

Harmony Academy & Panorama Alignment Guide

The [Harmony Academy](#) provides tools, resources, and professional learning to foster a holistic approach to education that resonates with the unique needs of both educators and students. Specifically, we support educators as they nurture the knowledge, skills, and attitudes students need to develop healthy identities, create meaningful relationships, and engage productively with social and emotional learning resources, tools, and strategies.

The Panorama Student Survey (for Grades 3–12), according to the [Hawai'i State Department of Education](#), is one part of the Educator Effectiveness Survey (EES) related to the evaluation of educator practice. Specifically, the Panorama Student Survey used in Hawai'i gathers students' perceptions about teaching, learning, and school climate, and provides Hawai'i educators and leaders data they can use to improve their experiences within schools.

The Harmony Academies—curriculum and professional learning—provide actionable and relevant strategies, activities, and routines that educators can use to address areas of improvement and enhance strengths based on results from the Panorama Student Survey. This document provides example Harmony practices, lessons, and professional learning aligned with each dimension of the Panorama Student Survey used in Hawai'i.



Classroom Experience Dimensions

Panorama Student Survey Constructs	Example Harmony Practices, Lessons ¹ , and Professional Learning
Classroom Engagement How attentive and invested students are in class.	Harmony Practices and Lessons • Buddy Up, in which students are paired with new buddies each week, provides opportunities to build relationships and can be an instructional tool for academic learning. • Engagement includes emotional engagement. In the Grade 4 lesson, I Just Have a Feeling (U1, L1), students act out a variety of emotions using their faces, voices, and bodies. Other students identify the emotions that they are feeling and predict why. • Students become more engaged when they have a voice in solving problems in classrooms. In the Grade 2 lesson, Finding a Solution (U4, L3), students create a plan with a buddy about a problem or concern that may arise in the classroom using the Plan it Together Activity Sheet. Harmony Professional Learning • Be the Spark: Nurturing Student Inspiration: Identify strategies to help foster the spark of student inspiration that leads to motivation. • Helping Students “Want” to Achieve: Examine behaviors, questions, and strategies that help increase the value students place on school and thus increase their motivation to succeed. • Engaging Emotions to Improve Memory: Explore the specific actions that educators can take to improve students’ memory retention by leveraging their emotional responses.
Classroom Rigorous Expectations How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.	Harmony Practices and Lessons • Through Class and Personal Harmony Goals, students identify individual goals that they want to achieve, both academically and to build healthy relationships. • Students persist and keep going when they develop a growth mindset. In the Kindergarten lesson, Things That Change (U1, L5), students draw things that they could do previously, things they can do now that they couldn’t do before, and things that they know they will be able to do soon with effort. • To help meet expectations, students need to know how to and that they can seek help and support. In the Grade 6 lesson, Speaking Out (U3, L4), students read scenarios and determine how the characters could speak up kindly and helpfully. Harmony Professional Learning • Giving Effective Praise: Understand characteristics of effective and ineffective praise—observing examples of each—and learn best practices for delivering praise that reinforces desired behavior. • Using Warm Demand to Build Student Achievement: Discover mindsets and strategies that balance discipline and care to help students meet high academic expectations. • Using Bloom’s Taxonomy to Plan Questions: Identify different levels of thinking, and plan questions that push students toward higher levels of thinking.

1 The lessons chosen represent various grade levels, Pre-K to Grade 6. Each grade level has specific lessons focused on similar topics. We recommend you review the grade level most aligned for the Unit (U) and Lesson (L) provided in the example.

Classroom Experience Dimensions

Panorama Student Survey Constructs	Example Harmony Practices, Lessons, and Professional Learning
Classroom Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	Harmony Practices and Lessons - Through the Meet Up step, Greeting, educators ensure that each student is greeted every day by the educator and by other students, thus forming closer relationships with and among students. - Within each unit homepage of the Lessons and Activities, educators receive reflective questions and guidance on Educator SEL, including strategies to get to know all students in authentic ways throughout the school day. - In the early elementary lesson, Getting to Know One Another (Building Community unit), students receive Get to Know You Cards encouraging them to discuss some of their favorite things. Harmony Professional Learning Building Relationships with Students: Examine the importance of strong teacher-student relationships and take steps to strengthen your own bonds with students. Teachers as Agents of Change: Go beyond the “technician” role in the service of equity, using culturally responsive practices in your methods, content, and relationships. Restorative Justice: Rethinking Discipline: Consider the benefits of using a restorative approach to student discipline and explore restorative justice strategies to use with students.
Classroom Climate Perceptions of the overall social and learning climate of the classroom.	Harmony Practices and Lessons - Through the Meet Up step, Checking In, students problem solve issues and concerns that arise in the classroom, as well as elevate successes that facilitate a healthy learning environment. - In the upper elementary Getting to Know One Another lesson (Building Community unit), students play the Commonalities Game, finding other students who have things in common with them. - To create a helpful learning climate, it’s important to think about how others resolve conflicts and issues that arise in the classroom. In the Grade 5 lesson, What’s that Animal? (U4, L1), students identify the different approaches one may take to a common problem that students may encounter. Harmony Professional Learning Designing Effective Procedures: Identify the characteristics of meaningful classroom procedures and learn the three steps necessary to create them. Structuring Cooperative Learning: Identify and implement essential components of cooperative learning to increase academic achievement and help students become more collaborative. The Physical Environment of Your Classroom: Recognize how the classroom environment affects student behavior, motivation, and achievement, then apply best practices to create a safe, welcoming space.

Classroom Experience Dimensions

Panorama Student Survey Constructs	Example Harmony Practices, Lessons, and Professional Learning
Pedagogical Effectiveness Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.	Harmony Practices and Lessons • Within each lesson of the Harmony Curriculum, educators receive Everyday Moments. These include short, quick activities as well as reinforcement strategies of how to support the social and emotional needs of students throughout the school, making deeper connections. • Students deepen their understanding of teaching and learning the more they are able to support their classmates. In the Grade 2 lesson, Empathy Role-Plays (U2, L4), students identify if a character in a scenario is showing empathy and care or if they are trying to “fix” an emotion. • Classroom discussions are a great learning tool. In the Grade 3 lesson, Booster or Bloop (U3, L2), students determine conversation skills that boost the conversation and those that hinder the conversation. Harmony Professional Learning • Creating Multi-Sensory Experiences to Improve Memory Retention: Learn how the brain transfers information to long-term memory, then explore instructional strategies for creating experiences that improve memory retention. • Combating Cognitive Overload: Get to know the primary causes of cognitive overload and learn how to help students overcome it while improving memory retention. • Using Feedback to Foster Discussion: Fine-tune your responses during classroom conversations to foster a rich dialogue and authentic discussion.

Whole School Experience Dimensions

Panorama Student Survey Constructs	Example Harmony Practices, Lessons, and Professional Learning
School Belonging How much students feel that they are valued members of the school community.	Harmony Practices and Lessons - Through the Meet Up step, Sharing and Responding, students have opportunities to share things that are important to them, and ask one to three students to ask them questions or respond to their share. - Students need opportunities to show that they value each other. In the Pre-Kindergarten lesson, Including Everyone (U2, L2), students play opposite musical chairs, where they have to figure out how to make sure everyone is included in the game. - To support belonging, students can engage in group projects. In the Grade 5 lesson, Teamwork in Action, students use Communication Boosters and avoid Bloopers to build the tallest tower among various groups. Harmony Professional Learning Developing Behaviors for Cooperative Learning: Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life. Teaching Students Empathy: Consider empathy's effect on learning and discover ways to model, establish, and nurture empathy in your classroom throughout the year. Teamwork and Collaboration for Educators: Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace.
Valuing of School How much students feel that school is interesting, important, and useful.	Harmony Practices and Lessons - At the beginning of each unit, we provide SEL-Academic Integration strategies, which include subject-specific strategies on how to integrate social and emotional skills developed within Harmony into the academic day and within school life, helping school feel more relevant and useful for students. - To help students think about what they find useful, it is important to understand how their emotions, thoughts, and actions are connected. In the Grade 1 lesson, Feel, Think, Act, students act out real-life scenarios to identify how someone might feel, think, and act in those situations; and then imagine if others would feel similarly or differently. - Students may find school more interesting and useful if they can work through problems with their peers. In the Grade 6 lesson, Working Through Conflict, students write scripts to real-life scenarios that they may experience, identifying solutions that reflect characters compromising. Harmony Professional Learning Preparing to Differentiate: Student Interest: Discover how to gather, organize, and sort data related to student interest to prepare for differentiating instruction. Differentiation Strategy: Student Choice: Follow four simple steps to infuse purposeful student choice into lessons based on students' interests. Engaging Emotions to Improve Memory: Examine how the brain processes information and learn strategies that improve students' knowledge retention by sparking emotional responses.

Whole School Experience Dimensions

Panorama Student Survey Constructs	Example Harmony Practices, Lessons, and Professional Learning
School Safety: Students’ perceptions of their physical and psychological safety while at school.	Harmony Practices and Lessons • Through the Meet Up step, Connecting, students have opportunities to engage in fun quick activities with their peers, as well as engage in Mindful Minutes, helping students connect with themselves and others, supporting psychological safety in the school. • Students may experience psychological safety in school when they can recognize and “pop” stereotypes. In the Grade 3 lesson, Pop that Stereotype, students “pop” stereotype messages and replace them with fresh thoughts. • To feel safe, it’s important to know that others will take responsibility for their actions and make amends. In the Grade 1 lesson, Taking Responsibility and Making Amends, students role-play scenarios in which they have to identify strategies to make amends in situations where mistakes occur. Harmony Professional Learning • Recognizing Bullying Behavior: Investigate the causes and effects of bullying, and determine best practices for identifying bullying in the classroom. • Maintaining Professional Relationships with Students: Identify the dos and don’ts associated with the five guiding principles for professional relationships with students. • Understanding the Impact of Trauma on Students: Examine how trauma affects children biologically, emotionally, and academically; identify common behavioral and cognitive symptoms of trauma.