



# **PANORAMA**

EDUCATION

## USER GUIDE

### **Panorama Social-Emotional Learning Survey**

Topics and Questions for Students, Teachers, and Staff



# ABOUT THIS SURVEY

## WHAT IS SOCIAL-EMOTIONAL LEARNING?

Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. At its core, SEL focuses on students' fundamental needs for motivation, social connectedness, and self-regulation as prerequisites for learning. Educators may also refer to SEL as “non-cognitive skills,” “soft skills,” “21st century skills,” “character strengths,” and “whole child development.”

Social-emotional learning is an important part of a well-rounded education. [Research from CASEL](#) (the Collaborative for Academic, Social, and Emotional Learning) shows that investment in SEL has led to improved classroom behavior, better stress management, and 11 percent gains in academic performance.

A 2019 report from the Aspen Institute, [“From a Nation at Risk to a Nation at Hope,”](#) compiles evidence confirming that supporting students' social, emotional, and cognitive development relates positively to traditional measures like attendance, grades, test scores, graduation rates, college and career readiness, and overall well-being.

[Research](#) also shows that promoting student SEL starts with adults. In order to cultivate student SEL, caring adults in school buildings need to feel supported and validated. Adult social-emotional learning is the process of helping educators build their expertise and capacity to lead, teach, and model SEL. It involves cultivating adults' own social and emotional competencies, well-being, and cultural competency, as well as a positive school climate that promotes SEL.

## HOW CAN SCHOOLS MEASURE SOCIAL-EMOTIONAL LEARNING?

By asking students and teachers to reflect on SEL through surveys, districts can gather actionable data to prioritize supports. Panorama's SEL Survey helps educators measure and improve SEL in four areas:

- 1. Student: Skills and Competencies**  
The social, emotional, and motivational skills that help students excel in school, career, and life.  
*Example topics: Growth Mindset, Self-Efficacy, Social Awareness*
- 2. Student: Supports and Environment**  
The environment in which students learn, which influences their academic success and social-emotional development.  
*Example topics: Sense of Belonging, School Safety*
- 3. Student: Well-Being**  
Students' positive and challenging feelings, as well as how supported they feel through relationships with others.  
*Example topics: Positive Feelings, Challenging Feelings*
- 4. Teacher and Staff: Well-Being and Adult SEL**  
Teacher and staff perspectives on their professional well-being, the work environment, and their capacity to support student SEL.  
*Example topics: Well-Being, Professional Learning About SEL*



In each of these four areas, Panorama offers measures across an array of SEL topics (e.g., Growth Mindset, Self-Management). Schools and districts can select the topics that align with their strategic priorities, goals, or SEL framework. We recommend selecting between four and seven topics for each survey so that students and teachers can complete short, specific surveys. Panorama also offers [student check-ins](#) as a flexible companion to annual SEL measurement.

### **WHO SHOULD USE PANORAMA'S SOCIAL-EMOTIONAL LEARNING SURVEY?**

Panorama's survey helps educators understand student, teacher, and staff perceptions of how supported they feel at school socially and emotionally and their own SEL skill development. 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 provides developmentally appropriate versions of the student survey for grades 3-5 and students in grades 6-12. There are also [optional "teacher perception measures"](#) for teachers to rate their students' SEL skills (suitable for use with students in grades K-12).

### **SURVEY DEVELOPMENT PROCESS**

Thousands of schools and millions of students use Panorama's Social-Emotional Learning Survey every year. The measures are checked to meet research standards of [validity and reliability](#). We have found [positive correlations](#) between these

SEL measures and important student outcomes, including GPA, test scores, behavior, and attendance.

This SEL survey was developed by Dr. Hunter Gehlbach, senior research advisor at Panorama and vice dean at the Johns Hopkins School of Education, and Dr. Samuel Moulton, director of research at Panorama. Some measures have been adapted from work conducted in partnership with the CORE Districts and Transforming Education, as well as work at Harvard University by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education.

