



ALIGNMENT CHART

Panorama Adult Social-Emotional Learning Measures

■ Second Step® SEL for Adults

About Second Step® SEL for Adults

Second Step SEL for Adults is a research-based, stand-alone SEL program designed to help K-12 leadership and staff strengthen their social-emotional skills. The modules in Second Step SEL for Adults prioritize educator well-being and help build a positive and supportive school climate.

How the Program Meets the Panorama Adult SEL Measures

The following tables indicate which specific Second Step SEL for Adults modules and related materials can help K-12 leadership and staff develop the knowledge, skills, and attitudes needed to meet the Panorama Adult SEL Measures.

Boxes are checked to indicate that the Second Step SEL for Adults program meets a given professional standard within the identified module when K-12 leadership and staff have clear opportunities to actively process the knowledge or practice the skills described in the topic through discussion, writing, or other related activities.



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COMMITTEE FOR CHILDREN

Module 1: Building Trust

Panorama Adult Social-Emotional Learning Measures

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| | Key Capacities Developed | | | | | |
|---|-------------------------------------|--|-----------------------------|---------------------------------|--------------------------------------|--|
| | Demonstrating honesty and integrity | Showing the courage to take initiative | Taking others' perspectives | Recognizing strengths in others | Demonstrating empathy and compassion | Showing concern for the feelings of others |
| Well-Being: Faculty and staff perceptions of their own professional well-being. | | ✓ | | ✓ | | |
| Belonging: How much faculty and staff feel that they are valued members of the school community. | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Teacher Self-Reflection: Perceptions of professional strengths and areas for growth related to social-emotional learning. | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Professional Learning about SEL: Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning. | | ✓ | ✓ | ✓ | | |
| School Climate: Perceptions of the overall social and learning climate of the school. | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cultural Awareness and Action—Student Focus: How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture. | | | ✓ | ✓ | ✓ | ✓ |
| Cultural Awareness and Action—Adult Focus: How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture. | | | ✓ | ✓ | ✓ | ✓ |
| Professional Learning about Equity: Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff. | | ✓ | ✓ | | | |
| Engaging All Students: Faculty perceptions of their readiness to fully support all learners. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Professional Learning: Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff. | | ✓ | ✓ | ✓ | | |
| Faculty Growth Mindset: Perceptions of whether teaching can improve over time. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Teaching Efficacy: Faculty perceptions of their professional strengths and areas for growth. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Feedback and Coaching: Perceptions of the amount and quality of feedback faculty and staff receive. | | | ✓ | | | ✓ |
| Staff-Leadership Relationships: Perceptions of faculty and staff relationships with school leaders. | | | ✓ | ✓ | ✓ | ✓ |
| School Leadership: Perceptions of the school leadership's effectiveness. | | | ✓ | ✓ | | |

Module 2: Managing Stress

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| | Key Capacities Developed | | | | | | | | | | | | | | |
|---|--|----------------------------|-------------------------|--|-----------------------------|--------------------------------------|--|--|---------------------------|------------------------------------|--|---|--|---|--|
| | Linking feelings, values, and thoughts | Identifying one's emotions | Managing one's emotions | Identifying and using stress-management strategies | Taking others' perspectives | Demonstrating empathy and compassion | Showing concern for the feelings of others | Understanding and expressing gratitude | Communicating effectively | Resolving conflicts constructively | Seeking or offering support and help when needed | Practicing teamwork and collaborative problem-solving | Identifying solutions for personal and social problems | Anticipating and evaluating the consequences of one's actions | Reflecting on one's role to promote personal, family, and community well-being |
| Well-Being: Faculty and staff perceptions of their own professional well-being. | ✓ | ✓ | | ✓ | | | | | | | | | | ✓ | ✓ |
| Belonging: How much faculty and staff feel that they are valued members of the school community. | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | | | | | |
| Teacher Self-Reflection: Perceptions of professional strengths and areas for growth related to social-emotional learning. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ |
| Professional Learning about SEL: Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning. | | | | | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| School Climate: Perceptions of the overall social and learning climate of the school. | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | | |
| Cultural Awareness and Action—Student Focus: How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture. | | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | ✓ |
| Cultural Awareness and Action—Adult Focus: How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture. | | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | ✓ |
| Professional Learning about Equity: Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff. | | | | | ✓ | | | | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Engaging All Students: Faculty perceptions of their readiness to fully support all learners. | | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ |
| Professional Learning: Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff. | | | | | ✓ | | | | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Faculty Growth Mindset: Perceptions of whether teaching can improve over time. | | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| Teaching Efficacy: Faculty perceptions of their professional strengths and areas for growth. | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Feedback and Coaching: Perceptions of the amount and quality of feedback faculty and staff receive. | ✓ | | | | ✓ | | ✓ | | ✓ | | ✓ | | | | |
| Staff-Leadership Relationships: Perceptions of faculty and staff relationships with school leaders. | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | |
| School Leadership: Perceptions of the school leadership's effectiveness. | | | | | ✓ | | | | ✓ | | ✓ | | | | |

