



USER GUIDE

Educational Partner Surveys

For Your District's
Local Control and Accountability Plan (LCAP)

PANORAMA EDUCATION

Overview

This year, California districts continue to engage students, staff, families, and community members through Local Control and Accountability Plans (LCAP). Districts are using educational partner surveys to engage all parts of their communities and to measure and report progress towards their LCAP goals.

Many districts in California use Panorama Education to collect and analyze perception data in LCAP priority areas and to share educational partner feedback with boards of education, district staff, and the community at large. District leaders use Panorama's platform to disaggregate perception data into key subsets, including classified and support staff as well as students with ELL status and their families.

The purpose of LCAP is to ensure districts engage with the community to undertake a transparent process around setting district goals and allocating budget, especially related to vulnerable populations and 8 priority areas defined by the state of California. Three priority areas have an especially close connection with educational partner feedback: school climate, parental involvement, and pupil engagement.

Leveraging best practices from across several districts in California, this guide suggests research-backed survey scales that districts find valuable for gathering perception data to set and track LCAP goals. Districts that partner with Panorama on their survey programs may also add and run custom survey content. Districts also find that this perception data is valuable for purposes well beyond the LCAP, including setting school site goals, setting instructional goals, and engaging with the community about district priorities and progress.

The survey scales are drawn from surveys offered by Panorama Education to gather feedback from students, staff, and parents. Complete surveys can be accessed by visiting the Panorama Education website: <https://www.panoramaed.com/resources/surveys>.

If you have any questions or suggestions, please don't hesitate to contact us at info@panoramaed.com. We welcome your feedback.

Survey Research & Development

Since the fall of 2014, Panorama Education has released research-based, open-source survey instruments that can be used in school settings to collect and analyze educational partner feedback. Born of a collaboration between Panorama Education and the Harvard Graduate School of Education, the Panorama Student Survey, Panorama Teacher & Staff Survey, and the Family-School Relationships Survey represent sets of survey scales that measure perceptions of school climate, engagement, school safety, and teaching and learning. Each scale has a substantial and growing body of evidence of its validity across specific contexts and uses. To read the full Validity Brief about the Panorama Student Survey, please visit www.panoramaed.com/files/student-survey-validity-brief.

Panorama's surveys were developed under the leadership of Dr. Hunter Gehlbach, a leading survey methodologist and education researcher, when he was Associate Professor at the Harvard Graduate School of Education. Dr. Gehlbach and his team followed a rigorous survey development process that involved literature reviews, focus groups, feedback from experts around the country, cognitive interviews with students, and multiple rounds of piloting and refinement.

Panorama's surveys look different than many school surveys because Dr. Gehlbach and his team developed the instrument in line with today's best practices for survey design. These major differences include:

- Wording survey items as questions rather than statements
- Eliminating "agree-disagree" response options and instead reinforcing the underlying topic in response options
- Asking about one idea at a time rather than using double-barreled items (e.g., "How happy and engaged are you?")
- Using at least five response options

Each of these differences substantially minimizes measurement error. For an explanation of more of the survey design best practices that went into the making of Panorama's surveys, please visit www.panoramaed.com/checklist.

Using the Survey

To meet the unique needs of your district and community, we encourage you to customize the survey by selecting the scales beyond this recommended list that you feel matter most to your community and help most with your district's LCAP. To consult the full selection of survey scales for the student, teacher, and family survey instruments, please visit <https://www.panoramaed.com/resources#surveys>.

Your district can also create custom survey topics and questions relevant to LCAP when partnering with Panorama to administer surveys through our survey analytics platform.

We believe that all educators deserve the best tools available, which means that we are committed to keeping the Panorama survey instruments free and open-source. The surveys are “free” in that we invite educators everywhere to use the surveys at no cost. We only ask that you identify them as the “Panorama Student Survey,” “Panorama Teacher Survey,” or “Family-School Relationships Survey” so that others may find them as well. We hope that you will share your feedback with our research team (info@panoramaed.com) so we can consider them in future versions of the survey.

Dr. Hunter Gehlbach is the Senior Research Advisor at Panorama Education as well as a professor and vice dean at the Johns Hopkins School of Education. He is an educational psychologist with an academic focus in helping social scientists and practitioners design better surveys and questionnaires. He is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.



STUDENT FEEDBACK

School Climate

Perceptions of the overall social and learning climate of the school.

Example Question: How pleasant or unpleasant is the physical space at your school?

School Safety

Perceptions of student physical and psychological safety while at school.

Example Question: How likely is it that someone from your school will bully you online?

Sense of Belonging

How much students feel that they are valued members of the school community.

Example Question: How connected do you feel to the adults at your school?

Engagement

How attentive and invested students are in school.

Example Question: When you are not in school, how often do you talk about ideas from your classes?

Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

Example Question: How many of your teachers are respectful towards you?

FAMILY FEEDBACK

School Climate

Perceptions of the overall social and learning climate of the school.

Example Question: To what extent do you think that children enjoy going to your child's school?

School Safety

Perceptions of student physical and psychological safety at school.

Example Question: How likely is it that someone from your child's school will bully him/her online?

Family Engagement

The degree to which families become involved with and interact with their child's school.

Example Question: How often do you meet in person with teachers at your child's school?

Barriers to Engagement

Factors that can create challenges for families to interact with or become involved with their child's school.

Example Question: How big of a problem are the following issues for becoming involved with your child's current school?

School Fit

Families' perceptions of how well a school matches their child's developmental needs.

Example Question: How well do you feel your child's school is preparing him/her for his/her next academic year?

TEACHER AND STAFF FEEDBACK

School Climate

Perceptions of the overall social and learning climate of the school.

Example Question: How often do you see students helping each other without being prompted?

Professional Learning

Perceptions of the amount and quality of professional growth and learning opportunities available to school faculty and staff.

Example Question: How often do your professional development opportunities help you explore new ideas?

Feedback and Coaching

Perceptions of the amount and quality of feedback faculty and staff receive.

Example Question: How useful do you find the feedback you receive on your teaching?

School Leadership

Perceptions of the school leadership's effectiveness.

Example Question: How knowledgeable are your school leaders about what is going on in teachers' classrooms?

Staff-Family Relationships

Perceptions of faculty and staff relationships with the families at their school.

Example Question: When you face challenges with particular students, how supportive are the families?

Staff-Leadership Relationships

Perceptions of faculty and staff relationships with school leaders.

Example Question: When you face challenges at work, how supportive are your school leaders?

School Climate

Perceptions of the overall social and learning climate of the school.

Grades 6-12

Item	Response Anchors						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How pleasant or unpleasant is the physical space at your school?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

Grades 3-5

Item	Response Anchors						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

School Safety

Perceptions of student physical and psychological safety while at school.

Grades 6-12

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Sense of Belonging

How much students feel that they are valued members of the school community.

Grades 6-12

Item	Response Anchors				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades 3-5

Item	Response Anchors				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much support do the adults at your school give you?	No support at all	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support
How much respect do students at your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Engagement

How attentive and invested students are in school.

Grades 6-12

Item	Response Anchors				
How excited are you about going to your classes?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How often do you get so focused on activities in your classes that you lose track of time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
In your classes, how eager are you to participate?	Not at all eager	Slightly eager	Somewhat eager	Quite eager	Extremely eager
When you are not in school, how often do you talk about ideas from your classes?	Almost never	Once in a while	Sometimes	Often	Almost always
Overall, how interested are you in your classes?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

Grades 3-5

Item	Response Anchors				
How excited are you about going to your classes?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How focused are you on the activities in your classes?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
In your classes, how excited are you to participate?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
When you are not in school, how often do you talk about ideas from your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How interested are you in your classes?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

Grades 6-12

Item	Response Anchors				
How many of your teachers are respectful towards you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you walked into class upset, how many of your teachers would be concerned?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you came back to visit class three years from now, how many of your teachers would be excited to see you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
When your teachers ask how you are doing, how many of them are really interested in your answer?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
How many of your teachers would you be excited to have again in the future?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers

Grades 3-5

Item	Response Anchors				
How respectful are your teachers towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teachers be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
When your teacher asks, "how are you?", how often do you feel that your teachers really want to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have your teachers again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

School Climate

Perceptions of the overall social and learning climate of the school.

Item	Responses							
To what extent do you think that children enjoy going to your child's school?	Do not enjoy at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a tremendous amount			
How motivating are the classroom lessons at your child's school?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating			
How fair or unfair is the school's system of evaluating children?	Very unfair	Some-what unfair	Slightly unfair	Neither fair nor unfair	Slightly fair	Some-what fair	Very fair	
How much does the school value the diversity of children's backgrounds?	Not at all	A little bit	Some	Quite a bit	A tremendous amount			
How well do administrators at your child’s school create a school environment that helps children learn?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well			
Overall, how much respect do you think the children at your child's school have for the staff?	Almost no respect	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect			
Overall, how much respect do you think the teachers at your child's school have for the children?	Almost no respect	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect			

School Safety

Perceptions of student physical and psychological safety at school.

Item	Response Anchors				
How often do you worry about violence at your child's school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How likely is it that someone from your child's school will bully him/her online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
Overall, how unsafe does your child feel at school?	Not at all unsafe	Slightly unsafe	Somewhat unsafe	Quite unsafe	Extremely unsafe
To what extent are drugs a problem at your child's school?	Not a problem at all	A little bit of a problem	A moderate problem	Quite a problem	A tremendous problem

Family Engagement

The degree to which families become involved with and interact with their child’s school.

Item	Responses				
How often do you meet in person with teachers at your child's school?	Almost never	Once or twice per year	Every few months	Monthly	Weekly or more
How involved have you been with a parent group(s) at your child's school?	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
In the past year, how often have you visited your child's school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more
In the past year, how often have you discussed your child's school with other parents from the school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more
How involved have you been in fundraising efforts at your child's school?	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
In the past year, how often have you helped out at your child's school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more

Barriers to Engagement

Factors that can create challenges for families to interact with or become involved with their child's school.

Item	Responses				
How big of a problem are the following issues for becoming involved with your child's current school?					
Childcare needs	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
Transportation-related challenges	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
Concerns about getting to the school safely	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
How busy your schedule is	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
School staff seem too busy	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
You feel unsure about how to communicate with the school	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
The school provides little information about involvement opportunities	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
The school is not welcoming to parents	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
The school does not communicate well with people from your culture	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
You do not feel a sense of belonging with your child's school community	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
Negative memories of your own school experience	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
Your child does not want you to contact the school	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
You worry that adults at the school will treat your child differently if you raise a concern	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem

School Fit

Families’ perceptions of how well a school matches their child’s developmental needs.

Item	Responses				
How well do you feel your child’s school is preparing him/her for his/her next academic year?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How much of a sense of belonging does your child feel at his/ her school?	No belonging at all	A little bit of belonging	Some belonging	Quite a bit of belonging	Tremendous belonging
At your child's school, how well does the overall approach to discipline work for your child?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Given your child’s cultural background, how good a fit is his/ her school?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How well do the activities offered at your child’s school match his/her interests?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How comfortable is your child in asking for help from school adults?	Not comfortable at all	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How well do the teaching styles of your child's teachers match your child's learning style?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

School Climate - *Teacher*

Perceptions of the overall social and learning climate of the school.

Item	Response Anchors				
On most days, how enthusiastic are the students about being at school?	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
To what extent are teachers trusted to teach in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How supportive are students in their interactions with each other?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are the relationships between teachers and students?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How optimistic are you that your school will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
How often do you see students helping each other without being prompted?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

School Climate - Staff

Perceptions of the overall social and learning climate of the school.

Item	Response Anchors				
On most days, how enthusiastic are the students about being at school?	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
To what extent are staff trusted to work in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How supportive are students in their interactions with each other?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are the relationships between staff and students?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How optimistic are you that your school will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
How often do you see students helping each other without being prompted?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When new initiatives are presented at your school, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

Professional Learning - Teacher

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

Item	Response Anchors				
Overall, how supportive has the school been of your growth as a teacher?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
At your school, how valuable are the available professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
How helpful are your colleagues' ideas for improving your teaching?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do your professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your professional development opportunities been to the content that you teach?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Through working at your school, how many new teaching strategies have you learned?	Almost no strategies	A few strategies	Some strategies	Many strategies	A great number of strategies
How much input do you have into individualizing your own professional development opportunities?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
Overall, how much do you learn about teaching from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

Professional Learning - Staff

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

Item	Response Anchors				
Overall, how supportive has the school been of your professional growth?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
At your school, how valuable are the available professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
How helpful are your colleagues' ideas for improving your work?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do your professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your professional development opportunities been to your work?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Through working at your school, how many new strategies for your job have you learned?	Almost no strategies	A few strategies	Some strategies	Many strategies	A great number of strategies
How much input do you have into individualizing your own professional development opportunities?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
Overall, how much do you learn from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

Feedback and Coaching - Teacher

Perceptions of the amount and quality of feedback faculty and staff receive.

Item	Response Anchors				
How much feedback do you receive on your teaching?	No feedback at all	A little bit of feedback	Some feedback	Quite a bit of feedback	A tremendous amount of feedback
How much do you learn from the teacher evaluation processes at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount
How useful do you find the feedback you receive on your teaching?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful
At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?	Not at all thorough	Slightly thorough	Somewhat thorough	Quite thorough	Extremely thorough
How often do you receive feedback on your teaching?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

Feedback and Coaching - Staff

Perceptions of the amount and quality of feedback faculty and staff receive.

Item	Response Anchors				
How much feedback do you receive on your work?	No feedback at all	A little bit of feedback	Some feedback	Quite a bit of feedback	A tremendous amount of feedback
How much do you learn from the evaluation processes at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount
How useful do you find the feedback you receive on your work?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful
At your school, how thorough is the feedback you receive in covering all aspects of your role?	Not at all thorough	Slightly thorough	Somewhat thorough	Quite thorough	Extremely thorough
How often do you receive feedback on your work?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

School Leadership - *Teacher*

Perceptions of the school leadership's effectiveness.

Item	Response Anchors				
How clearly do your school leaders identify their goals for teachers?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How positive is the tone that school leaders set for the culture of the school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How effectively do school leaders communicate important information to teachers?	Not at all effectively	Slightly effectively	Somewhat effectively	Quite effectively	Extremely effectively
How knowledgeable are your school leaders about what is going on in teachers' classrooms?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
How responsive are school leaders to your feedback?	Not at all responsive	Slightly responsive	Somewhat responsive	Quite responsive	Extremely responsive
For your school leaders, how important is teacher satisfaction?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
When the school makes important decisions, how much input do teachers have?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
How effective are the school leaders at developing rules for students that facilitate their learning?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
Overall, how positive is the influence of the school leaders on the quality of your teaching?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

School Leadership - Staff

Perceptions of the school leadership's effectiveness.

Item	Response Anchors				
How clearly do your school leaders identify their goals for the staff?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How positive is the tone that school leaders set for the culture of the school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How effectively do school leaders communicate important information to staff?	Not at all effectively	Slightly effectively	Somewhat effectively	Quite effectively	Extremely effectively
How knowledgeable are your school leaders about what is going on in the school?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
How responsive are school leaders to your feedback?	Not at all responsive	Slightly responsive	Somewhat responsive	Quite responsive	Extremely responsive
For your school leaders, how important is staff satisfaction?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
When the school makes important decisions, how much input do staff have?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
How effective are the school leaders at developing rules for students that facilitate their learning?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
Overall, how positive is the influence of the school leaders on the quality of your work?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

Staff-Family Relationships - *Teacher*

Perceptions of faculty and staff relationships with the families at their school.

Item	Response Anchors				
How friendly are your school's families towards you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
How often do you meet in person with the families of your students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
In your communications with families, how caring do they seem towards you?	Not at all caring	Slightly caring	Somewhat caring	Quite caring	Extremely caring
When you face challenges with particular students, how supportive are the families?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How much do you trust that parents of your students will treat you fairly?	Do not trust at all	Trust a little bit	Trust some	Trust quite a bit	Trust a tremendous amount
At your school, how respectful are the parents towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How challenging is it to communicate with the families of your students?	Not at all challenging	Slightly challenging	Somewhat challenging	Quite challenging	Extremely challenging

Staff-Family Relationships - *Staff*

Perceptions of faculty and staff relationships with the families at their school.

Item	Response Anchors				
How friendly are your school's families towards you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
How often do you meet in person with the families of students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
In your communications with families, how caring do they seem towards you?	Not at all caring	Slightly caring	Somewhat caring	Quite caring	Extremely caring
When you face challenges with particular students, how supportive are the families?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How much do you trust that parents of your students at your school will treat you fairly?	Do not trust at all	Trust a little bit	Trust some	Trust quite a bit	Trust a tremendous amount
At your school, how respectful are the parents towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How challenging is it to communicate with the families of students at your school?	Not at all challenging	Slightly challenging	Somewhat challenging	Quite challenging	Extremely challenging

Staff-Leadership Relationships - *Teacher and Staff*

Perceptions of faculty and staff relationships with school leaders.

Item	Response Anchors				
How friendly are your school leaders towards you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
At your school, how motivating do you find working with the leadership team?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
How much trust exists between school leaders and staff?	Almost no trust	A little bit of trust	Some trust	Quite a bit of trust	A tremendous amount of trust
How much do your school leaders care about you as an individual?	Do not care at all	Care a little bit	Care somewhat	Care quite a bit	Care a tremendous amount
How confident are you that your school leaders have the best interests of the school in mind?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How fairly does the school leadership treat the staff?	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
When you face challenges at work, how supportive are your school leaders?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are your school leaders towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
When challenges arise in your personal life, how understanding are your school leaders?	Not at all understanding	Slightly understanding	Somewhat understanding	Quite understanding	Extremely understanding

Background Questions

Demographic questions about survey-takers that could be included in the surveys and may be of interest to many districts.

What is your gender?

What is your race or ethnicity?

What kinds of grades do you usually get?

In which year were you born?

Please indicate the primary language you speak at home.

Please indicate the primary language you speak with your child currently.

What is your relationship to your child?

Please select the highest level of education completed by you/ your mother/ your father.

What would be the best way for the school/district to stay in communication with you?

Panorama Education partners with school districts and state departments of education to design and implement survey programs for students, families, and teachers. Panorama offers a technology platform to support survey administration and create reports that are clear, actionable, and, most importantly, help teachers and administrators improve their schools. Panorama's client services team helps districts and states implement survey programs in line with best practices. Panorama currently runs survey programs in over 20,000 schools in all 50 states and in many districts in California, including Fresno Unified School District, San Francisco Unified School District, Long Beach Unified School District, and Desert Sands Unified School District.



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