### **USING PANORAMA'S SOCIAL-EMOTIONAL LEARNING SURVEY**

We encourage schools and districts to select the SEL topics that are most important to their context or community.

In selecting survey topics and interpreting data about SEL, it is essential for educators to consider how situational or environmental forces shape students' lives and to recognize that students' social-emotional growth is the shared responsibility of students, educators, families, and their broader communities. In practice, this means measuring not just students' skills and competencies, but also the social, environmental, and educational variables that support student growth (i.e., Student Supports and Environments, Adult SEL and Well-Being).



When interpreting data on students' skills and competencies, we recommend that educators explicitly consider students' lived experiences and how their environments contribute to their experiences. For example, when individual students (or groups of students) report different levels of self-efficacy—the belief that they can succeed academically—it may primarily reveal differences in how their past school experience has differentially supported their sense of competence in academic subjects. The best SEL interventions may be less about shifting student perceptions, mindsets, or habits, and more about ensuring that their school environments are safe, supportive, and equitable.

We invite educators to use the Panorama SEL Survey free of charge. We only ask that you identify the survey as the “Panorama Social-Emotional Learning Survey” created by Panorama Education so that others may find this resource as well.

To learn about partnering with Panorama for survey reporting and professional learning to support student and adult SEL, please contact us at [contact@panoramaed.com](mailto:contact@panoramaed.com).

# ABOUT THE RESEARCH TEAM



**Dr. Samuel Moulton**, Panorama Education's director of research, has a passion for use-inspired research that informs educational practice and advances scholarly knowledge. In his work at Panorama, he applies his expertise in educational psychology, research methodology, and statistics to projects that include survey scale development, social-emotional learning, multivariate and multilevel modeling, statistical inference, and data visualization.

Dr. Moulton holds B.A., M.A., and Ph.D. degrees in psychology from Harvard University and has served as a research associate, lecturer, and Fellow in Harvard's Department of Psychology. Prior to joining Panorama, Dr. Moulton served as director of educational research and assessment for Harvard's president and provost.



**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 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. 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: Skills and Competencies**

The social, emotional, and motivational skills that help students succeed in school, career, and life.

### **GRIT — P. 12**

How well students are able to persevere through setbacks to achieve important long-term goals (not limited to academics), taking into account their experiences and identities.

*Example Question: How often do you stay focused on the same goal for several months at a time?*

### **GROWTH MINDSET — P. 13**

Student perceptions of whether they 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 how easily you give up?*

### **SELF-MANAGEMENT — P. 14-15**

How well students manage their emotions, thoughts, and behaviors in different situations.

*Example Question: During the past 30 days, how often did you come to class prepared?*

### **SOCIAL AWARENESS — P. 16-17**

How well students consider the perspectives of others and empathize with them.

*Example Question: During the past 30 days, how carefully did you listen to other people's points of view?*

### **SELF-EFFICACY — P. 18**

How much students believe they can succeed in achieving academic outcomes.

*Example Question: When complicated ideas are presented in class, how confident are you that you can understand them?*

### **LEARNING STRATEGIES — P. 19**

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

*Example Question: How often do you use strategies to learn more effectively?*

### **CLASSROOM EFFORT — P. 20**

How much effort students put into school and learning.

*Example Question: How much effort do you put into your homework for this class?*

### **SOCIAL PERSPECTIVE-TAKING — P. 21**

The extent to which students consider the perspectives of their teachers. (Only for students in grades 6-12.)

*Example Question: How much effort have you put into figuring out what your teachers' goals are?*

### **SELF-EFFICACY ABOUT SPECIFIC SUBJECTS — P. 22**

How much students believe they can succeed in achieving academic outcomes in specific subjects.

*Example Question: How confident are you that you can learn all the material presented in your [SUBJECT] class?*

### **EMOTION REGULATION — P. 23**

How well students regulate their emotions.

*Example Question: How often are you able to control your emotions when you need to?*

## Student: Supports and Environment

The extent to which the environment in which students learn influences their academic success and social-emotional development.

