs in four large urban California districts: San Francisco Unified, Fresno Unified, Long Beach Unified, and Santa Ana Unified. For this project, Panorama supports survey implementation online and on paper for more than 300,000 students, parents, and staff members, in 10 languages, across 450 campuses. Panorama also provides reporting and analysis directly to every participating school and district within CORE. Teachers, principals, district leaders, and school board members across the state are using Panorama for school improvement, program evaluation, and professional learning.

As part of our partnership with CORE, Panorama measures and reports student SEL skills and competencies to drive impact in schools based on SEL data. An example of Panorama's impact on SEL at Long Beach Unified was featured in an EdWeek webinar, "Using Data to Support Students' SEL." The webinar explores how the leadership team of one school in Long Beach Unified, after seeing students' low perceptions of "Growth Mindset," set and achieved goals to implement targeted SEL supports, to increase students' perceptions of "Growth Mindset" along with SEL competencies as a whole, and to use data as a continuous monitor of student progress in SEL.

- **Hawaii Department of Education (HIDOE):** Since 2017, the Hawaii Department of Education has partnered with Panorama Education to implement Panorama Student Success, our MTSS and early warning system, across twenty schools in the Mililani, Leilehua and Waialua complexes of the statewide district. As part of the Department's project, each school uses Panorama to understand and support the needs of each student. Educators use Panorama to administer social-emotional learning (SEL) screeners, monitor trends in attendance, grades and assessments, and track the progress of key student demographic groups (e.g. FRPL, 504, gender, grade level, etc.). Student support teams at these schools use Panorama to quickly see where students are falling off track, respond with appropriate interventions, and track specified groups over time. Many of the schools have high populations of military-connected families and use the tools to quickly understand and intervene with new students in these and other highly transitory populations.

- **Indiana Department of Education (IDOE):** Since 2018, the IDOE has partnered with Panorama to measure school climate in all CSI schools across the state. In this project, nearly 157 schools across 75 districts in the state ask students, staff, and families to share their perception on school climate. School leaders then use this data to set goals for the following year within their site's comprehensive needs assessment.

In the 2019-20 school year, Panorama also partnered with the MTSS pilot schools. In collaboration with Panorama, the MTSS pilot schools built an SEL screener that is aligned to the IDOE's standards and is custom to the needs of Indiana districts. These 11 schools distributed the screener to all students in February 2020 and then participated in one-on-one data coaching during March 2020. After all data coaching and training sessions, the Panorama team created a synthesis of our findings across our pilot and presented recommendations about how to best move forward with replicating the success of the model with other Indiana schools and districts.

Additionally, when schools transitioned to remote learning in Spring 2020 in light of COVID-19 pandemic, the IDOE and Panorama continued to work together to measure distance learning effectiveness for LEAs across the state. Nearly 25,000 staff and family members from over 70 Indiana districts participated in the survey to share valuable reflections on their distance learning experience as well as preferences for returning to school in the fall. District administrators were then able to use the Panorama platform to see how they can improve the educational experience when reopening schools in Fall 2020.

Prior to the school climate and MTSS pilot programs, the IDOE and Panorama partnered together to administer a statewide Educator Survey. Panorama worked with the IDOE and the nine Education Service Centers across the state of Indiana to deliver regionally-based data inquiry and action planning workshops for educators who participated in the Your Voice Matters survey program. Panorama supplemented these trainings with a dedicated online hub of resources and supports for schools and districts to help guide school and district leaders in viewing their educator survey results.

- **Iowa Department of Education:** The Iowa DOE is partnering with Panorama in order to bring greater consistency to its MTSS practices. With a single system for collecting and reporting on student data, educators take a unified approach to universal screening reporting, intervention assignment, and progress monitoring, and administrators will gain greater insight into the statewide health of its MTSS practices. The initial implementation centered on supporting Iowa's focus on early literacy, building upon state legislation to have all students literate by third grade. Panorama supports this effort by integrating and reporting on K-6 students' ELA assessment data from FAST and other assessment providers. Going forward, the MTSS Data System will also streamline the state's data reporting across additional assessments, coursework, attendance, and SEBMH (social emotional, behavior, mental health), helping the state to more fully realize its commitment to Whole Child support. In addition to supporting the Iowa DOE

with an MTSS Data System, Panorama administers the Conditions for Learning survey on the Panorama platform for students in grades 3-12, providing districts across the state with critical data on school climate.

- **Kentucky Department of Education (KDE):** Panorama works with the Kentucky Department of Education to administer a Climate and Working Conditions Survey to all school-based staff in the state. Historically, the survey boasted the highest state-wide teacher/staff response rates in the country, and Panorama has boosted response rates even higher since taking over the project in 2019. In addition to providing fundamental data to support schools in understanding working conditions and supporting school improvement, Panorama also supports focused professional development sessions for users across the state. These sessions both support users in navigating the platform and to drive key insights in key topic areas such as "Educating All Students."

- **Nevada Department of Education (NDE):** Panorama partners with NDE to measure Adult SEL through the administration of a pre- and post-assessment of district and school staff across the state who are taking part in a social and emotional academic development diagnostic. The state uses results to inform its programming and provide professional development and learning opportunities for educators across the state. Many of the educators participating in the NDE program work in Clark and Washoe county schools, the two largest school systems in the state.

- **New York City Department of Education (NYCDOE):** Although not a statewide project, our work with NYCDOE is larger than most statewide programs. For five years, Panorama has managed NYCDOE's Student Perception Survey—the largest student feedback survey in the country. The partnership with NYCDOE includes survey design, survey production, distribution logistics, survey administration, reporting and analysis, and stakeholder engagement. Panorama has worked with NYCDOE to customize the Panorama Student Survey for use in the district, administering more than 1.9 million surveys annually, in 10 NYCDOE languages, on paper and online. At the conclusion of each administration window, Panorama provides teachers, principals, and district staff with easy-to-read survey results, delivers professional development training and resources designed to increase usage and engagement, and generates raw data exports for NYCDOE's use. Through this program, 27,000 teachers are able to take action based on student voice data.

- **Rhode Island Department of Education (RIDE):** Since the 2015-2016 school year, Panorama has partnered with RIDE to implement statewide climate surveys across students, teachers, staff, and parents. Panorama runs a comprehensive survey program for the state—managing stakeholder outreach, survey design, planning, administration, reporting, and training—for over 100,000 respondents. RIDE uses Panorama-developed survey instruments and supplements this content with customized items so that key community partners such as parent groups and teacher unions are represented. Panorama interfaces with state department program staff, statewide stakeholder groups, and site-based leadership in order to build buy-in for the surveys program.

Administrations are run concurrently, and family surveys are administered both online and on paper. Panorama provides reporting at the state, district, and school levels, and develops customized analytics and reporting to meet state and federal accountability requirements. The IDOE can explore RIDE's public reports at:

<http://www.ride.ri.gov/InformationAccountability/RIEducationData/SurveyWorks.aspx>

- **Texas Education Agency (TEA):** Panorama has partnered with the Texas Education Agency for the past two years to administer student, staff, and family climate surveys for all comprehensive schools across the state of Texas. Campuses in Texas participate in the program each fall and receive results to inform their campus improvement planning and support their comprehensive diagnostic process. Panorama delivers professional learning sessions and school-based consultations to campuses to help identify areas of focus and set campus-based goals for improvement. Panorama also runs an opt-in process across the state, allowing any school to participate in the survey program, regardless of whether they are identified as needing comprehensive supports.

- **Utah State Board of Education (USBE):** The Utah State Board of Education has implemented a state-level pilot of Panorama Student Success to help LEAs leverage data across academics, attendance, behavior, and Social-Emotional Learning as a comprehensive early warning system for students in need of early intervention. Panorama Student Success is used to enhance the Student Backpack data tool, part of the State's effort to share the learning profile of individual students in grades K-12, and to provide additional formative actionable data on student outcomes. Several districts across the state are participating, including Ogden, Provo, and Box Elder. The State looks at the impact of the tool across a set of schools as part of its exploration of new ways to identify at-risk students and effectively intervene.

- **Wyoming Department of Education (WDE):** Since 2016, the Wyoming Department of Education has partnered with Panorama to administer student climate screeners to traditional and alternative high school students across the state. The State plans to use data from the screener administration as baseline data to inform the viability of using the climate screener as part of the broader statewide accountability system and as a non-academic indicator that meets the requirements of the Every Student Succeeds Act (ESSA).

2.4.2 Please detail your organization's capacity to collect and analyze social-emotional learning (SEL) data in order to provide recommendations to LEA's on how to support SEL growth.

We are tremendously excited to extend our partnership with the IDOE to deliver a

comprehensive universal screening program for social-emotional learning (SEL), including screener design, administration, reporting and analysis, training, and thought partnership.

Our proposed program will build upon years of experience leading similar programs with state departments of education, districts in Indiana like Indianapolis and Evansville Vanderburgh School Corporation, as well as many of the leading SEL districts in the nation, such as Long Beach Unified, D.C. Public Schools, and Washoe County.

