



PANORAMA
EDUCATION

USER GUIDE
Panorama Student Survey



ABOUT THIS SURVEY

WHY DOES STUDENT VOICE MATTER?

Research into teaching effectiveness and school climate shows that student voice plays a powerful role in helping schools and districts create engaging educational experiences for students. The Bill and Melinda Gates Foundation’s Measures of Effective Teaching (MET) Project*—created to help schools and districts assess teacher quality and encourage teacher professional development—provides evidence that student surveys can offer meaningful and valid data about effective teaching and learning practices.

HOW CAN SCHOOLS COLLECT VALID AND RELIABLE STUDENT FEEDBACK?

The Panorama Student Survey, launched in the fall of 2014, provides educators with a best-in-class, customizable survey instrument that shows substantial evidence of reliability and validity. The survey measures student perceptions of teaching and learning, culture and climate, and student experiences in the classroom and school. Thousands of schools use the Panorama Student Survey to design effective teaching practices and more engaging learning environments. Developed through a first-of-its-kind collaboration between Panorama Education and the Harvard Graduate School of Education, the Panorama Student Survey is grounded in advanced survey methodology and practice. (See the section

“Survey Development Process” on page 3.) The survey exists as a series of scales, or sets of survey questions related to a single topic (e.g., School Climate or Teacher-Student Relationships). Each scale has a substantial and growing body of evidence of its validity and reliability across specific contexts and uses.

Schools and districts can customize the survey by selecting the topics they value most. We recommend choosing between four and seven topics so students can complete a short, focused survey that delivers valuable information on their experiences at school.

* Kane, Thomas J., McCaffrey, Daniel F., Miller, Trey, Staiger, Douglas O. Have We Identified Effective Teachers?: Validating Measures of Effective Teaching Using Random Assignment. MET Project Research Paper. Bill & Melinda Gates Foundation.



WHO SHOULD USE THE PANORAMA STUDENT SURVEY?

The Panorama Student Survey is designed for schools, districts, networks, and state departments of education that want to gather student perception data about teaching, learning, and school climate. Teachers, school and district administrators, and department heads can administer the survey both about the classroom and about the school.

The questions are applicable to all types of K-12 school settings—including public, independent, and charter schools—and to communities serving students from a range of socioeconomic backgrounds. Panorama also provides developmentally appropriate versions of the survey for students in grades 3-5 and students in grades 6-12. We have found that students in earlier grade levels (K-2) may not have the cognitive or reading abilities to self reflect on these student perception measures.

SURVEY DEVELOPMENT PROCESS

The Panorama Student Survey was developed under the leadership of Dr. Hunter Gehlbach, associate professor and associate dean at the at UC Santa Barbara’s Gevirtz Graduate School of Education and director of research at Panorama Education. Dr. Gehlbach and his research team at the Harvard Graduate School of Education followed a rigorous survey development process consisting of literature reviews, focus groups, feedback from experts around the country, cognitive interviews with students, and multiple rounds of piloting and refinement.

Dr. Gehlbach and his team developed the instrument based on modern principles of survey design. These best practices include:

- Wording survey items as questions rather than statements
- Avoiding “agree-disagree” response options that may introduce acquiescence bias and instead using verbally labeled response options that reinforce the underlying topic
- 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 to capture a wider range of perceptions
- Phrasing questions with positive language rather than using reverse-scored or negative language, which students tend to have trouble understanding

Each of these characteristics substantially minimizes measurement error. For more details on the design of the Panorama Student Survey, please visit www.panoramaed.com/checklist.

VALIDATION PROCESS

“Validating” surveys is an ongoing process. As we conduct more studies and pilot tests, the data provide more clarity on whether the survey scales measure what we intend to measure for different purposes and populations.

We have accumulated evidence of the Panorama Student Survey’s validity through several major pilot tests in distinct types of schools with diverse populations. These pilot tests confirm that the survey retains a high degree of reliability, structural validity, and convergent/discriminant validity. In other words, the survey scales meet specific statistical requirements.

To read the full Validity Brief about the Panorama Student Survey, please [visit this page](#).

USING THE PANORAMA STUDENT SURVEY

When using the survey, we encourage schools and districts to select the topics that are most important to their school context or community. The Panorama Student Survey contains two main categories of scales:

- 1. Scales about the Classroom and Teaching:** Measures student perceptions of teaching and learning in a particular class.
- 2. Scales about the School:** Measures student perceptions of teaching and learning at the school in general.

Within these two categories, Panorama offers several scales—or sets of questions—that measure specific topics (e.g., School Climate, Teacher-Student Relationships). Choose the scales that work best for your context. For example, if your goal is to give teachers feedback about their instructional practices, use the scales about the Classroom and Teaching. If you hope to discover

areas of strength and growth for faculty and staff as a whole, use the scales about the School. You can administer only scales about the Classroom and Teaching, only scales about the School, or a mixture of the two. Both kinds of feedback—teacher level and school level—are valuable for informing professional development opportunities and goal setting.

Before administering the survey, it’s important to communicate the value of student feedback to teachers, students, and the broader school community. Our partners have found that one great way to bolster response rates is by telling students that the survey is like a “progress report” for teachers and the school—an opportunity to give feedback about their experiences at school and what could be improved.

At Panorama, we believe that all educators deserve access to the best tools available. We invite educators to use the Panorama Student Survey free of charge. We only ask that you identify the survey as the “Panorama Student Survey” created by Panorama Education so that others may find this resource as well. If you have any feedback, contact us at research@panoramaed.com.

ABOUT DR. HUNTER GEHLBACH



Dr. Hunter Gehlbach is the Senior Research Advisor at Panorama Education at Panorama Education, as well as an associate professor of education and associate dean for academics and faculty development at UC Santa Barbara's Gevirtz Graduate School of Education. From 2006 to 2015, he was an assistant professor and associate professor of education at the Harvard Graduate School of Education. He is an educational psychologist with an academic focus on helping social scientists and practitioners design better surveys and questionnaires.

Dr. Gehlbach is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes, and teaches classes in each of these areas at UC Santa Barbara. 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.

Scales about the Classroom & Teaching

The following scales measure student perceptions of teaching and learning in a particular class.

PEDAGOGICAL EFFECTIVENESS P. 8

Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.

Example Question: How often does this teacher give you feedback that helps you learn?

CLASSROOM CLIMATE P. 9

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

Example Question: In this class, how much does the behavior of other students hurt or help your learning?

CLASSROOM RIGOROUS EXPECTATIONS P. 10

How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.

Example Question: How often does this teacher take time to make sure you understand the material?

CLASSROOM ENGAGEMENT P. 11

How attentive and invested students are in class.

Example Question: How often do you get so focused on class activities that you lose track of time?

CLASSROOM TEACHER-STUDENT RELATIONSHIPS P. 12

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

Example Question: If you walked into class upset, how concerned would your teacher be?

CLASSROOM BELONGING P. 13

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

Example Question: How well do people in your class understand you as a person?

VALUING OF SUBJECT P. 14

How much students feel that an academic subject is interesting, important, and useful.

Example Question: How important is it to you to do well in [SUBJECT] class?

CLASSROOM LEARNING STRATEGIES P. 15

How well students deliberately use strategies to manage their own learning processes in class.

Example Question: How confident are you that you can choose an effective strategy to get your work for this class done well?

CLASSROOM MINDSET P. 16

Perceptions of whether students have the potential to change those factors that are central to their performance in class.

Example Question: In [SUBJECT], how possible is it for you to change your level of intelligence?

FREE RESPONSES P. 27

Open-ended questions about a variety of topics that may be of interest to many schools.

Example Question: If this teacher were to change one thing about his/her teaching, what should s/he change? Please be as specific as possible.

BACKGROUND QUESTIONS P. 28

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

Example Question: What kinds of grades do you usually get?

Scales about the School

The following scales measure student perceptions of teaching and learning at schools in general.

SCHOOL CLIMATE P. 17

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 RIGOROUS EXPECTATIONS P. 18

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

Example Question: When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?

SCHOOL ENGAGEMENT P. 19

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?

SCHOOL TEACHER-STUDENT RELATIONSHIPS P. 20

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

Example Question: If you walked into class upset, how many of your teachers would be concerned?

SCHOOL BELONGING P. 21

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?

VALUING OF SCHOOL P. 22

How much students feel that school is interesting, important, and useful.

Example Question: How much do you see yourself as someone who appreciates school?

SCHOOL LEARNING STRATEGIES P. 23

How well students deliberately use strategies to manage their own learning processes generally.

Example Question: Before you start on a challenging project, how often do you think about the best way to approach the project?

SCHOOL MINDSET P. 24

Perceptions of whether students have the potential to change those factors that are central to their performance in school.

Example Question: In school, how possible is it for you to change your level of intelligence?

GRIT P. 25

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Example Question: If you fail to reach an important goal, how likely are you to try again?

SCHOOL SAFETY P. 26

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?

FREE RESPONSES P. 27

Open-ended questions about a variety of topics that may be of interest to many schools.

Example Question: What is your best idea for how groups of people at this school could get along with each other better?

BACKGROUND QUESTIONS P. 28

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

Example Question: What kinds of grades do you usually get?

Pedagogical Effectiveness

Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.

Grades 6-12

Question	Response Options				
How much does this teacher know about the topic of his/her class?	Almost nothing	A little bit	Some	Quite a bit	A tremendous amount
During class, how good is this teacher at making sure students do not get out of control?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How interesting does this teacher make what you are learning in class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often does this teacher give you feedback that helps you learn?	Almost never	Once in a while	Sometimes	Often	Almost always
How good is this teacher at teaching in the way that you personally learn best?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How well can this teacher tell whether or not you understand a topic?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
For this class, how clearly does this teacher present the information that you need to learn?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How comfortable are you asking this teacher questions about what you are learning in his/her class?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable

Grades 3-5

Question	Response Options				
During class, how good is this teacher at making sure students do not get out of control?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How interesting does this teacher make what you are learning in class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How good is this teacher at teaching in the way that you learn best?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How well can this teacher tell whether or not you understand a topic?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How clearly does this teacher present the information that you need to learn?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How comfortable are you asking this teacher questions about what you are learning in his/her class?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How much have you learned from this teacher?	Learned almost nothing	Learned a little bit	Learned some	Learned quite a bit	Learned a tremendous amount

Classroom Climate

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

Grades 6-12

Question	Response Options						
How often does your teacher seem excited to be teaching your class?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students in this class?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How pleasant or unpleasant is the physical space in this classroom?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How positive or negative is the energy of this class?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
In this class, 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

Question	Response Options						
How often does your teacher seem excited to be teaching your class?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students in this class?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How positive or negative is the energy of this class?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
In this class, 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

Classroom Rigorous Expectations

How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.

Grades 6-12

Question	Response Options				
How often does this teacher make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much does this teacher encourage you to do your best?	Does not encourage me at all	Encourages me a little	Encourages me some	Encourages me quite a bit	Encourages me a tremendous amount
How often does this teacher take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are this teacher's expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Grades 3-5

Question	Response Options				
How often does this teacher make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up, how likely is it that this teacher will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much does this teacher encourage you to do your best?	Does not encourage me at all	Encourages me a little	Encourages me some	Encourages me quite a bit	Encourages me a tremendous amount
How often does this teacher take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are this teacher's expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Classroom Engagement

How attentive and invested students are in class.

Grades 6-12

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

Grades 3-5

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

Classroom Teacher-Student Relationships

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

Grades 6-12

Question	Response Options				
How respectful is this teacher towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teacher be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
If you came back to visit class three years from now, how excited would this teacher be to see you?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have this teacher again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

Grades 3-5

Question	Response Options				
How respectful is this teacher towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teacher 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 teacher really wants to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have this teacher again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

Classroom Belonging

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

Grades 6-12

Question	Response Options				
How well do people in your class 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 teacher in this class?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in this class 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 in this class?	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 in this class?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades 3-5

Question	Response Options				
How well do people in your class 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 teacher in this class?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in this class 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 in this class?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Valuing of Subject

How much students feel that an academic subject is interesting, important, and useful.

Grades 6-12

Question	Response Options				
How interesting do you find the things you learn in [SUBJECT] class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from [SUBJECT] class in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in [SUBJECT] class?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much, if at all, do the topics in this class relate to your personal values?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think [SUBJECT] class will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades 3-5

Question	Response Options				
How interesting do you find the things you learn in [SUBJECT]?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from [SUBJECT] in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in [SUBJECT]?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think [SUBJECT] will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Classroom Learning Strategies

How well students deliberately use strategies to manage their own learning processes in class.

Grades 6-12

Question	Response Options				
When you get stuck while learning something new in this class, how likely are you to try a different strategy?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How confident are you that you can choose an effective strategy to get your work for this class done well?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Before you start on a challenging project in [SUBJECT] class, how often do you think about the best way to approach the project?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well do your learning strategies help you learn [SUBJECT] more effectively?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
In [SUBJECT] class, how often do you use strategies to learn more effectively?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Question	Response Options				
When you get stuck while learning something new in this class, how likely are you to try it in a different way?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How sure are you that you can figure out a good way to get your work for this class done well?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Before you start on a challenging project in [SUBJECT] class, how often do you think about the best way to do it?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well can you figure out how to learn things in [SUBJECT] class?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

Classroom Mindset

Perceptions of whether students have the potential to change those factors that are central to their performance in class.

Grades 6-12

Question	Response Options				
<i>Whether a person does well or poorly in [SUBJECT] may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In [SUBJECT], how possible is it for you to change:</i>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subject	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grades 3-5

Question	Response Options				
<i>Whether a person does well or poorly in [SUBJECT] may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In [SUBJECT], how possible is it for you to change:</i>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

School Climate

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

Grades 6-12

Question	Response Options						
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

Question	Response Options						
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 Rigorous Expectations

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

Grades 6-12

Question	Response Options				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Grades 3-5

Question	Response Options				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

School Engagement

How attentive and invested students are in school.

Grades 6-12

Question	Response Options				
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

Question	Response Options				
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

School Teacher-Student Relationships

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

Grades 6-12

Question	Response Options				
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

Question	Response Options				
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 Belonging

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

Grades 6-12

Question	Response Options				
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

Question	Response Options				
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

Valuing of School

How much students feel that school is interesting, important, and useful.

Grades 6-12

Question	Response Options				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as someone who appreciates school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades 3-5

Question	Response Options				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

School Learning Strategies

How well students deliberately use strategies to manage their own learning processes generally.

Grades 6-12

Question	Response Options				
When you get stuck while learning something new, how likely are you to try a different strategy?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How confident are you that you can choose an effective strategy to get your schoolwork done well?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Before you start on a challenging project, how often do you think about the best way to approach the project?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well do your learning strategies help you learn more effectively?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do you use strategies to learn more effectively?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Question	Response Options				
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How sure are you that you can figure out a good way to get your schoolwork done well?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
Before you start on a challenging project, how often do you think about the best way to do it?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well can you figure out how to learn things?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

School Mindset

Perceptions of whether students have the potential to change those factors that are central to their performance in school.

Grades 6-12

Question	Response Options				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grades 3-5

Question	Response Options				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grit

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Grades 6-12

Question	Response Options				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

Grades 3-5

Question	Response Options				
How often do you stay focused on the same goal for more than 3 months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail at an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

School Safety

Perceptions of student physical and psychological safety while at school.

Grades 6-12

Question	Response Options				
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

Question	Response Options				
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

Free Responses about the Classroom & Teaching

Open-ended questions about a variety of topics that may be of interest to many schools.

SUGGESTED FREE RESPONSES*

If this teacher were to change one thing about his/her teaching, what should s/he change? Please be as specific as possible.

If this teacher were to make sure to keep doing one thing about his/her teaching, what should s/he keep doing? Please be as specific as possible.

What do you think is the biggest change this teacher could make to get along better with more of his/her students?

Please list 1-2 things that this teacher could do to improve the classroom overall.

PEDAGOGICAL EFFECTIVENESS

What is the one thing that this teacher does that you want all your teachers to do?

What is the one thing that this teacher could do to help the whole class learn more?

CLASSROOM CLIMATE

Please list 1-2 steps that the whole class could take to improve the climate of the classroom.

What are the 1-2 aspects of the classroom that make you feel least comfortable?

What is one thing that this teacher could do to improve student behavior?

CLASSROOM RIGOROUS EXPECTATIONS

What is one thing that this teacher does that makes you try particularly hard in class?

What is one thing that this teacher could do to make you try even harder in class?

What is one thing you could do to make yourself try even harder in class?

If you were the teacher of this class, what would you do to show your students that you have high expectations?

CLASSROOM ENGAGEMENT

What are the most engaging activities that happen in this class?

Which aspects of class have you found least engaging?

If you were teaching class, what is the one thing you would do to make it more engaging for all students?

How do you know when you are feeling engaged in class?

What projects/assignments/activities do you find most engaging in this class?

What does this teacher do to make this class engaging?

CLASSROOM TEACHER-STUDENT RELATIONSHIPS

What changes could students make to get along better with this teacher?

What are two specific things that this teacher does that helps his/her relationships with students?

What is one thing that your teacher does that makes you feel like s/he understands you?

If you were the teacher of this class, what is one thing you would do to improve your relationships with your students?

VALUING OF SUBJECT

What is one thing that this teacher could do to help students care more about the content you are studying?

What is one reason that the content you learn in class is particularly important to you personally?

What is the one thing that you find most important to you about this class?

Free Responses about the School

Open-ended questions about a variety of topics that may be of interest to many schools.

SUGGESTED FREE RESPONSES*

What is your best idea for how groups of people at this school could get along with each other better?

What are two things that this school could do to improve? Please be as specific as possible.

What are two things that this school does well that it should continue to do? Please be as specific as possible.

SCHOOL BELONGING

What is the biggest thing that gets in the way of people at this school getting along with each other better?

SCHOOL LEARNING STRATEGIES

If someone could teach you a strategy to help you improve on anything in school, what would this person teach you a strategy for?

Which of the strategies that you use seems to be the most effective for helping you succeed in school?

SCHOOL MINDSET

What is an example of a time when hard work has really paid off for you?

If you were to help a younger student realize that s/he could get a lot smarter if they put in enough effort, how would you help him/her realize this? What would you tell them?

GRIT

What goal are you most excited to achieve by the end of this school year?

What is the biggest barrier that stands between you and achieving this goal?

Please list a concrete strategy that you can use to overcome the barriers to reaching your most important goal?

SCHOOL SAFETY

If you were principal, what is the one change you would make to the school to make it feel safer?

What is one thing that students could do at school to make it feel safer?

BACKGROUND QUESTIONS

What is your gender?

What is your race or ethnicity?

In which year were you born?

Please indicate the primary language you speak at home.

What kinds of grades do you usually get?

Please select the highest level of education completed by your mother. If you are not sure, please take your best guess.

Please select the highest level of education completed by your father. If you are not sure, please take your best guess.

* Please note that translations are currently available for the "Suggested Free Responses" only.





PANORAMA

EDUCATION

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