### SCHOOL CLIMATE — P. 24

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

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

### TEACHER-STUDENT RELATIONSHIPS — P. 25

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?*

### SENSE OF BELONGING — P. 26

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?*

### SCHOOL SAFETY — P. 27

Perceptions of student physical and psychological safety while at school.

*Example Question: How often do you worry about violence at your school?*

### DIVERSITY AND INCLUSION — P. 28

How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures. (Only for students in grades 6-12.)

*Example Question: How often do you spend time at school with students from different races, ethnicities, or cultures?*

### CULTURAL AWARENESS AND ACTION — P. 29

How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school. (Only for students in grades 6-12.)

*Example Question: How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?*

### ENGAGEMENT — P. 30

How attentive and invested students are in school.

*Example Question: In your classes, how eager are you to participate?*

### RIGOROUS EXPECTATIONS — P. 31

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

*Example Question: How often do your teachers take time to make sure you understand the material?*

### VALUING OF SPECIFIC SUBJECTS — P. 32

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

*Example Question: How often do you use ideas from [SUBJECT] class in your daily life?*

### VALUING OF SCHOOL — P. 33

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

*Example Question: How important is it to you to do well in your classes?*

## Student: Well-Being

Students' positive and challenging feelings, as well as how supported students feel through their relationships with others.

### POSITIVE FEELINGS — P. 34

How frequently students feel positive emotions.

*Example Question: During the past week, how often did you feel happy?*

### CHALLENGING FEELINGS — P. 35

How frequently students feel challenging emotions.

*Example Question: During the past week, how often did you feel lonely?*

### SUPPORTIVE RELATIONSHIPS — P. 36

How supported students feel through their relationships with friends, family, and adults at school.

*Example Question: Do you have a teacher or other adult from school who you can count on to help you, no matter what?*

### BACKGROUND QUESTIONS — P. 36

Demographic questions about respondents that could be included and may be of interest to many schools.

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

# TEACHER AND STAFF SURVEY TOPICS

## Teacher and Staff: Well-Being and Adult SEL

Teacher and staff perspectives on their professional well-being, the work environment, and their capacity to support every student socially and emotionally.

### WELL-BEING — *TEACHER AND STAFF P. 37*

Faculty and staff perceptions of their own professional well-being.

*Example Question: During the past week, how often did you feel engaged at work?*

### BELONGING — *TEACHER AND STAFF P. 38*

How much faculty and staff feel that they are valued members of the school community.

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

### TEACHER SELF-REFLECTION — *TEACHER P. 39*

Perceptions of professional strengths and areas for growth related to social-emotional learning.

*Example Question: How confident are you that you can engage students who typically are not motivated?*

### PROFESSIONAL LEARNING ABOUT SEL — *TEACHER P. 40*

Perceptions of the quantity and quality of professional learning opportunities about social-emotional learning available to faculty.

*Example Question: At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?*

### FACULTY GROWTH MINDSET - *TEACHER P. 41*

Perceptions of whether teaching can improve over time.

*Example Question: How much can teachers improve their classroom management approaches?*

### TEACHING EFFICACY — *TEACHER P. 42*

Faculty perceptions of their professional strengths and areas for growth.

*Example Question: How confident are you that you can help your school's most challenging students to learn?*

### CULTURAL AWARENESS AND ACTION (STUDENT FOCUS) — *TEACHER P. 43*

How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

*Example Question: How often are students given opportunities to learn about people from different races, ethnicities, or cultures?*

### CULTURAL AWARENESS AND ACTION (ADULT FOCUS) — *TEACHER AND STAFF P. 44*

How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.

*Example Question: At your school, how often are you encouraged to think more deeply about race-related topics?*

### PROFESSIONAL LEARNING ABOUT EQUITY — *TEACHER AND STAFF P. 45*

Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.

*Example Question: At your school, how valuable are the equity-focused professional development opportunities?*

## **Teacher and Staff: Well-Being and Adult SEL (Cont.)**

The professional well-being and capacity of teachers and staff to support every student socially and emotionally.

### **EDUCATING ALL STUDENTS — TEACHER P. 45**

Faculty perceptions of their readiness to fully support all learners.

*Example Question: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?*

### **SCHOOL CLIMATE — TEACHER AND STAFF P. 46-47**

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

*Example Question: Overall, how positive is the working environment at your school?*

### **PROFESSIONAL LEARNING - TEACHER AND STAFF P. 48**

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

*Example Question: At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?*

### **FEEDBACK AND COACHING - TEACHER AND STAFF P. 49**

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?*

### **STAFF-LEADERSHIP RELATIONSHIPS - TEACHER AND STAFF P. 50**

Perceptions of faculty and staff relationships with school leaders.

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

### **SCHOOL LEADERSHIP - TEACHER AND STAFF P. 51-52**

Perceptions of the school leadership's effectiveness.

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

### **BACKGROUND QUESTIONS - TEACHER AND STAFF P. 53**

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

*Example Question: For how many years have you taught at your current school?*



## Grit

How well students are able to persevere through setbacks to achieve important long-term goals (not limited to academics), taking into account their experiences and identities.

### 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 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

## FREE-RESPONSE QUESTIONS

What is the biggest challenge you have faced in your life?

What accomplishments are you most proud of?

What is one thing you wish your teacher knew about you?

## Growth Mindset

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

### Grades 6-12

Question	Response Options				
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:					
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				
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:					
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

## Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 6-12

Question	Response Options				
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*During the past 30 days...*

How often did you come to class prepared?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you get your work done right away, instead of waiting until the last minute?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you pay attention and resist distractions?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you remain calm, even when someone was bothering you or saying bad things?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you allow others to speak without interruption?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you keep your temper in check?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

## Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 3-5

Question	Response Options				
During the past 30 days...					
How often did you come to class prepared?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you get your work done right away, instead of waiting until the last minute?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you pay attention and ignore distractions?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you remain calm, even when someone was bothering you or saying bad things?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you allow others to speak without interrupting them?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you keep your temper under control?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

## Social Awareness

How well students consider the perspectives of others and empathize with them.

Grades 6-12

Question	Response Options				
During the past 30 days...					
How carefully did you listen to other people's points of view?	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
How much did you care about other people's feelings?	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
How often did you compliment others' accomplishments?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How well did you get along with students who are different from you?	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
How clearly were you able to describe your feelings?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
When others disagreed with you, how respectful were you of their views?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
To what extent were you able to stand up for yourself without putting others down?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent were you able to disagree with others without starting an argument?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

## Social Awareness

How well students consider the perspectives of others and empathize with them.

Grades 3-5

Question	Response Options				
During the past 30 days...					
How carefully did you listen to other people's points of view?	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
How much did you care about other people's feelings?	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
How often did you compliment others' accomplishments?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How well did you get along with students who are different from you?	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
How clearly were you able to describe your feelings?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
When others disagreed with you, how respectful were you of their views?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
To what extent were you able to stand up for yourself without putting others down?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent were you able to disagree with others without starting an argument?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

## Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

### Grades 6-12

Question	Response Options				
How confident are you that you can complete all the work that is assigned in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in class, how confident are you that you can understand them?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can learn all the material presented in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can do the hardest work that is assigned in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you will remember what you learned in your current classes, next year?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

### Grades 3-5

Question	Response Options				
How sure are you that you can complete all the work that is assigned in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When complicated ideas are discussed in class, how sure are you that you can understand them?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can learn all the topics taught in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can do the hardest work that is assigned in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you will remember what you learned in your current class, next year?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure

## 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

## Classroom Effort

How much effort students put into school and learning.

### Grades 6-12

Question	Response Options				
How much effort do you put into getting involved in discussions during class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
When your teacher is speaking, how much effort do you put into trying to pay attention?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into your homework for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
Overall, how much effort do you put forth during this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into learning all the material for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort

### Grades 3-5

Question	Response Options				
How hard do you try to get involved in discussions during class?	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
When your teacher is speaking, how hard do you try to pay attention?	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
How much effort do you put into your homework for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
Overall, how hard do you try in class?	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
How much effort do you put into learning all the material for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort

## Social Perspective-Taking

The extent to which students consider the perspectives of their teachers. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

Question	Response Options				
How hard do you try to understand your teachers' point of view?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
During class, how hard do you try to understand what your teachers are feeling?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
Overall, how much effort do you put into figuring out what your teachers are thinking?	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How much effort have you put into figuring out what your teachers' goals are?	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How much do you try to understand your teachers' motivation for doing different classroom activities?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
When your teachers seem to be in a worse mood than usual, how hard do you try to understand the reasons why?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard

## Self-Efficacy About Specific Subjects

How much students believe they can succeed in achieving academic outcomes in specific subjects. *We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.*

Grades 6-12

Question	Response Options				
How confident are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in your [SUBJECT] class, how confident are you that you can understand them?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can learn all the material presented in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Grades 3-5

Question	Response Options				
How sure are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When complicated ideas are discussed in your [SUBJECT] class, how sure are you that you can understand them?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can learn all the topics taught in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure

## Emotion Regulation

How well students regulate their emotions.

### Grades 6-12

Question	Response Options				
When you are feeling pressured, how easily can you stay in control?	Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How often are you able to pull yourself out of a bad mood?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Once you get upset, how often can you get yourself to relax?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When things go wrong for you, how calm are you able to remain?	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm

### Grades 3-5

Question	Response Options				
How often are you able to pull yourself out of a bad mood?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Once you get upset, how often can you get yourself to relax?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When things go wrong for you, how calm are you able to stay?	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm

## 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

## 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

## Sense of 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

## 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

## Diversity and Inclusion

How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

Question	Response Options				
How often do you spend time at school with students from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you have classes with students from different racial, ethnic, or cultural backgrounds?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how often do students from different races, ethnicities, or cultures hang out with each other?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?	Not at all common	Slightly common	Somewhat common	Quite common	Extremely common
How fairly do students at your school treat people from different races, ethnicities, or cultures?	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
How fairly do adults at your school treat people from different races, ethnicities, or cultures?	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly

## Cultural Awareness and Action

How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

Question	Response Options				
How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you think about what someone of a different race, ethnicity, or culture experiences?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that students at your school can have honest conversations with each other about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
At your school, how often are you encouraged to think more deeply about race-related topics?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How comfortable are you sharing your thoughts about race-related topics with other students at your school?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often do students at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When there are major news events related to race, how often do adults at your school talk about them with students?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How well does your school help students speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

## FREE-RESPONSE QUESTIONS

What do you wish your teachers knew about your experiences of race, ethnicity, or culture at school?

What is the most important thing your school can keep doing to support students of different races, ethnicities, and cultures?

## 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 this class?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How focused are you on the activities in this 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 school, how often do you talk about ideas from this 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

## 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

## Valuing of Specific Subjects

How much students feel that an academic subject is interesting, important, and useful. *We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.*

### 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 do you see yourself as a/an [SUBJECT] person?	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

## 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

## Positive Feelings

How frequently students feel positive emotions.

Grades 6-12

Question		Response Options				
<i>During the past week, how often did you feel _____ ?</i>						
	<b>excited</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>happy</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>loved</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>safe</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>hopeful</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Question		Response Options				
<i>During the past week, how often did you feel _____ ?</i>						
	<b>excited</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>happy</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>loved</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>safe</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always

## Challenging Feelings

How frequently students feel challenging emotions.

Grades 6-12

Question		Response Options				
<i>During the past week, how often did you feel _____ ?</i>						
	<b>angry</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>lonely</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>sad</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>worried</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>frustrated</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Question		Response Options				
<i>During the past week, how often did you feel _____ ?</i>						
	<b>mad</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>lonely</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>sad</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
	<b>worried</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always

## FREE-RESPONSE QUESTIONS

Thinking about everything in your life right now, what makes you feel the happiest?