Panorama will also build upon the successes of our MTSS pilot program with the IDOE, which was described as “outstanding” in the RFP itself, and yielded powerful insights into student perceptions of their own SEL. Additionally, participants noted that Panorama’s training was clearly customized to their needs, and found value in the discussion about how to use and analyze the data, as well as strategies to act on SEL data across multiple levels. To view insights from the IDOE pilot program with Panorama, please see *Appendix II - IDOE Pilot Program Insights Report*.

We are delighted to share in the sections that follow our vision for SEL, a glimpse into what our partnership will look like, the research and design behind the Panorama SEL screener, and a deep dive into our powerful reporting platform.

## **Panorama’s Six Guiding Principles for Social-Emotional Learning**

Through our years of work, we have developed a vision of SEL that is comprehensive and existing at all levels (state, district, school, classroom), beginning with deep educator preparedness and training to assess SEL and act on data, and followed by supporting SEL through an equity lens, enabling adult SEL, well-being measurement and support, and measuring more than once a year. Our guiding principles in this work are that:

### **1. Educators should receive more support to take action on SEL data.**

Schools will better weave SEL into MTSS / RTI frameworks, focusing on the actions they will take and adjusting in response to data on how students are responding to those actions.

### **2. SEL should be incorporated into Tier 1.**

If schools see SEL as core to what they do and who they are, then supporting students will go beyond identifying and helping students who need “extra” support. Schools will better incorporate SEL into Tier 1 so that foundational support for all students, and system-wide programs and actions, are the first focus.

### **3. SEL must be supported through an equity lens.**

Since its inception, the national SEL movement has been one with a remarkable potential to advance equity by cultivating students' awareness of themselves and each other, feelings of inclusion and worth, and socio-cultural competencies. When educators attend to all students' (and their own) social-emotional needs and inner lives, they are more equipped to advance educational equity.

At Panorama, we commit to supporting equity in and through SEL by developing screener offerings and professional learning experiences focused on racial equity and through analytic tools that make it possible for educators to understand and address inequities in their school communities. In this work, we listen, reflect, and iterate in partnership with the educators and leaders that we work with every day.

#### **4. Adult SEL enables student SEL.**

Just as research points to the importance of student SEL, studies show that focusing on the social-emotional development of adults can lead to positive outcomes for students. In addition, the same skills that can help students succeed in school and life can benefit teachers and school leaders who incorporate SEL practices into their own lives. If the IDOE is interested in measuring adult SEL now or in the future, Panorama offers the option to administer the Panorama Teacher and Staff Survey, which can include adult SEL measures, and is described in more detail in Section 2.4.7.

#### **5. SEL includes well-being, both for students and for adults.**

In addition to evaluating and supporting the growth of SEL skills and competencies, educators also have an increased desire to simply know how students are feeling frequently and respond with support for individuals and programs for entire schools/districts. Panorama's SEL screener includes topics that measure student well-being like Positive Feelings and Challenging Feelings.

Adult well-being is also critical for maintaining a positive learning environment. Panorama offers the option to administer the Panorama's Teacher and Staff Survey, which includes adult well-being measures, and is described in more detail in Section 2.4.7.

#### **6. SEL benefits from frequent measurement.**

In addition to measuring students' SEL skills and competencies, administrators and teachers need to get a pulse from time to time on how things are going for students and plan support in response. Checking in with students frequently matters because:

- Students' school and life experience can change often.



- Schools are continuously trying to improve throughout the year, and they need to get frequent data about how they are doing to inform action.
- Monitoring progress will measure intervention effectiveness for students who are receiving extra SEL support and intervention.

Panorama offers the option to administer SEL Check-ins, which are described in detail in Section 2.4.7.

## The Panorama SEL Screener: Research and Design

An essential component to a successful statewide SEL screener program is choosing an SEL screener that is valid and reliable and aligns to the state's framework and goals. Panorama's SEL screener is the most widely used in the nation and has already been aligned to match the IDOE's SEL framework.

The Panorama SEL screener includes 23 topics and was developed through a rigorous design process that included literature reviews, focus groups and interviews, expert reviews, and cognitive pretesting. The development of our SEL screener was led by Dr. Hunter Gehlbach, Professor and Vice Dean at Johns Hopkins University and a leading expert in measurement design, and included researchers at the Harvard Graduate School of Education.

Panorama's SEL screener design embodies modern best practices, such as phrasing items as questions in conversational language, rather than asking respondents to agree or disagree with statements. These measures have exhibited strong evidence of both reliability and validity in their performance across a wide sample of student demographic groups, diverse school types, and geographic regions. The instrument is designed to be customizable while retaining validity, reliability, and national benchmarking.

For more information on the research behind Panorama's SEL screener, please see our Reliability and Validity report at:

<https://go.panoramaed.com/hubfs/Validity-Report-Student-Topics-2020.pdf>

Panorama's SEL screener helps educators measure and improve SEL in the following educational areas:

- 1. Student Competencies:** The social, emotional, and motivational skills that help students excel in school, career, and life. (Example topics: Growth Mindset, Self-Efficacy, Social Awareness)
- 2. Student Supports and Environments:** The environment in which students learn, which influences their academic success and social-emotional development. (Example topics: Teacher-Student Relationships, Sense of Belonging, School Safety)



**3. Student Well-Being:** Students' positive and challenging feelings, as well as how supported students feel through their relationships with others. (Example topics: Positive Feelings, Challenging Feelings, Supportive Relationships)

**4. Teacher and Staff:** Well-Being, Skills, and Capacity for SEL. The professional well-being and capacity of teachers and staff to support every student socially and emotionally. (Example topics: Well-Being, Professional Learning About SEL, Cultural Awareness and Action)

Within each of these areas, Panorama offers measures that cover an array of SEL topics (e.g. Growth Mindset, Self Management, Sense of Belonging). Clients can select the topics that align with their strategic priorities, measurement goals, or SEL framework. We encourage clients to select between four and seven topics for their screener so that students can complete short, specific SEL screeners.

As part of the pilot with IDOE in the 2019-20 school year, schools measured six SEL competencies, including Self-Management, Self-Efficacy, Social Awareness, and Emotion Regulation. Schools also asked students to reflect on the SEL supports and environments that they experience at school and measured Sense of Belonging and Student-Teacher Relationships. The final six SEL topics were chosen in consultation with Panorama's project team after multiple stakeholder feedback sessions and alignment to the IDOE and CASEL SEL framework. As we look to build on the success of last year's program with the SEL Screener program in the 2020-2021 school year, we anticipate using many of the same topics to offer schools, districts, and the State change over time data. However, we will work with the IDOE to finalize the SEL Screener and can replace or supplement content as desired.

### **CASEL Alignment**

During our pilot program with the IDOE, the Panorama project team worked closely with the state to align Panorama's topics to the CASEL framework and to the IDOE's SEL framework. Panorama is well versed in the IDOE's strategic goals and frameworks and will work with the IDOE to ensure that SEL topics for the statewide screener program are meaningfully tailored to the state's needs.

Many of our partners, including the IDOE, use the framework outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) to incorporate SEL into school programs and strategic goals. CASEL is "the world's leading organization advancing one of the most important fields in education in decades: the practice of promoting integrated academic, social, and emotional learning for all children in preschool through high school" ([www.casel.org](http://www.casel.org)). Panorama and CASEL conceive of social-emotional learning similarly as a set of vital interpersonal and intrapersonal competencies that promote student success. The CASEL framework identifies five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Panorama's SEL measures are well-aligned to the CASEL framework. For example, CASEL defines social awareness as "the ability to take the perspective of and empathize with others from diverse backgrounds and cultures," and Panorama's measure of Social Awareness assesses how well students consider the perspectives of others and empathize with them.

### **Analysis and Reporting: The Fuel for Data-Driven Action**

An SEL screener is only valuable if it enables educators and administrators to understand their students' SEL, identify students or groups of students needing additional support, and take action based on SEL data. A robust reporting platform is critical.

Panorama's platform includes easy-to-navigate reporting functionality that empowers educators to take action supporting students based on SEL data. Educators will be able to explore results from each screener administration online, or they can download printable PDF reports if they prefer a hard copy. Panorama's web-based reporting platform is designed to be intuitive and easy-to-use by educators regardless of their technical experience.

Panorama's reports include aggregated and disaggregated results at the individual student level, grade and/or class level, school, district, and state level. Panorama's secure, role-based permissioning system ensures that each user can access only the information they are authorized to access.

Panorama's online reports can also be filtered by groups to help educators and administrators understand differences in experiences for different populations across the state. For example, Panorama's Group View highlights variations in screener results on topics like Sense of Belonging or Student Engagement across respondent demographic attributes, such as race/ethnicity, grade level, gender, socioeconomic status (FRPL status), English Language Learner (ELL), Special Education status, GPA, attendance rate, program participation, or any other attribute that educators would like to include.

These filters can be further customized to yield powerful insights. For example, educators may see how students with lower attendance rates view their Sense of Belonging at school, or how Self-Efficacy scores may vary by students of different races/ethnicities. Panorama will work closely with the IDOE teams to ensure that reports include the right demographic data and are as insightful as possible to support equity across the community. As a result, educators will be able to better address conditions that promote equitable experiences for each student. We can also shield reporting on specific identifiers, such as FRPL status, in order to comply with state and district standards.

