

**Panorama Professional Development Guide:**  
Session 1: Preparing for Survey Launch

**Overview:**

This PD session can help increase staff engagement before the survey launch in your district. Please tweak this session to better match your school’s needs, as each school is unique!

**Goal:**

By the end of this 45 minute professional development session:

- Teachers should be able to understand and explain in their own words the goal and purpose of gathering this feedback.
- Facilitator should create a collaborative and reflective tone to emphasize formative nature of the feedback data.

Activity	Facilitator	Participant
<p><b>Purpose of Survey</b> (5 mins - whole group)</p>	<p><b>Facilitator shares</b> the goals of today’s meeting and what participants should be expected to understand by the end.</p> <p><b>Facilitator shares</b> the purpose of the surveys and how they fit into the bigger picture of the school/district. How will the results be used?</p> <p>Example: <i>“We want to give students a venue for sharing their voice; We want to give teachers specific feedback about their classrooms, etc”</i></p>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p><b>TIP:</b> Participants should consider how the surveys might fit into their school and classrooms throughout the session.</p> </div>
<p><b>Topic Definition - Model Activity</b> (10 mins - whole group)</p>	<p align="center"><b>Explanation</b></p> <p><b>Facilitator discusses</b> the importance of understanding what is included on the survey. <i>Ex: “Before we launch the surveys, it is important to come to some consensus on what each topic means in our school. That way, when we see the results, we’ll all be approaching it with a similar understanding of what it’s measuring.”</i></p> <p align="center"><b>Activity</b></p> <p><b>Facilitator explains</b> that they will be modeling the upcoming activity with one scale (topic). Facilitator shares one scale from survey (i.e. Classroom Engagement) with 2 of the included questions.</p> <p><b>Facilitator asks:</b> <i>“What does Student Engagement look like in the</i></p>	<p><b>Participants offer</b> suggestions of what the scale means to their school/classroom.</p>

	<p><i>classrooms at our school?</i></p> <p><b>Facilitator records</b> responses from teachers/staff on chart paper.</p>	
<p><b>Topic Definition - Group Activity</b> (10 mins - small groups)</p> <p><b>Note: Bring the selected scales and example questions printed out to the meeting.</b></p>	<p><b>Facilitator explains</b> that participants should break into small groups by grade-level teams or random grouping with different groups/grade represented.</p> <p><b>Facilitator shares</b> the list of survey topics with 2 sample questions with each group.</p>	<p><b>Participants break</b> into small groups. Each group should define each surveys scale in the context of their classroom and/or school.</p> <p><b>Groups record</b> ideas to share out later.</p>
<p><b>Sharing Definitions</b> (5-10 mins - whole group)</p>	<p><b>Facilitator brings</b> everyone back together and asks each group to share out their ideas about 1 scale.</p> <p><b>Facilitator encourages</b> groups to ask questions of other groups.</p>	<p><b>Participants share</b> out their ideas about 1 scale with the whole group. Participants should choose the scales that were provoked the most discussion.</p> <p><b>Participants ask</b> other groups questions.</p>
<p><b>Reports Introduction</b> (5 mins - whole group)</p>	<p><b>Facilitator prepares</b> teachers for data reflection by identifying key features of reports. Facilitator shows the three minute <a href="#">Reports Video for Teachers</a> that outlines report features.</p>	
<p><b>(Optional) Survey Launch Details</b> (5 mins - whole group)</p>	<p><b>Facilitator discusses</b> plan for survey taking at the school. Discuss:</p> <ul style="list-style-type: none"> <li>• When surveys will be available.</li> <li>• Which teachers will be coordinating the surveys for the students.</li> <li>• How students should take the surveys (in a computer lab, with laptop, on smartphone).</li> <li>• What to do when students are having trouble accessing their surveys. (Email the Panorama support email).</li> </ul>	

# Panorama Professional Development Guide:

## Session 2: Digging into the Data

### Overview:

Now that your survey results are in, this PD session can help your staff dive into the data and learn how to make targeted observations and inferences to improve instruction. Please tweak this session to better match your school's needs, as each school is unique!

### Goals:

By the end of this 45 minute professional development session, participants should be able to:

- Make observations and inferences about feedback data; and
- Reflect on data to begin identifying areas for improvement.

Activity	Facilitator	Participant
<p><b>Modeling Process for Data Reflection</b> (5 min - whole group)</p>	<p><b>Facilitator introduces</b> PD goals listed above and then shares aggregate school / district level results. Facilitator should have familiarity and comfort navigating reports and features.</p> <p><b>Facilitator explains</b> structure of the data reflection process:</p> <ol style="list-style-type: none"> <li>1. <i>Observe</i> - what do you notice?</li> <li>2. <i>Infer</i> - why is that the case?</li> <li>3. <i>Reflect</i> - what can we do to improve?</li> </ol>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p><b>TIP:</b> Participants should consider these results as one piece of data in a bigger picture. The anecdotal evidence that teachers and staff have are also valuable, and reinforcing that for participants will build buy-in.</p> </div>
<p><b>Making Observations</b> (10 min - whole group)</p>	<p><b>Guiding question:</b> <u>What do you notice?</u></p> <p><b>Facilitator leads</b> group through discussion to make low-level observations about one scale (topic) in the aggregate school / district results.</p> <p><b>Facilitator encourages</b> participants to state only observations that are indisputably supported by the results.</p>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p><b>TIP:</b> Participants should avoid statements like "That's probably low because..." or "I know why that's the case..." The goal is to stay low-level without making judgements or jumping to conclusions..</p> </div>

