

# A Resilient Reopening

2021-22

**3 Principles for Welcoming Students and Adults Back to School**



**PANORAMA**  
EDUCATION

# Contents

- 3** The Big Picture
- 5** What We Learned From the Pandemic
- 9** 3 Principles for a Resilient Reopening
- 10** Adult Resilience and Well-Being
- 14** Student Belonging, Relationships, and Well-Being
- 18** Universal and Tiered Supports Across Academics and SEL
- 23** About Panorama Education

# The Big Picture

**Across the country, schools  
are welcoming students  
back into buildings for the  
2021-22 year—some for the  
first time in over a year.**



Reopening will be challenging—but this is also a time of great opportunity.

**This is the moment** to take what we've learned over the past year and transform the way we support our students and adults for the better.

**This is the moment** to truly anchor our work in belonging, care, connection, and inclusivity—the way we always knew it could be.

**This is the moment** to take a hard look at our systems and take action to build a more equitable future for education.

# What We Learned From the Pandemic



# What We Learned From the Pandemic

The social and emotional well-being of students, teachers, staff, and administrators has come into sharper focus over the last year.

**“We know that all of our students will be coming back to us having experienced some level of trauma. For our students of color, we know that the trauma is likely even more deeply rooted. We need to provide space for young people so that they have the opportunity to reflect, become calm, and return to our learning environments.”**

**“During this time, taking care of peoples’ social-emotional well-being is now thrust into the spotlight. We have seized upon this time to bring social-emotional health to the forefront.”**

**“Before students dive into mathematics, ELA, science, or social studies, we want to talk with them about how they feel. How have they been impacted by COVID-19? How have they been impacted by the shelter-in-place? We need to rebuild relationships, strengthen relationships, and really focus on healing our community.”**

**“Over the past year, every student and every adult has been exposed to some form of trauma. With that, we have to be very intentional to repair that trauma by building effective, long-lasting, warm relationships.”**

Source: District Leader Reflections on the [Panorama Education Blog](#)

# The Digital Divide: Disparities in Access to Learning During COVID-19

Panorama's national dataset shows large gaps in students' caregiving responsibilities and ability to access online coursework by race/ethnicity during remote learning.