For a screenshot tour of Panorama's reporting platform, please see *Appendix I - Screenshot Tour of the Platform*.

Other key elements of Panorama's reporting are described below.

- **Groups** - Breaks down results by race/ethnicity, gender, grade level, disability status, ELL status, and other subgroups as requested by the IDOE. We can also shield reporting on specific indicators, such as FRPL status, in order to comply with state and district standards. Monitoring SEL data across demographic features will help the IDOE identify experience and achievement gaps across students groups and inform interventions that advance equity. For example, educators can break down students' results in Self-Efficacy by gender and race to understand trends between Black boys and other student groups.
- **Change Over Time** - As topics are measured multiple times over the course of screener administrations, Panorama's reports will display change over time, allowing educators to track progress at the student, school, district, and state levels. Many of our partners use this reporting feature for program evaluation, looking at multiple years of screener data to audit the effectiveness of initiatives by analyzing their impact on SEL. For example, once a school uses Panorama to discover that Growth Mindset is low among its students, school leaders and staff could set a goal of improving students' beliefs in the area of Growth Mindset, and then use Panorama's measures to monitor progress with clear measures over time.
- **Leadership View** - Allows state leaders to dynamically compare results for all districts, and for district leaders to compare results across all schools within a district. Leadership View automatically generates a heat map showing perceptions on each SEL topic, with color-coding and the ability to export to Excel. With Leadership View, leaders can sort districts or schools by SEL strengths and growth areas, making it easy to identify which districts or schools are excelling and which practices are driving success, as well as which need additional support.
- **National & Peer Benchmarks** - Allows educators to compare their results to other schools within the district, across the state of Indiana, and across the country by filtering the comparison data by school setting (urban, suburban, rural), school level (elementary, middle, high), and other identifiers.
- **Student Reports** - Provides detailed reporting of student SEL screener results across all topics measured. Student reports provide strategies and techniques to students and teachers to help make self-report data actionable and to help facilitate conversations between students and their teachers and family members.
- **Bookmarks and Printable Reports** - Lets users "clip" key findings in their Panorama reports, add notes, and then automatically generate a PowerPoint deck or PDF report for sharing with faculty, or for inclusion in a school improvement

plan.

- **Support Notes** - Support notes allow educators to log SEL supports and custom notes for individual students. Examples include “call home,” “parent meeting,” “student meetings,” and “classroom observation.” Support notes can be used to increase accountability and document student progress over time.

- **Panorama Playbook:** Panorama’s online professional learning portal, Playbook, provides educators with strategies and interventions to help them take action on SEL screener results and to support students’ mental health and wellbeing. All Panorama users can access Playbook, which contains strategies for improvement aligned to Panorama’s screener topics and SEL measures, including measures from the CASEL framework like Social Awareness and Self-Management. For more information on Panorama Playbook, please see Section 2.4.6.

Panorama complements its interactive reporting platform with live trainings and ongoing resources that emphasize data inquiry and action planning. Please see Section 2.4.4 for an overview of Panorama’s proposed training program for the IDOE, which is highly customizable and will be tailored to support the unique needs and context of districts across Indiana.

## The IDOE <> Panorama Partnership: A Look at the Year Ahead

In this section, we describe how we propose to support IDOE to bring the above principles, SEL screener, and reporting platform to life in support of all students’ social-emotional learning.

### Panorama’s Approach to the SEL Screener Program

At the beginning of our partnership, Panorama’s current project team for the IDOE will host a kickoff meeting with key IDOE staff to expand upon their vision for the SEL screener, identify key priorities and success criteria for our work together, and gather the necessary information to establish a clear project plan and timeline.

Panorama will then support the IDOE with conducting outreach to recruit and prepare the districts that will participate in the SEL screener program. We will work closely with the IDOE project team to develop a recruitment plan that is strategic and aligns to the vision and goals outlined in the kickoff meeting.

From there, the Panorama project team will partner with the IDOE to plan, design, and customize the Panorama SEL Screener. Panorama and the IDOE will review Panorama’s library of valid and reliable social-emotional learning topics and select 5-8 topics on which to focus. Example topics that the IDOE measured with Panorama last year include Self-Management, Social Awareness, Sense of Belonging, and Self-Efficacy. Students in grades 3-12 will take the Panorama SEL

Screener online, on Panorama's website, which is accessible on most mobile devices and takes 10-15 minutes to complete.

After the screeners have been administered, results will be available through Panorama's interactive and easy-to-use reporting platform. Educators across the state will be able to delve into a wealth of SEL data and draw meaningful insights into how to take action to support students in SEL.

To complement our comprehensive reporting suite, Panorama will provide the IDOE with a professional development package that includes live trainings focused on data inquiry and action planning, along with on-demand resources and training, that will empower IDOE educators to provide targeted SEL supports.

Lastly, Panorama will bring the momentum and capacity to successfully roll out the Panorama SEL Screener program statewide. We have already delivered a successful MTSS pilot program for the IDOE and will build upon those successes. Implementing screener programs at scale is Panorama's bread and butter, and we bring lessons learned from statewide partnerships like that with departments of education in Alaska, Iowa, and Utah. Our expertise in statewide screener programs, combined with the Panorama project team's insights from working with IDOE districts on the ground, convince us that our partnership will be extremely successful and will have a positive impact for students and student outcomes.

### **Panorama Project Team for the IDOE**

As mentioned, we will staff the Panorama SEL Screener program with the same team that implemented the IDOE's MTSS pilot program. This team is familiar with the educational landscape across the state, as well as with the schools, districts, and strategic goals of the IDOE, and they are eager to build upon the rewarding work with the IDOE. The proposed team includes:

- Jillian Evans, Project Lead
- Dave Floyd, Project Manager
  - Leah Ewall-Wice, Project Associate
- Eric Weisman, Strategic Advisor
- Aida Conroy, Professional Learning Manager
- Doug Hassett, Professional Learning Manager
- Dr. Samuel Moulton, Research Advisor

### **Jillian Evans, Project Lead**

As Project Lead, Jillian will oversee our work with the IDOE. Jillian will be the IDOE's primary contact and will be responsible for ensuring that Panorama's SEL Screener program for the IDOE is a success. Jillian will coordinate Panorama's resources to ensure that program implementation at schools and districts across the state runs

smoothly, achieves all critical success factors, and is well staffed at all times with the experienced Panorama team members listed above. She will lead weekly or bi-weekly calls with IDOE staff and will serve as a strategic advisor and resource for the IDOE and for each district. IDOE staff will have Jillian's direct contact information (including cell phone number). Jillian will also be responsible for project oversight and ensuring strict adherence to timelines. Jillian will supervise Dave Floyd, who will be the Project Manager for this work. Dave will be in charge of the day-to-day details of the program and will supervise additional support staff.

Prior to Panorama, Jillian spent several years at Pearson Education, working with their global product organization focusing on online learning solutions for higher education institutions. Jillian started her career as a high school math and special education teacher in the Greater New Orleans region. She is a lifelong advocate for students and equity in education. Jillian brings a combination of instructional design and online learning technology implementation expertise to the district. Jillian has an MA from the Teachers College at Columbia University and holds a BA from Trinity College in Hartford, CT.

Jillian's role is to work with clients to oversee and expand their work with Panorama to ensure maximum impact. Jillian serves as a thought partner to some of Panorama's most complex programs in large districts and state departments across the country, including Detroit Public Schools Community District, Portland Public Schools, San Francisco Unified School District, Long Beach Unified School District, and departments of education in Alaska, Arizona, Indiana, and Wyoming.

#### **Dave Floyd, Project Manager**

Dave will manage the day-to-day details of each screener administration for the IDOE. Dave will be Jillian's primary support. In partnership with Jillian, Dave will support the project plan, including timeline, project calendar, and all screener administration specifications. Dave will help identify any important decisions far in advance and quickly respond to any changes or adjustments in the project plan. Dave will work closely with Jillian, Doug, and Aida in the design and implementation of all professional development workshops focusing on action-planning using SEL data.

Dave was the Managing Director of Programs for Teach For America Rhode Island (TFA:RI). In this capacity, he oversaw the training, support, and development of over 50 first and second year teachers. Additionally, through his role in managing school and district partnerships, Dave was able to ensure that each year, 100% of new TFA teachers were hired by the first day of school. Dave also managed relationships with fellow educator preparation programs, external stakeholders, school leaders, and central office staff. Prior to this role, Dave was a middle school ELA and ESL teacher in Houston, TX. Dave has an MA in Urban Education Policy from Brown University and an MEd in Teacher Leadership from University of St.

Thomas (TX). He completed his undergraduate studies in Philosophy and Catholic Studies at College of the Holy Cross, and graduated cum laude.

Dave serves as Project Manager for several of Panorama's largest clients, including the Indiana Department of Education, the Rhode Island Department of Education, the Wake County Public School System, the Delaware Department of Education, and Chicago Public Schools.

**Leah Ewall-Wice, Project Associate**

Leah will report to Dave to provide comprehensive, daily support to IDOE throughout the screener administration process. Leah will focus on ensuring that all end users are supported – including teachers and other IDOE staff members who reach out to Panorama. Leah has a deep analytical background and will assist Dave in detailed data file quality assurance.