Module 3: Equity & Belonging

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| | Key Capacities Developed | | | | | | | | | | | | | | | | |
|---|---------------------------------|---|--|-----------------------------|---------------------------------|--|---|---|---------------------------|-----------------------------------|-----------------------------------|--------------------------------------|---|---|--|---|--|
| | Examining prejudices and biases | Identifying personal, cultural, and linguistic assets | Showing the courage to take initiative | Taking others' perspectives | Recognizing strengths in others | Showing concern for the feelings of others | Identifying diverse social norms, including unjust ones | Understanding the influences of organizations and systems on behavior | Communicating effectively | Developing positive relationships | Demonstrating cultural competency | Standing up for the rights of others | Practicing teamwork and collaborative problem-solving | Demonstrating curiosity and open-mindedness | Identifying solutions for personal and social problems | Anticipating and evaluating the consequences of one's actions | Evaluating personal, interpersonal, community, and institutional impacts |
| Well-Being: Faculty and staff perceptions of their own professional well-being. | | ✓ | ✓ | | | | | ✓ | | | | | | | | ✓ | ✓ |
| Belonging: How much faculty and staff feel that they are valued members of the school community. | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | | | ✓ |
| Teacher Self-Reflection: Perceptions of professional strengths and areas for growth related to social-emotional learning. | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| Professional Learning about SEL: Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning. | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| School Climate: Perceptions of the overall social and learning climate of the school. | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | ✓ |
| Cultural Awareness and Action—Student Focus: How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | | | ✓ |
| Cultural Awareness and Action—Adult Focus: How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | | | ✓ |
| Professional Learning about Equity: Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff. | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ |
| Engaging All Students: Faculty perceptions of their readiness to fully support all learners. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Professional Learning: Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff. | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | | | ✓ |
| Faculty Growth Mindset: Perceptions of whether teaching can improve over time. | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | ✓ |
| Teaching Efficacy: Faculty perceptions of their professional strengths and areas for growth. | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Feedback and Coaching: Perceptions of the amount and quality of feedback faculty and staff receive. | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | | | ✓ |
| Staff-Leadership Relationships: Perceptions of faculty and staff relationships with school leaders. | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | ✓ |
| School Leadership: Perceptions of the school leadership's effectiveness. | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | ✓ |

Module 4: Resilience & Efficacy

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| | Key Capacities Developed | | | | | | | | | | | | | |
|---|----------------------------|-------------------------|---------------------------------------|--|--|--|-----------------------------|---------------------------------|---|---------------------------|-----------------------------------|---|---|--|
| | Experiencing self-efficacy | Having a growth mindset | Setting personal and collective goals | Using planning and organizational skills | Showing the courage to take initiative | Demonstrating personal and collective agency | Taking others' perspectives | Recognizing strengths in others | Recognizing situational demands and opportunities | Communicating effectively | Developing positive relationships | Practicing teamwork and collaborative problem-solving | Demonstrating curiosity and open-mindedness | Identifying solutions for personal and social problems |
| Well-Being: Faculty and staff perceptions of their own professional well-being. | ✓ | ✓ | | | ✓ | ✓ | | | | | | | | |
| Belonging: How much faculty and staff feel that they are valued members of the school community. | | | | | | ✓ | ✓ | ✓ | | | ✓ | | | |
| Teacher Self-Reflection: Perceptions of professional strengths and areas for growth related to social-emotional learning. | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Professional Learning about SEL: Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning. | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| School Climate: Perceptions of the overall social and learning climate of the school. | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Cultural Awareness and Action—Student Focus: How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture. | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| Cultural Awareness and Action—Adult Focus: How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture. | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| Professional Learning about Equity: Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff. | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | |
| Engaging All Students: Faculty perceptions of their readiness to fully support all learners. | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Professional Learning: Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| Faculty Growth Mindset: Perceptions of whether teaching can improve over time. | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Teaching Efficacy: Faculty perceptions of their professional strengths and areas for growth. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Feedback and Coaching: Perceptions of the amount and quality of feedback faculty and staff receive. | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | |
| Staff-Leadership Relationships: Perceptions of faculty and staff relationships with school leaders. | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| School Leadership: Perceptions of the school leadership's effectiveness. | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | |