

Aperture Competencies & Panorama Student Survey Alignment

Prepared December 2023

Schools and districts might measure students' experiences in school using Panorama Education's Student Survey and measure students' social and emotional competencies using Aperture Education's DESSA assessments. These two approaches provide a comprehensive assessment of both school climate and the extent to which students are developing the social and emotional skills that not only promote success in school and in life in general but also create a positive school climate. Panorama's surveys provide general information about students' perceptions of their school experiences. The DESSA assessments are nationally normed and standardized and allow schools and districts to:

- measure and monitor progress of specific students' behaviors across different social and emotional competencies,
- make instructional decisions to support the development of their students' social and emotional skills,
- monitor the effectiveness of their instruction by comparing DESSA results over time, and
- target specific prosocial behaviors that build social and emotional skills and improve school climate.

The DESSA is strength-based, and the items focus on positive social and emotional skills. Schools and districts using the DESSA can build social and emotional learning competencies in their students to help them be successful both in and outside of school. As students develop stronger social and emotional skills, overall school climate and students' experiences in school will improve. This crosswalk gives schools guidance on how to use the DESSA and the Panorama survey together.

The DESSA is organized into subscales that provide information about eight social and emotional competencies. These competencies include:

1. **Self-Awareness:** a child's or youth's ability to understand their emotions, thoughts, and values and how they influence one's behavior; to recognize their strengths and limitations; and to develop healthy identities and a sense of purpose.
2. **Self-Management (including Goal-Directed Behavior):** a child's or youth's ability to manage their emotions and behaviors across different situations and environments, and to demonstrate agency as they work to set and achieve personal and collective goals.
3. **Social Awareness:** a child's or youth's understanding of social norms for behavior; ability to empathize with, respect, and take the perspectives of others; and feelings of connection and belonging with family, peers, schools, and community groups.

4. **Relationship Skills:** a child's or youth's ability to establish and maintain healthy positive relationships that include effective communication, collaborative problem solving, negotiating conflict, and demonstrating helpful and supportive behaviors.
5. **Responsible Decision Making (including Personal Responsibility):** a child's or youth's ability to make careful, reliable, and constructive choices about personal and social behavior that are appropriate across diverse situations; to consider the personal, social, and collective impact of one's actions; and to demonstrate curiosity and an open-mindedness to learning.
6. **Optimistic Thinking:** a child's or youth's belief and demonstration of confidence, hopefulness, and positive thinking regarding oneself, others, and one's life situations in the past, present, and future.

Alignment of Aperture’s Competencies to Panorama Education’s Student Survey

Note. SA = Self-Awareness, SM = Self-Management, SO = Social Awareness, RS = Relationship Skills, DM = Responsible Decision Making, OT = Optimistic Thinking

| Panorama Education Student Survey Area | DESSA Competency Areas | | | | | |
|--|------------------------|----|----|----|----|----|
| | SA | SM | SO | RS | DM | OT |
| Classroom Effort How much effort students put into school and learning | X | X | | | X | |

How do these DESSA competencies support classroom effort?

- Self-Awareness includes students’ ability to recognize their strengths and limitations.
- Self-Management includes students’ abilities to manage their emotions and behaviors across different situations and environments, and to demonstrate agency as they work to set and achieve personal and collective goals.
- Responsible Decision Making includes students’ ability to demonstrate curiosity and an open-mindedness to learning.

Example DESSA Middle School Edition, Student Self-Report Items:

- I feel comfortable asking for help when I don’t understand something. (SA)
- I stay focused despite a distraction. (SM)
- I prepare for school, activities, or upcoming events. (DM)
- I ask questions when learning new things. (DM)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|---|--|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Mindset Shift (SA) • Ready to Learn (SM) • Organizing Responsibilities (DM) | <ul style="list-style-type: none"> • Identifying Your Strengths (SA) • Learning Is a Process (SM) • Generating Solutions (DM) |

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| | SA | SM | SO | RS | DM | OT |
| <p><u>Climate</u></p> <p>Perceptions of the overall social and learning climate of the school</p> | | | X | X | | |

How do these DESSA competencies support climate?

- Social Awareness includes students’ feelings of connection and belonging with family, peers, schools, and community groups.
- Relationship Skills includes students’ abilities to establish and maintain healthy and positive relationships and engage in collaborative problem solving.

Example DESSA Middle School Edition, Student Self-Report Items:

- I feel like I belong in my school. (SO)
- I make others feel welcome or included. (SO)
- I cooperate with others to solve a problem. (RS)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|---|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • We All Belong (SO) • I Appreciate You (RS) | <ul style="list-style-type: none"> • Student Belongingness Check-In (SO) • We Support Each Other (RS) |

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| | SA | SM | SO | RS | DM | OT |
| <u>Emotion Regulation</u> How well students regulate their emotions | X | X | | | | |

How do these DESSA competencies support emotion regulation?

- Self-Awareness includes students’ ability to understand their emotions, thoughts, and values and how they influence one’s behavior.
- Self-Management includes students’ ability to manage their emotions and behaviors across different situations and environments.

Example DESSA Middle School Edition, Student Self-Report Items:

- I know how my emotions influence my behavior. (SA)
- I can recognize my emotions. (SA)
- I adapt well to new situations. (SM)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|--|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Daily Emotion Check (SA) • Emotion Buildup (SM) | <ul style="list-style-type: none"> • Asking for Help (SA) • Notice, Reset, and Re-Engage (SM) |

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| | SA | SM | SO | RS | DM | OT |
| Engagement How attentive and invested students are in school | | X | | | | X |

How do these DESSA competencies support engagement?

- Self-Management includes students’ ability to demonstrate agency as they work to set and achieve personal and collective goals.
- Optimistic Thinking includes students’ ability to demonstrate confidence, hopefulness, and positive thinking regarding oneself, others, and one’s life situations in the past, present, and future.

Example DESSA Middle School Edition, Student Self-Report Items:

- I stay focused despite a distraction. (SM)
- I keep working until I achieve a goal. (SM)
- I seek out things that challenge me. (OT)
- I expect that I will be successful. (OT)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|---|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Mastery Goals—Classroom (SM) • Imagine a Positive Outcome (OT) | <ul style="list-style-type: none"> • Building Students’ Agency (SM) • Step Up to the Plate (OT) |

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| <p>Grit</p> <p>How well students are able to persevere through setbacks to achieve important long-term goals</p> | | X | | | | X |

How do these DESSA competencies support grit?

- Self-Management includes students’ ability to demonstrate agency as they work to set and achieve personal and collective goals.
- Optimistic Thinking includes students’ ability to demonstrate confidence, hopefulness, and positive thinking regarding oneself, others, and one’s life situations in the past, present, and future.

Example DESSA Middle School Edition, Student Self-Report Items:

- I keep working until I achieve my goal. (SM)
- I set goals for myself. (SM)
- I believe I can achieve my goals. (OT)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|---|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • My Control Target (SM) • Positive Self-Talk (OT) | <ul style="list-style-type: none"> • Persevering Through Challenges (SM) • How I Achieved My Goals (OT) |

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| <p>Growth Mindset</p> <p>Student perceptions of whether they have the potential to change those factors that are central to their performance in school</p> | | X | | | | X |

How do these DESSA competencies support growth mindset?

- Self-Management includes students’ ability to demonstrate agency as they work to set and achieve personal and collective goals.
- Optimistic Thinking includes students’ ability to demonstrate confidence, hopefulness, and positive thinking regarding oneself, others, and one’s life situations in the past, present, and future.

Example DESSA Middle School Edition, Student Self-Report Items:

- I set goals for myself. (SM)
- I keep working until I achieve a goal. (SM)
- I believe I can overcome setbacks. (OT)
- I can imagine a positive future for myself. (OT)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|---|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Mastery Goals—Classroom (SM) • Imagine a Positive Outcome (OT) | <ul style="list-style-type: none"> • Mastery Goals—Personal (SM) • Practice Makes Progress (OT) |

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| | SA | SM | SO | RS | DM | OT |
| <p><u>Learning Strategies</u></p> <p>How well students deliberately use strategies to manage their own learning processes generally</p> | | | | | X | |

How do these DESSA competencies support learning strategies?

- Responsible Decision Making includes students’ ability to make careful, reliable, and constructive choices about personal and social behavior that are appropriate across diverse situations.

Example DESSA Middle School Edition, Student Self-Report Items:

- I prepare for school, activities, or upcoming events. (DM)
- I ask questions when learning new things. (DM)
- I gather information before making an important decision. (DM)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|---|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Think It Through (DM) | <ul style="list-style-type: none"> • Positive Risk Taking (DM) |

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| | SA | SM | SO | RS | DM | OT |
| <u>Pedagogical Effectiveness</u> Perceptions of the quality of teaching and amount of learning students experience from a particular teacher | | X | | | | X |

How do these DESSA competencies support pedagogical effectiveness?

- Self-Management includes students’ abilities to manage their emotions and behaviors across different situations and environments, and to demonstrate agency as they work to set and achieve personal and collective goals.
- Optimistic Thinking includes students’ ability to demonstrate confidence, hopefulness, and positive thinking regarding oneself, others, and one’s life situations in the past, present, and future.

Example DESSA Middle School Edition, Student Self-Report Items:

- I set goals for myself. (SM)
- I can motivate myself when I don’t want to do something. (SM)
- I seek out things that challenge me. (OT)
- I believe working with others leads to greater success. (OT)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|--|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Ready to Learn (SM) • Imagine a Positive Outcome (OT) | <ul style="list-style-type: none"> • Notice, Reset, and Re-Engage (SM) • Practice Makes Progress (OT) |

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| | SA | SM | SO | RS | DM | OT |
| <p>Rigorous Expectations</p> <p>How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class</p> | | X | | | | X |

How do these DESSA competencies support rigorous expectations?

- Self-Management includes students’ abilities to manage emotions and behaviors across different situations and environments, and to demonstrate agency as they work to set and achieve personal and collective goals.
- Optimistic Thinking includes students’ ability to demonstrate confidence, hopefulness, and positive thinking regarding oneself, others, and one’s life situations in the past, present, and future.

Example DESSA Middle School Edition, Student Self-Report Items:

- I agree to and follow expectations for my behavior. (SM)
- I believe my contributions to a group or team matter. (OT)
- I expect that I will be successful. (OT)
- I believe working with others leads to greater success. (OT)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|---|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • What I Can Control (SM) • Anticipate and Prepare for Setbacks (OT) | <ul style="list-style-type: none"> • My SMART goals (SM) • Practice Makes Progress (OT) |

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| | SA | SM | SO | RS | DM | OT |
| <p><u>School Safety</u></p> <p>Student perceptions of physical and psychological safety while at school</p> | | | X | X | | |

How do these DESSA competencies support school safety?

- Social Awareness includes students’ feelings of connection and belonging with family, peers, schools, and community groups.
- Relationship Skills includes students’ abilities to establish and maintain healthy and positive relationships that include effective communication, collaborative problem solving, negotiating conflict, and demonstrating helpful and supportive behaviors.

Example DESSA Middle School Edition, Student Self-Report Items:

- I feel like I belong in my school. (SO)
- I respond to others’ feelings in kind and safe ways. (SO)
- I make others feel welcome or included. (SO)
- I am able to resolve conflicts positively. (RS)
- I cooperate with others to solve a problem. (RS)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|---|--|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Acting Positively and Responsibly (SO) • Active Listening (RS) | <ul style="list-style-type: none"> • We’re More Alike than Different (SO) • Let’s Build Relationships (RS) |

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|--|------------------------|----|----|----|----|----|
| | SA | SM | SO | RS | DM | OT |
| <p><u>Self-Efficacy</u></p> <p>How much students believe they can succeed in achieving academic outcomes</p> | X | X | | | | X |

How do these DESSA competencies support self-efficacy?

- Self-Awareness includes students’ ability to recognize their strengths and limitations.
- Self-Management includes students’ ability to demonstrate agency as they work to set and achieve personal and collective goals.
- Optimistic Thinking includes students’ ability to demonstrate confidence, hopefulness, and positive thinking regarding oneself, others, and one’s life situations in the past, present, and future.

Example DESSA Middle School Edition, Student Self-Report Items:

- I can recognize my strengths. (SA)
- I can motivate myself when I don’t want to do something. (SM)
- I believe I can overcome setbacks. (OT)
- I seek out things that challenge me. (OT)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|--|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Practice Growth Mindsets (SA) • Ready to Learn (SM) • Warming Up with Strengths (OT) | <ul style="list-style-type: none"> • Using Your Strengths (SA) • Mastery Goals—Personal (SM) • Pieces of a Puzzle (OT) |

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|---|------------------------|----|----|----|----|----|
| | SA | SM | SO | RS | DM | OT |
| <p>Self-Management</p> <p>How well students manage their emotions, thoughts, and behaviors in different situations</p> | X | X | | | | |

How do these DESSA competencies support self-management?

- Self-Awareness includes students’ ability to understand their emotions, thoughts, and values and how they influence one’s behavior.
- Self-Management includes students’ abilities to manage emotions and behaviors across different situations and environments, and to demonstrate agency as they work to set and achieve personal and collective goals.

Example DESSA Middle School Edition, Student Self-Report Items:

- I know how my emotions influence my behavior. (SA)
- I stay focused despite a distraction. (SM)
- I can calm down when I’m upset. (SM)
- I adapt well to new situations. (SM)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|---|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • So Many Emotions (SA) • Emotion Buildup (SM) | <ul style="list-style-type: none"> • Practicing Asking for Help (SA) • Difficult Decisions and Managing Emotions (SM) |

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| | SA | SM | SO | RS | DM | OT |
| <p>Sense of Belonging</p> <p>How much students feel that they are valued members of the school community</p> | | | X | X | | |

How do these DESSA competencies support sense of belonging?

- Social Awareness includes students’ understanding of social norms for behavior; their ability to empathize with, respect, and take the perspectives of others; and their feelings of connection and belonging with family, peers, schools, and community groups.
- Relationship Skills includes students’ abilities to establish and maintain healthy and positive relationships that include effective communication, collaborative problem solving, negotiating conflict, and demonstrating helpful and supportive behaviors.

Example DESSA Middle School Edition, Student Self-Report Items:

- I feel like I belong in my school. (SO)
- I respond to others’ feelings in kind and safe ways. (SO)
- I encourage my friends or classmates. (RS)
- I do nice things for people. (RS)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|--|---|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Praising Each Other (SO) • Getting to Know You (RS) | <ul style="list-style-type: none"> • Peer Interviewing (SO) • Communication Circle (RS) |

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| | SA | SM | SO | RS | DM | OT |
| <p>Social Awareness</p> <p>How well students consider the perspectives of others and empathize with them</p> | | | X | X | | |

How do these DESSA competencies support social awareness?

- Social Awareness includes students’ understanding of social norms for behavior and ability to empathize with, respect, and take the perspectives of others.
- Relationship Skills includes students’ abilities to establish and maintain healthy and positive relationships that include effective communication, collaborative problem solving, negotiating conflict, and demonstrating helpful and supportive behaviors.

Example DESSA Middle School Edition, Student Self-Report Items:

- I respect a person’s right to have a different opinion. (SO)
- I respond to others’ feelings in kind and safe ways. (SO)
- I make others feel welcome or included. (SO)
- I get along with different types of people. (RS)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|--|--|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Identifying Everyone’s Strengths (SO) • Let’s Talk About Being Prosocial (RS) | <ul style="list-style-type: none"> • Positive Peer Reporting (SO) • Apologies and Forgiveness (RS) |

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|---|------------------------|----|----|----|----|----|
| | SA | SM | SO | RS | DM | OT |
| <p>Teacher-Student Relationships</p> <p>How strong the social connection is between teachers and students within and beyond the school</p> | | | | X | | |

How do these DESSA competencies support teacher-student relationships?

- Relationship Skills includes students’ abilities to establish and maintain healthy and positive relationships that include effective communication, collaborative problem solving, negotiating conflict, and demonstrating helpful and supportive behaviors.

Example DESSA Middle School Edition, Student Self-Report Items:

- I get along with different types of people. (RS)
- I listen to others. (RS)
- I am able to resolve conflicts positively. (RS)

| What Tier 1 strategies from Aperture can I use to support my students in this area? | |
|---|--|
| Free Strategies | Strategies and Interventions Package |
| <ul style="list-style-type: none"> • Active Listening (RS) | <ul style="list-style-type: none"> • Benefits of Being Prosocial (RS) |



Aperture Education empowers over 8,000 unique schools, over 156,000 educators and more than 2 million students across North America to measure, strengthen, and support social and emotional competence. The powerful data districts receive enables education leaders to take strategic action about SEL within their organizations. The Aperture System includes the DESSA suite of strength-based assessments, which is lauded by researchers for its high standards of reliability and validity. Educators also appreciate its ability to easily and quickly identify each student's personal social and emotional strengths and areas of needed support. Aperture partners with industry curriculum leaders to deliver research-based, CASEL™-informed intervention strategies to bolster specific areas of needed growth. With robust reporting in one easy-to-use system, Aperture is favored in districts nationwide. To learn more, visit www.ApertureEd.com.