Prior to joining Panorama Education, Leah spent nearly four years working in venture philanthropy and impact investing at New Profit. Leah served in a variety of roles at New Profit from fundraising to portfolio measurement and evaluation. In her last position with New Profit Leah managed the firm's investment selection and due diligence process where she was responsible for designing and implementing an investment selection strategy, training team members, and engaging internal and external stakeholders. Before New Profit, Leah spent time working in marketing at Amazon Web Services and MFS Investment Management. Leah holds a BA in Economics and International Affairs from Northeastern University and is an Education Pioneers Fellow.

As an Implementation Lead on the Strategic Engagements Team at Panorama Education Leah supports large districts to ensure seamless project implementation and individualized support. Leah works with a variety of large districts and state departments of education including Broward County Public Schools, Indiana Department of Education, Long Beach Unified School District, Miami-Dade Public Schools, Rhode Island Department of Education, and San Antonio Independent School District.

**Eric Weisman, Strategic Advisor**

Eric is the Head of Account Management at Panorama and has served as project lead and thought partner with the Indiana Department of Education, as well as the Association of Alaska School Boards, Rhode Island Department of Education (RIDE), California CORE districts, the Wyoming Department of Education, New York City Department of Education, and Dallas Independent School District.

Prior to Panorama, Eric worked for more than a decade designing and implementing large-scale assessment contracts with Pearson. Eric has also spent



time with the College Board, developing post-secondary readiness assessments for K-12 districts across the country. Prior to his work in the assessment industry, Eric began his career as a high school English teacher in Boston Public Schools.

A doctoral student in Education Policy and Planning at the University of Texas at Austin and a graduate of the Harvard Graduate School of Education's Teacher Education Program, Eric has explored the ways in which urban school districts and states engage with assessment policy to drive system-level reform. With Eric, IDOE will gain a trusted advisor with a unique combination of instructional and assessment expertise and experience in public and private mission-driven organizations.

**Aida Conroy, Professional Learning Manager**

Aida will collaborate with Dave, Jillian, and Doug to lead the design and implementation of all professional development trainings and workshops as part of the Panorama SEL Screener program, in conjunction with staff at IDOE. Aida will be responsible for planning and delivering the workshops described in this proposal, along with the support and guidance of Dave, Jillian, Doug, and the IDOE screener team.

Aida has designed and led trainings for clients such as Indiana Department of Education, Iowa Department of Education, Kentucky Department of Education, and Miami-Dade County Public Schools (FL).

Before joining Panorama, Aida worked as a teacher and instructional coach. She was part of the founding team at The Noble Academy, a title 1 school in Chicago, IL where she is currently based. There, she supported the design and implementation of MTSS and designed 9-12 history and ELA curriculum and instructional practices. Aida has worked across the country as a consultant with schools implementing the Harkness Method of instruction. She taught high school for many years, but began her teaching career as a PreK teacher.

**Doug Hassett, Professional Learning Manager**

Doug will work closely with Aida and the rest of the project team to design and implement professional development trainings for IDOE educators. As a Workshop Facilitator on Panorama's Teaching and Learning team, Doug designs and leads in-person and virtual adult learning experiences for many of Panorama's district clients.

Doug leads our strategic advising practice and has managed platform roll-outs for states and districts including Iowa's Department of Education, and District of Columbia Public School, Boston Public Schools, and Portland Public Schools.

Before joining Panorama, Doug worked as a Mathematics Content Specialist for the Achievement Network. There, he developed items for mathematics assessments as well as designed and facilitated professional learning experiences for school leaders and teachers. He also taught high school math in the Chicago area.

**Dr. Samuel Moulton, Research Advisor**

Samuel supports the development and advancement of Panorama's screener instruments and reporting platform and will provide methodological guidance to the IDOE during the screener design process to ensure that screener content is valid, reliable, and useful to the IDOE.

Samuel holds BA, MA, and DPhil degrees in Psychology from Harvard University and has served as a research associate, lecturer, and Fellow in the Department of Psychology at Harvard University. He has authored dozens of articles and academic papers and has presented at scores of conferences and academic convenings on topics at the intersection of psychology, education, and cognition.

Samuel has supported many of our state and large district clients in screener design, validated and refined Panorama's screener instruments, and completed in-depth analyses with Panorama's National Benchmark data set. Samuel has consulted with states and districts like the Rhode Island Department of Education, New York City Department of Education, Denver Public Schools, and Bellevue School District (WA) to support their screener programs.

**Platform and Project Team Capacity**

We understand the challenges posed by large-scale screener programs like this one. Panorama's screener administration process and technology—including our support team, our implementation model, the screener-taking web application, and our online reporting website—have already been battle-tested and proven at scale, supporting not only the IDOE Educator Survey program, but also screener programs in New York City and the California CORE Districts.

Panorama's project team for the IDOE is uniquely qualified and will carefully plan and support the IDOE with every aspect of screener administration, reporting, training, and statewide implementation. The project team will manage each phase of our implementation model, described in detail in Section 2.4.3, and will carry out the IDOE's vision for the program.

From a technology perspective, Panorama's screener-taking and reporting platform exceeds the capacity requirements necessary to implement a statewide SEL screener program for the IDOE. Our screener-taking platform has been tested at rates of over 25,000 screener requests per minute. This accounts for approximately 250,000 concurrent screener takers, assuming a 10-minute average screener taking

time. We use performance testing tools that recreate those many thousands of users taking screeners by coordinating many servers to simulate those web browsers. This represents several times the highest amount of usage that we have seen on the platform previously (36,000 users in the same hour).

#### **Data Security and Data Privacy**

Protecting the integrity of respondent data – especially student information – is critical in any screener program. Panorama has rigorous security practices in place to protect the millions of student records and other respondent data that we securely manage. Panorama has rigorous security practices in place to protect the millions of student and staff data that we securely manage. Panorama’s technology infrastructure includes SSL/TLS encryption for all data in and out of the our platform, multi-factor authentication for all Panorama staff, and at-rest data encryption. Panorama also adheres to a strict data privacy policy and provides data privacy training for all staff. Panorama’s server hardware is protected via safeguards such as firewalls and physical access controls. Panorama’s services team likewise follows rigorous security processes and protocols designed to keep data confidential and secure.

Panorama’s platform uses strict data access rules via “principle of least privilege” to provide in-platform data access to IDOE staff. Panorama will work with the IDOE to set clear protocols for who in the district can manage and access which sets of data. For example, can principals see screener participation rates at their school? Can district leaders compare themselves to other districts in the aggregate or uniquely, or both? These decisions are best made by state leadership, depending on the context and goals of a particular screener administration. Panorama has the ability to set permissions based on the IDOE’s desires.

IDOE can review Panorama’s complete privacy policy at:  
<https://www.panoramaed.com/privacy>.

- 2.4.3 Please detail your organization’s process and capacity to create a statewide implementation of a universal screener for social-emotional learning and its benefits to the MTSS framework?

Over years of experience delivering screener programs for departments of education and large district clients, Panorama has built out a proven process and ample capacity to successfully implement statewide screener programs. Panorama has invested copious amounts of resources to ensure that our process is seamless and effective at each stage of implementation. In the sections that follow, we provide a blueprint for our work together for statewide implementation from start to finish, as well as an overview of how our work together will benefit the MTSS

framework.

### **Eight-Step Implementation Process**

Panorama's project management and implementation process includes eight stages and will be tailored to the IDOE's goals and support needs. This process has been refined through years of experience supporting large-scale SEL screener programs for state departments of education and large districts across the country. Our implementation will guide us through each screener administration. The SEL screener can be administered as many times as desired over the course of the partnership.

Below, we detail the eight stages of our screener administration process and how the Panorama project team will communicate with and support participating LEAs throughout this process for each screener administration.

#### **1. Kickoff and Vision (1 Day)**

Immediately after contract execution, Panorama will schedule a project kickoff meeting that will include the members of Panorama's assigned project team — the Project Lead, Project Manager, and Project Associate — in addition to the IDOE's project team. The Panorama team will use this meeting to expand upon the IDOE's vision for the SEL screener, identify key priorities and success criteria for our work together, and gather the necessary information to establish a clear project plan and timeline. We will design the overarching screener plan and provide guidance on best practices while accommodating the IDOE's need for flexibility.

#### **2. Planning and Screener Design (2-4 Weeks)**

The goals of this phase are two-fold: to allow the IDOE and Panorama to collaborate on screener development and customization, and to establish a detailed implementation plan and timeline for the screener program. Building on the goals and priorities established in the project kickoff, Panorama will conduct screener design sessions with the IDOE to customize the Panorama SEL Screener to the state's context. In this stage, the IDOE team will have the opportunity to select SEL questions and topics for students that align to IDOE needs and priorities. Panorama will also conduct content focus groups with district and school leaders to ensure the topics and measures are aligned to the IDOE's goals.

In crafting the implementation plan, the Panorama team will focus on developing the project summary, specifications, and timeline. We have invested significant resources in designing resources for our partners to make sure that this part of the process is as clear, detailed, and rigorous as possible, including developing sample agendas and checklists.

### 3. Stakeholder Communication, Marketing, and Outreach (1-2 Weeks, often overlaps with Screener Design)

Panorama will develop, in consultation with the IDOE, a detailed strategy for marketing, outreach to stakeholders, and opt-in process (described in detail in Step #8). Our work will focus on building buy-in and enthusiasm for individual screener administrations to ensure high, representative response rates. Wherever possible, this work will emphasize using existing communication and marketing channels.

Additionally, stakeholder communication and outreach often includes:

- *Building Buy-in and Support:* Panorama will conduct meetings, calls, regional presentations, trainings and/or webinars in order to help key stakeholders understand this program's impact on the IDOE. In the past, Panorama has used the IDOE's website, as well as the superintendent's email newsletter, to share communication materials across the state. We can certainly use those channels again for this program to build buy-in and garner support.
- *Direct Outreach to Stakeholders:* Panorama will also work with the IDOE to determine the right method for direct outreach to stakeholders across the state. In some cases, Panorama will ghost-write materials for schools to use to reach specific audiences. In other cases, Panorama will communicate directly with stakeholders (with the IDOE's oversight and permission).

### 4. Data Transfer and Screener Production (1-2 Weeks, often overlaps with Stakeholder Communication)

In this stage of the screener administration process, the Panorama team will produce the Panorama SEL Screener and related collateral using the robust tool set in our platform. Based on the IDOE's requirements, Panorama recommends that the screener be administered online.

To produce confidential screeners that allow for meaningful analyses of classroom, school, district, state, and student subgroup data, Panorama will work with IDOE's data team to securely transfer the necessary data from IDOE's data system to Panorama prior to screener launch. Panorama's team has managed hundreds of these data transfers via Panorama's own secure file sharing system, a client-based SFTP site, or another method that the client requests. A project associate assigned to the IDOE team will perform a thorough data file validation check.

After the data have been validated, the Panorama team will configure, prepare, and produce all screeners and accompanying materials, complete all necessary quality assurance processes, and deliver all screener materials to the IDOE according to the established timeline and specifications.

### **5. Screener Coordinator Training (1 Week)**

While screener materials are being produced, the Panorama team can facilitate “Screener Coordinator” training with key IDOE personnel. In most cases, a screener coordinator from each campus participates in the training. Coordinators will learn how to distribute, proctor, and support screener administration for all students groups at their sites. These sessions equip coordinators to administer screeners effectively and efficiently, while deeply understanding the tools available in Panorama’s reports. These resources will also be available for reference on the IDOE’s website after the training.

### **6. Screener Administration (3-4 Weeks)**

After customizing the screener to match the goals and priorities of the IDOE, Panorama’s project team will carefully support all aspects of screener administration across the IDOE.

Screeners will be completed online in Panorama’s secure, web-based platform. To take screeners, students will log into Panorama with an access code (their student ID number). Students will automatically receive the correct screener for their school and grade level based on student data pulled from the Student Information System (SIS). Typically, screeners will take no more than 10-15 minutes to complete.

Screeners will be available in multiple languages as determined by the IDOE (nationally, Panorama administers screeners in 47 languages), and the screener-taking website is in accordance with state and federal accessibility guidelines and best practices (e.g., support for screen readers).

### **7. Reporting (2-4 Weeks)**

Before each screener administration closes, Panorama will work with IDOE staff to configure Panorama’s online reporting platform for the state’s needs. This is important because it allows Panorama to load screener results quickly post-administration and share the results with stakeholders on the IDOE’s timeline.

When the screener administration window closes, Panorama will immediately process and analyze screener results. For our other state DOE clients, we often share preliminary reports with the project team as soon as one week after the screener closes. In the IDOE’s pilot program with Panorama, we shared results live, refreshing reports every 24 hours during the survey window. Given that we supported live results in the pilot, Panorama will happily discuss that option with the IDOE project team if desired.

After discussing the reports with the project team, Panorama can make

adjustments as necessary before reports are made available to teachers, district administrators, and principals. Typically, reports are available within two weeks of the screener close date, and we will be able to provide data within 2-3 weeks after the screener closes for the IDOE.

As detailed in section 2.4.2., Panorama's reports are accessible via a secure, easy-to-use website. Reporting features include:

- National & peer benchmarks to compare their results to other schools within the district and across the country,
- Group break downs to view results by race/ethnicity, gender, grade level, disability status, ELL status, and other subgroups as requested by the IDOE,
- Leadership View, which allows district leaders to dynamically compare results for all schools in the district,
- Student reports that provide strategies and techniques to students and teachers to help make self-report data actionable,
- Bookmarks that let users "clip" key findings in their Panorama reports, add notes, and then automatically generate a PowerPoint deck or PDF report for sharing, and
- Support notes to log SEL supports and custom notes for individual students.

In addition to the online reporting functionality outlined above, Panorama can provide IDOE staff members with Excel and / or SPSS formatted versions of results via a secure transfer method. This data includes an electronic code book, a data dictionary, variable name descriptions, value labels, and a methods summary.

Panorama can also create simplified reports that are suitable to share broadly in the community. In several states and districts, including Seattle Public Schools and the Rhode Island Department of Education, reports with specific cuts of data are made available via public websites.

### **8. Professional Development, Program Review, and Planning (3-4 Weeks)**

Panorama complements its reporting, online tools, and resources with training sessions that emphasize analyzing and using the data to improve SEL. Together, these online tools and workshops will build the capacity of state, district, and school-level staff members to interpret and take action based on their data. (Please refer to section 2.4.4 for more details on Panorama's professional development offerings.)

Panorama will also debrief the program with the IDOE project team to identify strengths and areas of improvement for future administrations. Panorama uses this information to grow and improve our work in future years; our ability to succeed in the IDOE is in large part based on our learnings from dozens of similar projects across the country.



**Opt-In Strategy and District Outreach**

Because the IDOE will allow districts to opt-in to the Panorama SEL Screener program, Panorama's project team will work closely with the IDOE to develop an opt-in strategy and communication plan that will optimize participation. The dedicated project Project Manager for the IDOE, Dave Floyd, will spearhead this work to ensure seamless recruitment and onboarding for participating districts.

We understand that the IDOE's recruitment goals are for the screener program to be available to 40% of districts in the first year, 80% in the second year, and 100% in the third year. 100% of LEAs that want to participate will be able to do so each year. Panorama has the capacity and expertise to recruit and onboard all participating districts in line with those metrics. Panorama currently supports dozens of districts across the state and we expect to maintain their existing, independent programs. We anticipate that in the first year of the SEL screener program, we will serve up to 100,000 new students through the screener program, and we will scale the program through the years as desired by the IDOE and participating districts.

Panorama has created and managed opt-in screener programs for state clients such as the Association of Alaska School Boards (AASB) and the Texas Education Agency (TEA):

- For AASB, we construct the opt-in process for our main point of contact to communicate seamlessly with districts. Districts are provided with an overview of the program and given a timeline for opting their district in. Once opted in, we coordinate with each district's identified district administrator to highlight the point of contact for each school. Ensuring a point of contact at each school site ensures that we are able to communicate about the program effectively and provide the necessary materials and support needed to implement the screener program.
- In the state of Texas, while the state had identified a target group of over 400 schools, we created materials that provided an overview of the screener program and leveraged our contacts at TEA to ensure they were sent to the right contacts at each school. Each school then completed an intake form which was utilized to narrow down the list of non-responders and target further outreach to specific campuses. This then allowed us to ensure that a point of contact at each school building had been appropriately identified for dissemination of materials and resources for a strong screener program.
- Finally, it's worth noting that in previous screener work with the IDOE, Panorama created an opt-in program for the Comprehensive Support and Improvement (CSI) schools during the 2018-19 school year. As participation was not required, Panorama created a screener program overview, hosted a webinar for interested

schools, secured commitment from interested schools, and proceeded with the creation of the screener program from there. This led to adoption for approximately 66% of CSI schools even though participation was not mandatory.

Panorama can create a tailored opt-in strategy and plan for the IDOE based on the successful frameworks used for AASB, TEA, and IDOE. At a high level, our approach to the opt-in program is as follows:

**1. Panorama and the IDOE align on the goals of the program and determine what the ideal participation pool will be.**

For example: How many districts should participate? Which districts should we prioritize? Who are natural champions and early adopters to reach out to? What effective communication channels exist for building awareness of the program?

**2. Panorama helps manage communication and district outreach.**

Panorama will work with the IDOE to determine the right method for direct outreach to districts and can ghost-write materials for the state to use to reach districts. For example:

- In creating the opt-in process for AASB, we have historically crafted the launch email to district contacts that our main point of contact sends. This includes a series of action steps that opt districts into the program. The data gathered then allows us to share back with our point of contact which districts require follow-up.
- For the IDOE CSI program, we created a 1-page flyer that the CSI team posted to their website, emailed out to their listserv, and included in conference materials. Partnering with our clients in this regard ensures that we receive the information needed to create a robust program and that we are receiving only the information needed for the work to move forward.