### Caregiving:

Divide of 24% points between White and Pacific Islander students

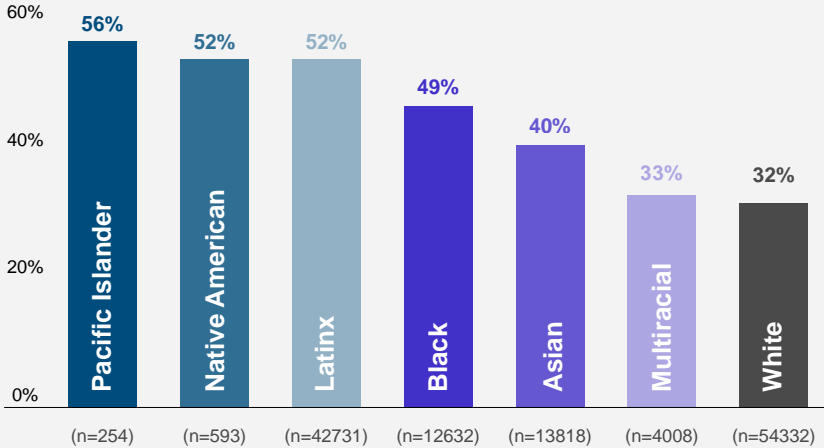


### Access to Online Schoolwork:

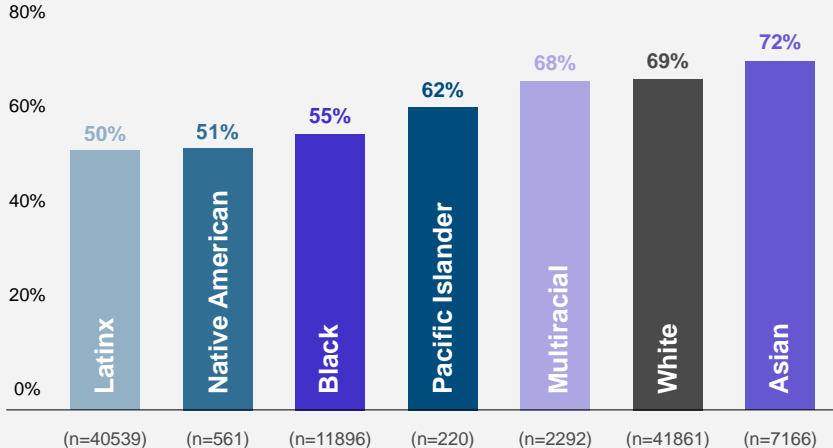
Divide of 22% points between Latinx and Asian students



Percent of students by race/ethnicity who took care of someone in their family for most or part of the day



Percent of students by race/ethnicity who were able to access their online schoolwork "almost all the time"



Source: Panorama Education's National Data on Student [Distance Learning Surveys](#), April 2020 - March 2021

As we welcome students and adults back to school for 2021-22, we can take what we've learned and **chart a new path forward.**

We must intentionally ground our work in **three key areas,** with **educational equity** as the foundation for each...

**Adult Resilience and  
Well-Being**

**Student Belonging,  
Relationships, and  
Well-Being**

**Universal and Tiered  
Supports Across  
Academics and SEL**



A group of children are playing with a large, colorful parachute on a grassy field. The parachute is held up by several children, and they are all smiling and running. The background shows a line of trees and a fence. The entire image has a blue overlay.

# 3 Principles for a Resilient Reopening



## Principle for Reopening

As we welcome students and adults back to school this year, we must bring an intentional focus to **adult resilience** and **well-being.**

# As we welcome students and adults back to school this year, we must bring an intentional focus to adult resilience and well-being.

CLICK TO TWEET 



Just as students have experienced stress and trauma over the last year, so have our administrators, teachers, staff, and caregivers.

Moving into the new school year, adult resilience and wellness will have a direct impact on our ability to effectively support students. Research from John Hattie shows that [collective teacher efficacy has the largest positive effect on student achievement](#). When adults feel a sense of safety and self-efficacy, they'll be able to cultivate an inclusive learning environment that meets students' needs both in school and at home.

“Resilience is how we weather the storms in our lives. It’s how we bounce back after adversity. It’s about our ability to thrive.”

**-Elena Aguilar,**

Best-Selling Author, Speaker, and  
Founder of Bright Morning Consulting

# Adult Resilience and Well-Being: What This Looks Like in Practice

## For Leaders, Teachers, and Staff:

- Measuring and supporting the social-emotional well-being of teachers and staff. All means all—this is inclusive of staff across food services, transportation, cleaning, sanitation, maintenance, medical services, and technology.
- Building the capacity of adults to model and teach SEL.
- Creating space for adults to practice resilience, mindfulness, and self-care—as well as celebrating staff achievements (both inside and outside of school buildings).
- Providing professional development on antiracist practices, identity work, [adult SEL](#), culturally-responsive teaching, [restorative practices](#), and [trauma-responsive SEL](#).
- Elevating teacher voices to gather their feedback and drive school improvement.