Thinking about everything in your life right now, what feels the hardest for you?

What can teachers or other adults at school do to better support you? *[Grades 6-12]*

What can teachers or other adults at school do to better help you? *[Grades 3-5]*

## Supportive Relationships

How supported students feel through their relationships with friends, family, and adults at school.

### Grades 6-12

Question	Response Options	
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	No	Yes
Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	No	Yes
Do you have a friend from school who you can count on to help you, no matter what?	No	Yes
Do you have a teacher or other adult from school who you can be completely yourself around?	No	Yes
Do you have a family member or other adult outside of school who you can be completely yourself around?	No	Yes
Do you have a friend from school who you can be completely yourself around?	No	Yes

### Grades 3-5

Question	Response Options	
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	No	Yes
Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	No	Yes
Do you have a friend from school who you can count on to help you, no matter what?	No	Yes

## BACKGROUND QUESTIONS

What is your gender?

What grade are you in?

What is your race or ethnicity?

Please indicate the primary language you speak at home.

What kinds of grades do you usually get?

## Well-Being - Teacher and Staff

Faculty and staff perceptions of their own professional well-being.

Question		Response Options				
During the past week, how often did you feel _____ at work?						
	engaged	Almost never	Once in a while	Sometimes	Frequently	Almost always
	excited	Almost never	Once in a while	Sometimes	Frequently	Almost always
	exhausted	Almost never	Once in a while	Sometimes	Frequently	Almost always
	frustrated	Almost never	Once in a while	Sometimes	Frequently	Almost always
	happy	Almost never	Once in a while	Sometimes	Frequently	Almost always
	hopeful	Almost never	Once in a while	Sometimes	Frequently	Almost always
	overwhelmed	Almost never	Once in a while	Sometimes	Frequently	Almost always
	safe	Almost never	Once in a while	Sometimes	Frequently	Almost always
	stressed out	Almost never	Once in a while	Sometimes	Frequently	Almost always
	worried	Almost never	Once in a while	Sometimes	Frequently	Almost always
How effective do you feel at your job right now?		Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
How much does your work matter to you?		Does not matter at all	Matters a little bit	Matters some	Matters quite a lot	Matters a tremendous amount
How meaningful for you is the work that you do?		Not at all meaningful	Slightly meaningful	Somewhat meaningful	Quite meaningful	Extremely meaningful
Overall, how satisfied are you with your job right now?		Not at all satisfied	Slightly satisfied	Somewhat satisfied	Quite satisfied	Extremely satisfied

## FREE-RESPONSE QUESTIONS

What can school or district leaders do to better support your well-being?

What has helped you most in managing work-related stress?

## Belonging - Teacher and Staff

How much faculty and staff feel that they are valued members of the school community.

Question	Response Options				
How well do your colleagues at 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 other adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do colleagues 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 your school?	Do not matter at all	Matter a little bit	Matter some	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

## Teacher Self-Reflection — Teacher

Faculty perceptions of their professional strengths and areas for growth related to social-emotional learning.

Question		Response Options				
How confident are you that you can engage students who typically are not motivated?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
How confident are you that you can help your school's most challenging students to learn?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
How thoroughly do you feel that you know all the content you need to teach?	Not thoroughly at all	Slightly thoroughly	Somewhat thoroughly	Quite thoroughly	Extremely thoroughly	
Thinking about grit in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "grit."
Thinking about growth mindset in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "growth mindset."
Thinking about social awareness in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "social awareness."
Thinking about self-management in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-management."
Thinking about self-efficacy in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-efficacy."
<i>To ask about additional competencies:</i>						
Thinking about [COMPETENCY] in particular, how confident are you that you can support your students' growth?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by [COMPETENCY].

## FREE-RESPONSE QUESTION

What is the most effective thing that you do to model social-emotional learning for your students?

## Professional Learning About SEL — *Teacher*

Perceptions of the quantity and quality of professional learning opportunities about social-emotional learning available to faculty.