**3. Panorama manages the logistics for onboarding each district to the Panorama SEL Screener program.**

At a minimum, onboarding to the program could include:

- Weekly project planning calls with IDOE team to align on messaging and mediums for building engagement, whether through the IDOE Communications Office or the Panorama team,
- Creation of a google site and collateral that offers an overview of what participation involves, the timeline for adoption, and the benefits of participating,
- Comprehensive opt-in process and timeline to ensure a specific and focused group of participating districts in year 1,
- Screener Coordinator webinars providing an overview of the screener program

and the responsibilities and actions needed for a strong response rate across the screener program, and

- Dedicated support from our helpdesk during the screener administration to ensure that school screener coordinators are able to efficiently and effectively resolve any questions during the screener administration.

### **Benefits to the MTSS Framework**

SEL screening, reporting, and facilitating action make up a core component of the MTSS framework. As described in Section 2.4.2, one of Panorama's five guiding principles of SEL is that schools and districts need to have an every-student (Tier 1) orientation to SEL and SEL programming, in addition to Tier 2 and Tier 3 supports.

SEL is seldomly measured in MTSS, but the addition of SEL data to more traditional MTSS metrics (academics, behavior, and attendance) creates an even more comprehensive and coherent data set to inform student support across all tiers. Our trainings and our data are designed with MTSS in mind. SEL data is a key lever to understand and evaluate efficacy of MTSS as well as inform comprehensive student supports. We train and guide users to understand and act on SEL data across Tier 1, 2, and 3 and the platform is designed to understand the needs across various tiers. We offer training supports that help participants across all levels think critically about braiding SEL data into MTSS meetings as well as how to evaluate the efficacy of SEL Tier 1 supports and SEL interventions.

At the beginning of our partnership, Panorama will meet with key IDOE stakeholders to set a vision for how our work will support stated objectives and current initiatives as they relate to MTSS. We seek to research and understand current initiatives and frameworks at the state and local level and how our work is tied to those, so that messaging across all levels is clear and consistent. After mapping out the year or multi-year training roadmap, we design sessions and go through many rounds of feedback and input cycles with the state. After materials have been approved we deliver training, workshops, and asynchronous learning experiences from the regional to the individual user level.

We are confident that Panorama SEL Screener data will be a key source of information as schools and districts build out MTSS data practices that support adults and students across Tiers.

#### **2.4.4 Please detail your organization's background and experience in providing customized supports for a diverse set of schools (i.e. rural, urban, and suburban).**

Panorama believes that data is only as valuable as it is actionable, ensuring that all leaders and educators across the state not only understand their data, but take action

on their data in order to improve student SEL outcomes. Panorama provides professional development for over 1,500 districts and across 49 states, serving rural, urban, and suburban schools. Regardless of the type of school, we take a partnership approach to designing our materials and seek to understand the unique needs of each community through developing relationships with educators and collaboratively planning for each of our trainings with key stakeholders.

In this section, we cover our experience providing trainings for the IDOE and our experience working with other Indiana districts, our approach to professional development for the IDOE, and our proposed training program for the IDOE's Panorama SEL Screener program.

### **IDOE Pilot Program Training**

In March of 2020, the Panorama Teaching & Learning team provided comprehensive professional development sessions and training for MTSS school teams across six districts as a part of our pilot work across the state. We led both in-person and virtual 90-minute sessions for Indianapolis Public Schools, Crown Point Community School Corporation, Huntington Community School Corporation, Lakeland School Corporation, Garrett Keyser Butler School Corporation, and Perry Township Schools. These sessions centered on how to incorporate Panorama into MTSS, as well as how to take action on SEL data. The sessions explored the different reporting features across Tier 1, 2 and 3. To view an example training resource from the IDOE pilot program, please see *Appendix V - IDOE Pilot Program Handout*.

After each session, we asked participants to take a short survey about their experience. In response to the question "Relative to your experience of other trainings, how positive was your experience in today's session?" 94% of respondents answered "Quite Positive" or "Extremely Positive." In response to the question "How relevant was today's session to your work?" 94% of respondents answered "Quite Positive" or "Extremely Positive." Other participant feedback noted these trainings were valuable to..."use our prior knowledge to know exactly where we were at in our understanding of the platform and building on that by showing us deeper levels of data, giving us helpful ideas of next steps," as well as "look at the individual student information and seeing how we might be able to group students and look at changes in data over time."

After the completion of each training, Panorama delivered a synthesis presentation to LEA and state level stakeholders detailing trends and insights across districts. The Panorama team engaged stakeholders in a discussion about how to best use and integrate SEL data into MTSS and presented a few recommendations based on our work in the pilot. For more information, please see *Appendix II - IDOE Pilot Program Insights*.

### **Select Indiana District Partnerships**

In addition to working with the IDOE, Panorama has partnered with many districts

across the state of Indiana to implement comprehensive screener programs. Below, we describe a selection of Indiana partnerships.

- **Evansville Vanderburgh School Corporation (IN):** Panorama has partnered with EVSC since 2017 to measure social-emotional learning with students and teachers. This data has served as a key metric for their five year continuous improvement plan, "Maximizing Potential: Blueprint for Student Success," which is rooted in brain research about stress. Panorama runs a comprehensive survey program for the district – managing stakeholder outreach, survey design, planning, administration, reporting, and training – for over 20,000 students. EVSC utilizes Panorama's research-backed survey items to collect data from students about their perception of their own social-emotional competencies and overall school climate. Additionally, EVSC surveys teachers to reflect on the social-emotional competencies of students who are too young to self reflect (those in grades k-2), and surveys teachers to learn more about what additional supports are needed at the school sites to effectively build a strong school climate. Panorama also facilitated a "train the trainer" workshop to equip their student services team with data inquiry protocols to better understand the data. EVSC surveys their students three times a year and their staff twice.

- **Hamilton Southeastern Schools (IN):** Hamilton Southeastern Schools (HSE) partners with Panorama to administer SEL surveys to students, and engagement surveys to families. The surveys are part of HSE's district-wide Equity efforts and provide the district with key baseline information surrounding all students' perceptions of both environmental and climate indicators, as well as individual SEL competencies. Panorama has led in-person professional development with HSE to train both district and school leaders to use student SEL data at the school and student levels.

- **MSD Lawrence Township (IN):** MSD Lawrence Township (MSDLT) has partnered with Panorama to administer student SEL surveys since the 2019-2020 school year. They initially surveyed their district to get actionable, baseline SEL data and have since administered additional surveys to note change over time. Panorama works with the MSDLT team to provide strategic guidance and professional development around utilizing Panorama's reporting platform and creating processes that lead directly to acting on data. District and school teams embed this SEL data into their Equity practices, and leverage this data as a mechanism to proactively support each student's social and emotional needs.

- **Indianapolis Public Schools (IN):** Indianapolis Public Schools (IPS) partners with Panorama to administer stakeholder surveys for teachers, students, and families. The surveys are part of IPS's school performance framework as a key indicator of each school's culture/climate and measure the most important dimensions of a school environment. Panorama has worked with the district to customize a stakeholder survey instrument for each respondent group using a combination of Panorama's research-backed survey instruments and custom questions. Stakeholder feedback has been used to support IPS' strategic plan and improve outcomes for all students by

eliminating racial disproportionality and disparity.

### **Approach to Professional Development**

By partnering with Panorama's Teaching & Learning team, the IDOE's leaders and educators will learn how to both navigate our platform and take meaningful and effective actions based on their unique data. Our professional development and training focuses on helping users understand timely and relevant data from their students and take action to ensure every student's SEL development. With expertise designing and delivering learning experiences for schools and districts across the country, our team will work closely with the IDOE to customize the training program needed to drive impact with Panorama. Training is focused primarily on understanding and acting upon Panorama data, as opposed to "navigation," which is highly intuitive with Panorama's platform.

To ensure the successful adoption of Panorama across multiple districts and LEAs across the state, Panorama recommends a "train-the-trainer" model for professional development. This model leverages the training development and implementation expertise of Panorama's Teaching and Learning team while ensuring school and district leaders are able to incorporate their understanding of their community's needs into the session design and are the ultimate champions of the work. In this series of trainings, Panorama's team will facilitate training sessions for groups of school and district leaders in order to build their understanding of their holistic data platform and ensure they are able to build capacity in their teams of caring adults directly serving students in schools.

We take great pride in the quality of our training, and we run a feedback survey after each training session. Last year, approximately nine out of ten participants described these workshops, both in person and delivered virtually, as "quite positive" or "extremely positive" relative to other professional development they have received. Please see below for more information about each of our proposed trainings & supports.

### **Proposed Training Package for the IDOE**

As previously mentioned, Panorama will provide live trainings to complement our reporting platform and on-demand resources. For the IDOE, we are proposing:

- ***LEA Train-the-Trainer Data Inquiry Sessions***
- ***Virtual Trainings & Supports***
- ***Ongoing Webinar Series***
- ***On-Demand Supports and Resources***

Below, we provide detailed descriptions of each of the proposed training sessions. To view an example of a virtual training series, please see *Attachment IV - Example Virtual Training*.