<p><b>Analyzing Data</b> (10 min - whole group)</p>	<p><b>Guiding question:</b> <u><i>Why is that the case?</i></u></p> <p><b>Facilitator structures</b> discussion so that the group moves from making observations about the topic to making inferences. The goal is to connect observations and analysis to real-life classroom practices.</p> <p><b>Example:</b> <i>Note: Data inferences vary by school and class, so this example demonstrates what the activity should yield.</i></p> <p><u>Observation -</u></p> <ul style="list-style-type: none"> <li>• In School A, girls responded more favorably to School Engagement than boys.</li> </ul> <p><u>Inferences -</u></p> <ul style="list-style-type: none"> <li>• There are more female participants than male participants at our school.</li> <li>• Girls are more engaged in the survey-taking process.</li> <li>• Girls are more excited to go to school.</li> </ul>	<p><b>TIP:</b> In order to make valid inferences, participants should stay grounded in the data. If a participant makes a conclusion, a logical next step is to ask: what in the data makes you say that?</p>
<p><b>Reflecting on Data</b> (10 min - partners)</p>	<p><b>Guiding question:</b> <u><i>What can we do to improve?</i></u></p> <p><b>Facilitator asks</b> participants to reflect on results and identify collective next steps in pairs. Facilitator reminds team to remember that these results are one piece of a bigger picture.</p>	<p><b>TIP:</b> Participants should take some time to reflect on this data with a trusted colleague and share observations and inferences. This can help either validate or clarify a teacher's thinking.</p>
<p><b>Looking at Classroom Level Data</b> (10 min - individual)</p> <p><i>Note: Facilitator introduces and distributes data reflection worksheet.</i></p>	<p><b>Guiding question:</b> <u><i>What do you notice and infer from your data?</i></u></p> <p><b>Facilitator asks</b> participants to access their classroom level reports and begin making observations and inferences about their data.</p> <p><b>Facilitator prompts</b> participants to complete the “observe” and “analyze” sections of the data worksheet, mentioning that the next PD session will be focused on individual reflection and action.</p>	<p><b>TIP:</b> Participants should take a “bite-sized” approach during this work time. Looking at one classroom topic or even a few related questions will help participants hone in on making manageable observations and inferences.</p>

# Panorama Professional Development Guide:

## Session 3: Taking Action

### Overview:

This PD session can help your staff dive deeper into the data now that your results are in and you've identified areas of strength and areas for growth. Please tweak this session to better match your school's needs, as each school is unique!

### Goals:

By the end of this 30- to 45-minute professional development session, participants should be able to:

- Reflect on strategies for improvement and
- Make action plans with concrete next steps.

Activity	Facilitator	Participant
<p><b>Meeting Goals</b> (5 min - whole group)</p>	<p><b>Facilitator reviews</b> goals of last meeting and outline the agenda for today's meeting.</p>	<p><b>Participants review</b> their worksheets from the last meeting and name their areas for improvement.</p>
<p><b>Reflect on Areas for Improvement by Topic</b> (10 min - small group)</p>	<p><b>Participants split into groups</b> based on a topic they've targeted as an area for improvement.</p> <div data-bbox="478 1032 814 1247" style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p><b>TIP:</b> To help participants spread out and collaborate with others, try designating specific locations for each topic.</p> </div> <div data-bbox="856 1187 1192 1360" style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p><b>TIP:</b> Write down each group's ideas in a visible spot so teachers can refer back to these ideas.</p> </div> <p><b>Each group shares</b> out 2-3 strategies for classroom improvement. (4 mins)</p>	<p><b>Groups discuss</b> strategies for classroom improvement. (6 mins)</p> <ul style="list-style-type: none"> <li>- If we focus on the area of improvement, what does success look like?</li> <li>- What strategies/resources do we need to implement in order to improve in this area in the classroom?</li> <li>- What are some challenges we face in trying to improve in this area?</li> </ul>

<p><b>Reflect/Act: Classroom Data</b> (10 min - individual)</p>	<p><b>Participants share</b> their plan with a colleague they work closely with, and some may share out to the whole group.</p>	<p><b>Participants outline a plan</b> for improvement with specific action steps by completing the <u>Reflect/Act</u> section of the worksheet, based on 2 areas for improvement.</p> <div data-bbox="1493 321 1829 492" style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #e1f5fe;"> <p><b>TIP:</b> Strong goals usually build in interim check-ins. Teacher should identify checkpoints to help them stay on track.</p> </div>
<p><b>Reflect on session goals/objectives:</b> (5 min - whole group)</p>	<p>Guiding question: <i>How did we do?</i></p> <p><b>Facilitator reinforces</b> collaborative and reflective tone to emphasize that data is meant to be formative in nature.</p>	<p><b>Participants share</b> thoughts on the following questions:</p> <ul style="list-style-type: none"> <li>- What is one takeaway you have from today?</li> <li>- How can your peers and leaders best support this work?</li> <li>- What next steps do we need to take as a school?</li> </ul>

## Digging into Data Observe

What topic(s) in your data/results makes you proud?	What topic(s) in your data/results is/are lower than you were anticipating?

**Choose one demographic breakdown (i.e. gender, race/ethnicity) where responses surprised you. How do student responses differ by this demographic across one topic identified in the question above? (i.e. *Girls scored higher than boys in Classroom Engagement.*)**

Topic:	
Breakdown:	
Observation 1:	Observation 2:

## Analyze

What questions do these results bring up for you? Your school?	
For you?	Your school?

What do you think contributes to success or challenge in the area of strength and area of growth you identified above?

Area of Strength:	Area of Growth:
Contribution:	Contribution:

**Reflect/Act**

Based on your data, identify two topics you would like to focus on as areas of growth.	

What next steps do you need to take in order to improve in these areas of growth?	
1.	1.
2.	2.
3.	3.

How do you plan to engage your respondents (i.e. students, staff, families) with this data? What do you hope to share with the respondents?