## For Families:

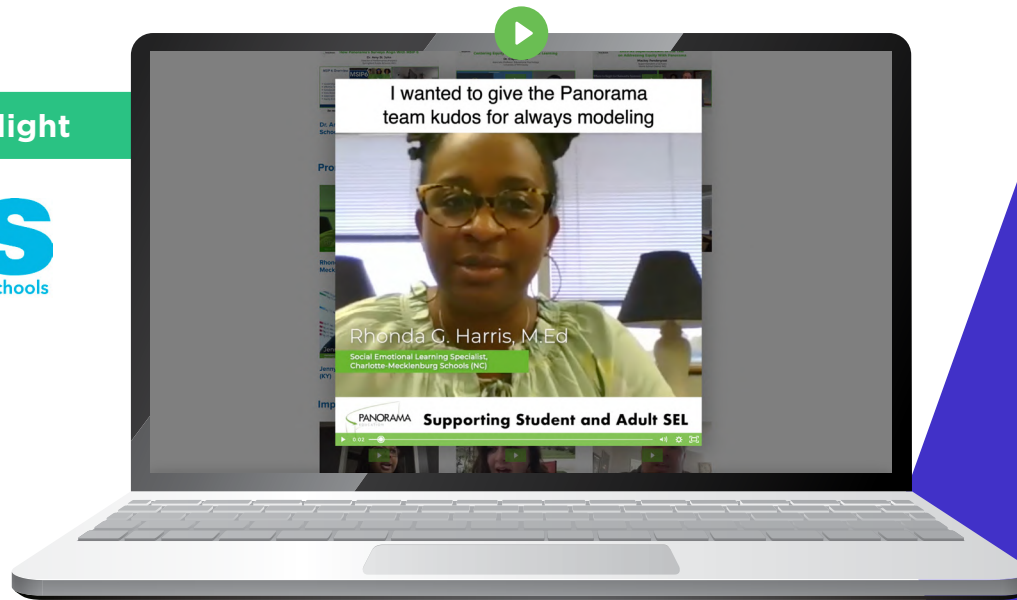
- Elevating family and community voices to deepen family-school partnerships and inform decision-making for the fall.
- Engaging caregivers as true partners and co-creators in their children’s academic and social-emotional development.
- Learning about family, caregiver, and students’ assets outside of the classroom and what went well during distance learning.
- Bringing family members into the decision-making process for social-emotional learning assessment and curriculum.

## Resources:

- [↗ Adult SEL Toolkit](#)
- [↗ Panorama Family-School Relationships Survey](#)
- [↗ Panorama Social-Emotional Learning Survey for Students and Adults](#)
- [↗ Panorama Equity and Inclusion Survey for Students and Adults](#)
- [↗ Teacher Wellness: 6 Resources and Ideas for Self-Care](#)
- [↗ 7 SEL Jobs to Hire for This Year](#)
- [↗ How to Engage Families in SEL \[Templates and Protocols\]](#)
- [↗ Dr. Karen Mapp and PowerMyLearning on Building Strong Family-School Partnerships for Reopening and Beyond](#)
- [↗ Rebuilding Our School Community: Navigating the New Normal \(via CREATE for Education\)](#)
- [↗ School Leader & Educator Self-Reflection Tools \(via Transforming Education\)](#)
- [↗ Why Self-Care for Teachers is Crucial \(via FuelEd\)](#)

# Adult Resilience and Well-Being: What This Looks Like in Practice

## ★ District Spotlight



*“In Charlotte Mecklenburg, adult SEL begins with our executive staff. They are in key positions to be models. We’ve started by incorporating CASEL’s three core signature practices. Our administrators need to speak about the significance of the practices and walk the talk. As many times as we can, we engage and practice.*”

*We are also doing a lot with restorative practices; that is, modeling restorative practices and restorative conversations to prepare our educators to host those types of conversations in the classroom. It helps to create spaces that are transparent so that students can understand their teachers are humans with their own struggles.”*

– Rhonda G. Harris, M.Ed. Social Emotional Learning Specialist,  
Charlotte-Mecklenburg Schools (NC)

[Learn more about CMS’s approach to adult SEL](#)



**Lauren Webb**  
@laurenwebbLLSD

If we have mastered nothing else, we have got this one! “In the transition back to in-person learning, educator resilience must come first.”  
[@PanoramaEd](#)



**CharacterStrong** ✓  
@careacter

“Where is our staff at? Everyone will be coming back to school having experienced a degree of trauma. Before we look at how we impact students, we need to consider how we can impact adults.”[@PanoramaEd](#)’s webinar: Reimagining Tier 1 #SEL



**Nikki Murphy**  
@NAPS\_SEL

“In the transition back to in-person learning, educator resilience must come first.”  
[@PanoramaEd](#)



## Principle for Reopening

As we welcome students and adults back to school this year, we must bring an intentional focus to **student belonging**, **relationships**, and **well-being**.



# As we welcome students and adults back to school this year, we must bring an intentional focus to student belonging, relationships, and well-being.

CLICK TO TWEET 



While rigorous learning recovery will be top of mind, **equally important is the need to support each student socially and emotionally.**

It should not be an “either/or” approach. As we shift into the 2021-22 school year, we must embrace a **“both/and” approach to supporting children.**

In order to access learning, students need to see their identities valued, feel safe physically and emotionally, and feel a sense of connection to peers and adults.

“Classroom structures and processes need to tend to the emotional well-being of everyone rather than just covering the day’s lesson plan.”

**-Zaretta Hammond,**

National Education Consultant and Author of  
*Culturally Responsive Teaching and the Brain*

# Student Belonging, Relationships, and Well-Being: What This Looks Like in Practice

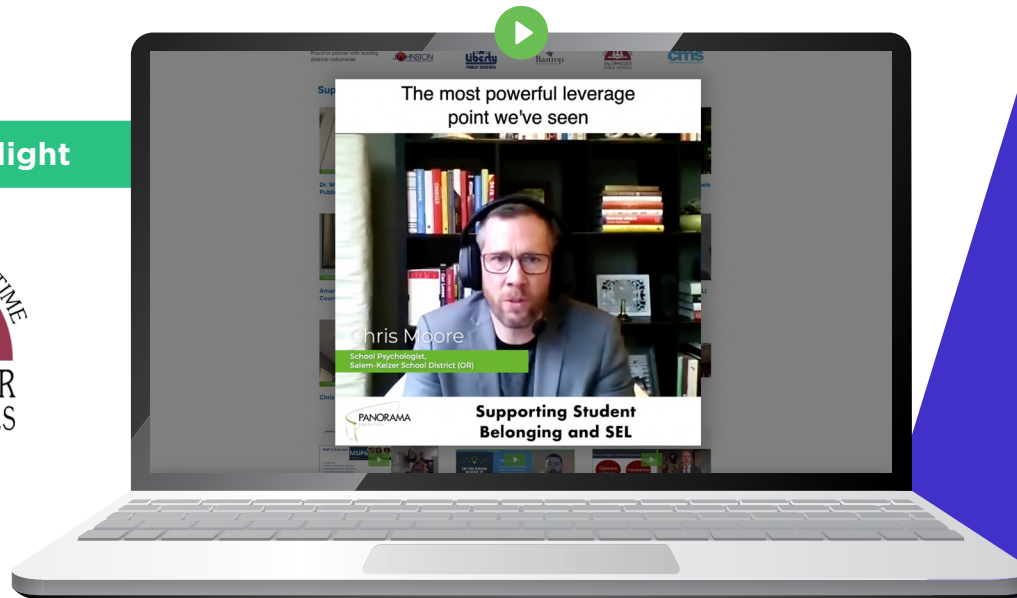
- Measuring and checking-in on students' SEL and well-being—early and often.
- Implementing relationship-building rituals for educators and students.
- Getting to know students on a personal level, elevating student voice, and listening and responding to their feedback and needs.
- Implementing daily and weekly SEL practices and routines that focus on relationships, resilience, and belonging.
- Fostering a safe, supportive, and equitable school climate that builds belonging and creates the conditions for academic learning.
- Implementing culturally-responsive pedagogy and SEL to strengthen students' sense of identity, promote inclusivity, and develop independent learners.
- Incorporating trauma-responsive SEL and restorative practices to help students heal and cope in an inclusive community.

## Resources:

- 🔗 [Student Check-ins Question Bank](#)
- 🔗 [SEL Check-in Templates](#)
- 🔗 [Panorama Social-Emotional Learning Survey for Students and Adults](#)
- 🔗 [Panorama Equity and Inclusion Survey for Students and Adults](#)
- 🔗 [SEL Curriculum: 20+ Leading SEL Programs](#)
- 🔗 [8 Effective Interventions for Social-Emotional Learning](#)
- 🔗 [The Two-Word Check-in: A Powerful Practice for Connecting With Students](#)
- 🔗 ["Rose, Bud, Thorn" Activity and Worksheet](#)
- 🔗 [2x10 Relationship Building: How to Do It \(and Why It Works!\)](#)
- 🔗 [3-Minute Relationship Building Activities \(via CharacterStrong\)](#)
- 🔗 [Four Strategies for Building Relationships with Students \(via Learning for Justice\)](#)

# Student Belonging, Relationships, and Well-Being: What This Looks Like in Practice

## District Spotlight



*“Three years ago, Panorama taught us that ‘Data is storytelling, and we are the narrators.’ Good data about social-emotional well-being is now critical to our work. It gives us a lever and a place to stand, ensuring that the voices and stories behind those numbers are elevated. Sense of Belonging is now a Key Performance Indicator in our district, alongside Early Literacy, Attendance, and High School Completion, among others.*

*Together we can write more hopeful, inclusive endings to our stories; stories where every student believes that they matter, that they are enough, that they are not alone.... that they belong.”*

–Chris Moore, School Psychologist, Salem-Keizer Public Schools (OR)

[Learn more about Salem-Keizer’s approach to SEL and well-being](#)



**Stevenson SEL**  
@mollygosline

“In the transition back to in-person learning, it will be essential to check in on students’ SEL and well-being—early and often.”  
[@PanoramaEd](#)



**American Reading**  
@AmericanReading

“If there’s one thing we’ve learned this school year, it’s this: We need to consistently and frequently check-in on students’ social-emotional learning (SEL), well-being, and mental health.”

Thanks to [@PanoramaEd](#) for sharing ways Ts can check-in with Ss.



**National Center for Safe Supportive Schools**  
@NCS3Connect

“In the transition back to in-person learning, we must help students heal and cope through trauma-responsive SEL.”  
[@PanoramaEd](#)

## Principle for Reopening

As we welcome students and adults back to school this year, we must bring an intentional focus to **universal and tiered supports across academics and social-emotional learning (SEL).**

# As we welcome students and adults back to school this year, we must bring an intentional focus to universal and tiered supports across academics and SEL.

The return to in-person learning must bring a **renewed focus to core Tier 1 practices** across academic instruction, social-emotional learning, and school climate.

**Universal, system-wide supports that serve each and every student are the foundation** for a [multi-tiered system of supports \(MTSS\)](#).

We can then build on this foundation with tiered, customized interventions for students who require additional support.

CLICK TO TWEET 



“When we approach interventions in school buildings, we need to ensure that we focus on what is within our locus of control. It’s not the students who bring issues to our schools; rather, we need to consider how we can improve our systems.”

**-Dr. Tracey Benson,**

Academic Activist, Social Justice Advocate,  
and Author of *Unconscious Bias in Schools*

# Universal and Tiered Supports Across Academics and SEL: What This Looks Like in Practice

- Resetting and recommitting to MTSS or RTI practices that may have been disrupted during hybrid and remote learning.
- Strengthening core Tier 1 supports across SEL and academics to drive learning gains.
- Ensuring that each and every child has the opportunity for individualized support from a caring adult and/or through tiered interventions.
- Establishing strong systems for [progress monitoring](#) and measuring the effectiveness of interventions.
- Framing interventions with an asset-based lens, and seeing students for their current abilities and future potential.
- Conducting an [equity audit](#) and/or analyzing data across academics, SEL, attendance, and behavior to identify and address inequities.