### LEA Train-the-Trainer Data Inquiry Sessions

***(5 Sessions, 90 mins, Virtual, open to LEA and district support teams)***

**Description:** All too often, “train the trainer” methodologies miss the critical step of facilitating authentic practice. Based on our other state-level rollouts, we know that being able to observe, reflect, and receive feedback on a training that one has to lead is an invaluable learning experience. This set of sessions is designed for LEA leaders and trainers to observe live training and to become equipped to facilitate trainings with other educators at the school level. In the first session, participants will go through a training session on how to access and navigate Panorama, as well as how SEL fits into MTSS. Then participants will observe a Panorama facilitator during a live training session to learn how to facilitate data inquiry trainings. Finally, LEA leaders and trainers will come together to discuss learnings and observations, and plan for their own sessions.

**Desired Outcomes:** The Panorama Teaching and Learning team will offer an optional “fishbowl style” session, where school-based leaders and trainers will observe the professional development they are to lead, record session “look fors”, and share feedback debriefing the session with the Panorama team. Reflecting on their upcoming training, they will then modify their session materials and resources based on their recent observations in order to effectively train and support other educators.

### Virtual Trainings & Supports

***(4 Sessions, 90 mins, Virtual, open to all end users)***

**Description:** These virtual trainings will focus on building familiarity and fluency with product functionality and application for educators. The focus of this set of trainings is accessing and understanding Panorama and then will lead into data inquiry and action planning. Our training will be centered on how to use SEL data within MTSS at the school or LEA level.

**Desired outcomes:** Participants will understand how to access and navigate Panorama and plan for how they might use school (Tier 1), group (Tier 2), and individual level (Tier 3) reporting functions to understand students’ SEL needs and take action accordingly. Participants will have access to data cycle and inquiry guides & action-planning guides.

### Ongoing Webinar Series

***(5 Sessions, 30-60 mins, Virtual, open to all educators across the state)***

**Description:** A key component of growing student SEL skills and improving school environments is not only collecting and acting on the data but equipping caring adults with research and evidence-based teaching strategies they can use directly with



students regardless of the classroom setting and age. Panorama does that in two ways, the first is through Playbook, our online professional development portal and intervention library. The second way is through SEL-focused webinars that build content knowledge and expertise for educators and administrators across all levels. Our Teaching and Learning team will partner with IDOE to curate an ongoing SEL webinar series that meets the needs of participants. Sessions will be available to all educators, administrators, and district leaders across the state. Our facilitators and team offer engaging, best-in-class virtual learning experiences and develop take-away materials so that educators are ready to incorporate new SEL & MTSS learnings and strategies into their practice. Topics of past webinars designed for Miami-Dade County Public Schools, Indiana Department of Education, and Los Angeles County of Education include: Mindfulness Strategies for Adults and Students, SEL and Equity, Distance MTSS, Building Connectedness from a Distance, Supporting SEL for English Language Learners, and Adult SEL & Well-Being.

2.4.5 Please detail your organization's capacity to ensure materials and training are culturally inclusive, proactive, and preventative in nature. Provide specific examples of past or current work that demonstrate this.

Panorama has a dedicated Teaching & Learning team for the IDOE that has the capacity, expertise, and determination to ensure that all of Panorama's materials and training are culturally inclusive, proactive, and preventative in nature. Panorama's Teaching & Learning team of former educators has designed and led training and conversations about racial equity and cultural competency at all levels of K-12 education, from training for classroom teachers to facilitating conversation at public board meetings.

Each year, Panorama's Teaching & Learning team leads hundreds of in-person and virtual workshops for diverse clients, such as the Iowa Department of Education (IA), Charlotte Mecklenburg Schools (NC), Evansville Vanderburgh School Corporation (IN), Tulsa Public Schools (OK), and the New York City Department of Education. With expertise designing and delivering learning experiences for state agencies, districts, and schools across the country, our professional learning team will work closely with the IDOE to customize the training program needed to drive impact with Panorama. Our team includes former classroom teachers who are also experienced in the creation and delivery of professional development at the school, district, and state level. Furthermore, in 2019, over 91% of session participants reported having a positive training experience and found Panorama's training to be relevant to their specific roles.

#### [Panorama's Guiding Principles for Training](#)

Panorama aspires toward universal design and considers the experience of each unique participant and user across our products and training. To proactively understand the needs of our participants, we work closely with our partners through the design and

implementation process so that the final training meets the goals and objectives it was set out to meet. Therefore, we build sessions in partnership and ensure that each training and resource is customized to the needs of the state, district, and individual. In our design and facilitation, we let the following pillars guide our work:

- We seek to honor peoples' lived experiences. We acknowledge the complexity and diversity of human experiences, and ways in which they are shaped by social identities and systems.
- We acknowledge, embrace, and leverage differences. We see and respect everyone as they present. As facilitators we bring our authentic selves, personal experiences, and professional expertise to our work with partners and participants. We believe diversity across many dimensions fuels innovation, joy, and excellence, and we welcome the labor of love that is collaborating across lines of difference.

### Panorama's Best Practices for Training

The pillars above guide how we work with others and can take on many forms and shapes, specifically when it comes to ensuring materials and training are culturally inclusive, proactive, and preventative. Panorama's full time Teaching & Learning team is made of former teachers and school leaders who have designed and facilitated professional development events and series for educators across the K-12 spectrum. The proposed project team is a diverse and highly qualified group of individuals with practical experience working in school systems. Below, we describe best practices that we subscribe to for every Panorama training. These help ensure that trainings are culturally inclusive, proactive, and preventative in nature.

- Taking a listening stance as we design and facilitate sessions using purposeful adult-learning strategies that value the voice and knowledge of participants instead of only the facilitator, in order to proactively meet the needs of participants.
- Telling empowering stories about all students and school communities regardless of identity markers during demonstrations and training, in order to respect and celebrate the stories of all students in a culturally responsive way.
- Using Courageous Conversations as a guide and anchor in conversations about race and equity, in order to proactively set the stage for rich and meaningful conversations, and prevent misunderstandings.
- Providing multiple modes of engagement to support different learning styles and processors, in order to proactively meet the needs and learning styles of all participants.
- Creating and co-designing community agreements that serve as a guidance for expectations in sessions, in order to proactively set the stage for how we as facilitators will work with participants and prevent misunderstandings among participants or facilitators.

### Teaching & Learning Select Client Experience

Below, we describe specific examples of Panorama's experience in designing and customizing comprehensive training programs that are culturally inclusive, proactive, and preventative.

•**Portland Public Schools (OR):** Over the past two years, Panorama and Portland Public Schools have partnered together to provide high quality and differentiated professional development to their educators. District administrators, school leaders, site support staff, and teachers have all had the opportunity to learn from Panorama's Teaching and Learning Team through one-on-one advising, accountability cohorts, and district-wide action planning sessions. Based on the needs of our partnership that surfaced in year one, training with PPS will have an equity focus in year 2. This means Panorama will lead educators on how to extract meaningful school climate and SEL data that will help build equity-centered action plans to ensure all students, regardless of race, experience a safe and positive learning environment. These equity trainings will take place over the course of a week, and will involve executive district leadership and school administration teams.

•**Lee's Summit (MO):** Panorama and Lee's Summit have partnered together to administer Panorama's Equity and Inclusion Survey to collect student voice data around topics like Cultural Awareness and Action and Diversity & Inclusion to supplement their work with Panorama to improve school climate. Lee's Summit's equity project team is using Panorama's equity and inclusion data to align work they are doing across key internal frameworks, which include their core instructional vision and their portrait of a graduate and job skills framework.

•**Pittsfield Public Schools (MA):** Pittsfield has a focus on building equity into everything they do, and expanding their partnership with Panorama to adopt our equity and inclusion survey scales has provided an opportunity to move past gathering and analyzing data to take meaningful action. In the fall of 2019, Pittsfield and Panorama's professional learning team delivered equity-focused professional development to their staff and board. During the trainings, they focused on personal identities, equity, and how to support both growth areas.

•**Aldine Independent School District (TX):** Aldine ISD's strategic plan prioritizes positive school culture and strong social-emotional learning characteristics across all schools. Aldine's leadership team is focused on supporting both staff SEL and their preparedness to support students by training counselors, teachers, and school leaders to use student feedback to improve school experience. With Panorama, Aldine has measured student and staff perceptions of SEL and climate, and trained school-based staff to set meaningful goals and create robust action plans for the coming school year.

2.4.6 Please describe your organization's capacity to provide technical assistance and/or training in a variety of media (in person and online) to be used by districts or schools.

Panorama will provide live training, on-demand resources, and technical assistance throughout the duration of our partnership to ensure that the Panorama SEL Screener program runs smoothly and effectively. In Section 2.4.4, we describe in detail the live training sessions that we propose for the IDOE.

Below, we describe our technical support, as well as our on-demand training and ongoing resources, which complement our live training sessions to more holistically support the IDOE throughout the program.

#### Technical Support

Panorama's product support team is available from 9am-6pm EST, Monday through Friday. Panorama's product support team responds to inquiries and technical support questions within 1-2 hours during business hours. Additionally, Panorama monitors support requests outside of business hours and responds to urgent requests. Our support team serves over 1,500 districts and a dozen state agencies like the departments of education in Hawaii, Rhode Island, and Iowa, and is well equipped to service the IDOE through the Panorama SEL Screener program.