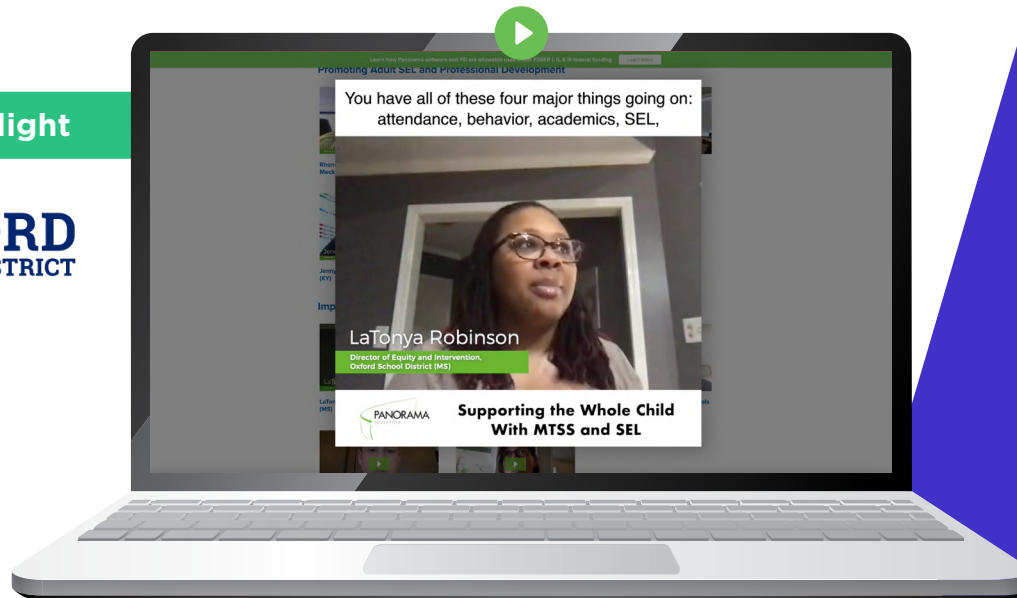
## Resources:

- 🔗 [Interventions and Progress Monitoring Toolkit \[Free Templates\]](#)
- 🔗 [3 Shareable Resources to Unify MTSS/RTI Across Your District](#)
- 🔗 [Child Study Team Action Planning Template and Data Protocol](#)
- 🔗 [Small-Group Interventions for Reading, Math, and SEL \(+ Intervention Planning Forms\)](#)
- 🔗 [3 Questions Every Data-Driven MTSS Support Team Must Ask Weekly](#)
- 🔗 [MTSS Self-Assessment](#)
- 🔗 [What Is an Equity-Based MTSS?](#)
- 🔗 [15 Questions to Ask to Understand and Address Equity](#)



# Universal and Tiered Supports Across Academics and SEL: What This Looks Like in Practice

## ★ District Spotlight



*“In our MTSS, all means all. Academics, behavior, and social-emotional learning are inextricably linked. My team works to ensure that nobody slips through the cracks with real-time, whole-child information in one data system.*

*I'd recommend three steps to any district looking to support the whole child. First, the leadership team must be bought into this vision. Second, there needs to be a “champion” who is willing to build processes around MTSS and SEL. Third, organize within a committee, because you cannot do this work alone. This work takes everybody’s head and hearts.”*

–LaTonya Robinson, Director of Equity and Intervention, Oxford School District (MS)

[Learn more about Oxford’s approach to equity and MTSS](#)



**Carolyn S. Candela**

@onlytoshop

We shouldn’t be jumping to Tier 2 unless our Tier 1 is solid. You would build a house without first building a solid foundation? “As we transition back to in-person learning, we must build and strengthen Tier 1 SEL supports.”

@PanoramaEd



**John Norlin**

@johnnorlin

“When students feel connected to a caring adult in their classroom, they are 74% more likely to report using strategies to learn more effectively.” @bnbarstein on

@PanoramaEd’s webinar: Reimagining Tier 1 with @careacter + @RacineUnified #wholechild #SEL



**Stevenson SEL**

@mollygosline

#SEL integrated in the classroom offers the most opportunities for developing relationships. “As we transition back to in-person learning, we must build and strengthen Tier 1 SEL supports.” @PanoramaEd @stevensonhs

**This is the moment.  
Together, let's reopen with resilience.**

**Adult Resilience and  
Well-Being**

**Student Belonging,  
Relationships, and  
Well-Being**

**Universal and Tiered  
Supports Across  
Academics and SEL**

# About Panorama Education

Panorama partners with K-12 schools and districts across the country to collect and analyze data about social-emotional learning, school climate, family engagement, and more. With research-backed surveys and a leading technology platform, Panorama helps educators act on data and improve student outcomes.



**12 Million**

Students



**12,000**

Schools



**1,500**

Districts



**50**

States

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Meeting With Us**

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