Our clients routinely rank the responsiveness and thoroughness of the support they get from Panorama as one of the best parts of their Panorama experience. Further, 95% of all users who contacted our support team in 2019 gauged their experience as either "Good" or "Great."

#### On-Demand Training and Ongoing Resources

In addition to the live training options described in 2.4.4, Panorama provides on-demand training that will be available to all IDOE educators for the duration of the partnership. These resources include:

- **Panorama Playbook:** Panorama's online professional learning portal, Playbook, provides educators with strategies and interventions to help them take action on SEL screener results and to support students' mental health and wellbeing. All Panorama users can access Playbook, which contains strategies for improvement aligned to Panorama's screener topics and SEL measures, including measures from the CASEL framework like Social Awareness and Self-Management.

We have partnered with leading school climate and SEL providers, including Second Step, Character Lab, Open Circle, Transforming Education, Teaching Tolerance, Move This World, CharacterStrong, and Breathe for Change to integrate their research-based

materials into Playbook. We would be pleased to work with the IDOE's curriculum and academic teams to make this content as meaningful, accessible, and relevant as possible to educators, and to include strategies that are specific to the IDOE's professional learning resources.

Below, we describe more information about select Playbook partners.

**Second Step** was created by the Committee for Children, a nonprofit dedicated to the safety and well-being of children. The Second Step Suite integrates an evidence-based social-emotional learning program with Bullying Prevention and Child Protection Units to

create a cohesive foundation for a safe and supportive learning environment. Second Step provides instruction in social-emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. Grounded in extensive research, the Second Step program is praised by educators across the country for its ease of use and the speed at which they see improvements in the classroom.

**Character Lab** is a non-profit bridging the science of character development with the daily work of teaching, so that all kids can fulfill their potential. Character Lab is on a mission to develop, disseminate, and support research-based approaches to character that enable kids to learn and flourish. Character Lab co-designs and funds research about character with a K–12 classroom in mind, and directly connects researchers with those who work in schools. Using research results, Character Lab produces and curates practical tools for teachers and families. Finally, Character Lab partners with researchers to scale and replicate the best ideas for schools and homes to ensure that people who work with students do what the research says is best.

**inspirED** is a collaboration between Facebook and the Yale Center for Emotional Intelligence that aims to bring social and emotional learning and greater well-being to high school students around the country. inspirED is committed to giving all young people the skills and resources they need to create positive change in their schools and communities. The organization provides a set of online and offline supports that help students measure their school climate, develop interventions, celebrate successes, and make real and lasting change to their school culture and climate.

**Open Circle** is an evidence-based social and emotional learning program for grades K-5 aimed at: 1) proactively developing children's skills for recognizing and managing emotions, empathy, positive relationships and problem solving, and 2) helping schools develop a community where students feel safe, cared for, and engaged in learning. Classroom teachers implement the grade-differentiated Open Circle Curriculum during 15-minute classroom meetings twice per week. Students form a circle of chairs, including an empty seat to symbolize that there is always room for another person, voice or opinion. 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.

**Teaching Tolerance** is a project of the Southern Poverty Law Center and is dedicated to reducing prejudice, improving intergroup relations, and supporting equitable school experiences for our nation's children. Teaching Tolerance provides free educational materials, a self-titled magazine, and award-winning film and curriculum kits.

Transforming Education (TransformEd) supports educators and education systems in equipping students with the Mindsets, Essential Skills, and Habits (MESH) they need to succeed in college, career, and life. To advance this mission and vision, TransformEd partners with schools and systems, education organizations, and policymakers to provide

support and guidance on issues related to MESH research, assessment, and practice. TransformEd focuses on serving schools, education organizations, and policymakers because they believe that each has a unique and significant impact on the MESH field overall: school systems reach the vast majority of American youth; nonprofits and program providers shape how hundreds—sometimes thousands—of schools support students' MESH development; and policymakers pass laws and offer recommendations that impact every school in the country.

**Move This World** is an organization that creates interactive mini lessons for students to learn, practice, and apply social-emotional strategies. These classroom videos are short, tagged for appropriate developmental levels, and can be integrated into the framework of classroom instruction (for example, through an advisory period or as part of a morning warm up routine).

Because Playbook aligns directly with Panorama's SEL screener topics, teachers and administrators can see sample Playbook strategies directly within topic-level reports. For example, on a Social Awareness topic report, Panorama will automatically display popular Playbook "moves" related to Social Awareness, such as Open Circle's "Listening Practice" activity and Teaching Tolerance's "Discover Your Identity!" activity. Educators can click on each "move" to access concise guidelines and step-by-step instructions for implementing the strategy in the classroom.

- **Panorama Academy:** On-demand training is available through Panorama Academy, our online education portal for district and campus administrators. Educators can search through topics like Taking Action on Your Fall 2020 Screener Results, Using Screener Results to Support Student SEL Needs from a Distance, and Screener-Taking Help for Students. Panorama Academy includes video modules, tutorials, narrative explanations, and screenshot walkthroughs of the platform to support various modes of learning, and a robust set of resources specifically related to distance learning, well-being, and SEL.

- **Panorama Webinars:** Panorama offers hundreds of webinars each year to educators across the country for clients like the IDOE, the Iowa Department of Education, Dallas ISD, San Antonio ISD, Miami-Dade County Public Schools, Shelby County Schools, and Wake County Public Schools. These trainings create a valuable opportunity for

Panorama’s educators to interact across school lines, and our team trains thousands of educators each year through these sessions.

During the spring of 2020, just after school closures due to COVID-19, Panorama supported educators across the state of Indiana with a webinar titled “Building Connectedness and Belonging While School Buildings Are Closed.” This webinar offered concrete belonging and SEL strategies to support educators at all levels as they shifted to distance and virtual instruction. Over 500 people signed up for the webinar and nearly 300 participated. This fall, as we continue to support IDOE, we will be leading two webinars related to SEL that all educators across the state are welcome to attend. Those webinars are titled “Equity Centered SEL” and “Strategies for Adult SEL and Wellness.” To view a copy of the webinar slides, please see *Appendix III - IDOE and Panorama Webinar*.

2.4.7 Please detail any additional information that would assist the state in the evaluation of your proposal.

### **What’s Next?: Thought Partnership and Additional Supports**

Districts and departments of education have long trusted Panorama as a partner in helping them understand students’ SEL skills & competencies and empowering them to take action through comprehensive reporting and professional development. We will continue to lead our partners in SEL throughout the 2020-2021 school year and beyond, adapting and constantly looking ahead to what students and adults will need to build SEL capacity.

Below, we outline additional supports that can supplement the Panorama SEL Screener and align with our guiding principles for SEL. Panorama will work closely with the IDOE project team to thoughtfully design and implement any additional SEL supports that are of interest to the IDOE.

#### **Panorama’s SEL Check-ins**

In addition to conducting universal screening about SEL skills and competencies, many of the partners we work with also desire a way to check in on the social-emotional well-being and needs of students more frequently. As school districts contend with the newness of remote and hybrid learning models, the opportunity to form connections and improve school practices by asking questions about how students are doing right feels essential to our partners. Panorama enables this via Check-Ins, a tool that allows for instant, do-it-yourself screening of all or some students in a district or school, with questions drawn from a Panorama library of well-being- and feedback-focused questions. Educators get results back quickly and can use those results to inform school- or district-wide action or



student follow-up. We recommend that our partners use check-ins as a complement to universal screening.

### **Panorama Teacher and Staff Survey and Adult SEL**

Teachers and staff are the foundation of great schools. When teachers and staff feel supported, empowered, and trusted by school leadership, they are able to create the conditions that lead to students' academic, social, and emotional development. The Panorama Teacher and Staff Survey gathers teacher and staff perceptions of their professional well-being; capacity and efficacy around supporting academic, social, and emotional learning; professional learning opportunities; cultural competency and awareness; school climate and culture; and relationships with colleagues, families, and school leadership.

As mentioned in Panorama's Guiding Principles for SEL in Section 2.4.2, adult SEL enables student SEL, and teacher well-being is imperative to supporting positive learning environments. The Panorama Teacher and Staff Survey collects data across topics like Belonging, Well-Being, Faculty Growth Mindset, Teaching Efficacy, and School Climate. If of interest, Panorama can administer the Panorama Teacher and Staff Survey for the IDOE at any time.

### **Family-School Relationships Survey**

By asking parents and guardians to provide feedback through surveys, schools and districts can gather actionable data and better understand how to build effective partnerships with families. The Family-School Relationships Survey, developed by Panorama Education in partnership with Dr. Mapp, provides schools and districts with a clear picture of family attitudes about an array of topics—including Family Engagement, Barriers to Engagement, School Climate, and Family Efficacy. These measures can provide invaluable context into students' SEL and can further support educators with supporting the whole child. If of interest, Panorama can administer the Family-School Relationships Survey for the IDOE at any time.

The additional SEL supports mentioned above are optional and will be available to the IDOE at any time throughout the partnership. Regardless of whether the IDOE chooses to adopt the additional SEL supports, the Panorama SEL Screener program will serve as a critical foundation for statewide SEL work. We look forward to building upon our successful pilot program and supporting students across the entire state with SEL supports that will prepare them for success in school, career, and life.