Question	Response Options				
In terms of social-emotional learning (SEL) in particular, 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 social- emotional learning (SEL) professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
When it comes to social-emotional learning (SEL), 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 social-emotional learning (SEL) professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your social-emotional learning (SEL) professional development opportunities been to the content that you teach?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Thinking of social-emotional learning (SEL) in particular, 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 supporting your students' social-emotional learning (SEL) from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

## FREE-RESPONSE QUESTION

What professional development topics should your school focus on to better support students' social-emotional growth?

## Faculty Growth Mindset - Teacher

Perceptions of whether teaching can improve over time.

Question	Response Options				
To what extent can teachers increase how much their most difficult students learn from them?	Cannot increase at all	Can increase a little	Can increase somewhat	Can increase quite a bit	Can increase a tremendous amount
How easily can teachers change their teaching style to match the needs of a particular class?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
To what extent can teachers improve their implementation of different teaching strategies?	Cannot improve at all	Can improve a little	Can improve somewhat	Can improve quite a bit	Can improve a tremendous amount
How possible is it for teachers to change their ability to work with dissatisfied parents?	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How much can teachers improve their classroom management approaches?	Cannot improve at all	Can improve slightly	Can improve somewhat	Can improve quite a bit	Can improve a tremendous amount
To what extent can teachers change their intelligence about the subjects that they teach?	Cannot change at all	Can change a little bit	Can change somewhat	Can change quite a bit	Can change a tremendous amount
Over the course of a school year, to what extent can teachers improve the clarity of their explanations of challenging concepts?	Cannot improve at all	Can improve slightly	Can improve somewhat	Can improve quite a bit	Can improve a tremendous amount
How possible is it for teachers to change how well they relate to their most difficult students?	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

## Teaching Efficacy - *Teacher*

Faculty perceptions of their professional strengths and areas for growth.

Question	Response Options				
How confident are you that you can help your school's most challenging students to learn?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How thoroughly do you feel that you know all the content you need to teach?	Not thoroughly at all	Slightly thoroughly	Somewhat thoroughly	Quite thoroughly	Extremely thoroughly
How confident are you that you can move through material at a pace that works well for each of your students?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
If a parent were upset about something in your class, how confident are you that you could have a productive conversation with this parent?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How effective do you think you are at managing particularly disruptive classes?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
How confident are you that you can engage students who typically are not motivated?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How clearly can you explain the most complicated content to your students?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How confident are you that you can meet the learning needs of your most advanced students?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

### Cultural Awareness and Action (Student Focus) - Teacher

How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Question	Response Options				
How often are students given opportunities to learn about people from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you think about what students of different races, ethnicities, or cultures experience?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that adults at your school can have honest conversations with students about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
At your school, how often are students encouraged to think more deeply about race-related topics?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How comfortable are you discussing race-related topics with your students?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often do students at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When there are major news events related to race, how often do adults at your school talk about them with students?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How well does your school help students speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

### FREE-RESPONSE QUESTION

What is the most important thing your school can do to support students of different races, ethnicities, and cultures?

## Cultural Awareness and Action (Adult Focus) - Teacher and Staff

How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Question	Response Options				
How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures? <i>(Teacher Only)</i>	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you think about what colleagues of different races, ethnicities, or cultures experience?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that adults at your school can have honest conversations with each other about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
At your school, how often are you encouraged to think more deeply about race-related topics?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How comfortable are you discussing race-related topics with your colleagues?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often do adults at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Extremely fairly
When there are major news events related to race, how often do adults at your school talk about them with each other?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How well does your school help staff speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

## FREE-RESPONSE QUESTION

How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?

## Professional Learning About Equity - *Teacher and Staff*

Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.

Question	Response Options				
At your school, how valuable are the equity-focused professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
When it comes to promoting culturally responsive practices, how helpful are your colleagues' ideas for improving your practice?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do professional development opportunities help you explore new ways to promote equity in your practice?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how effective has your school administration been in helping you advance student equity?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective

## Educating All Students — *Teacher*

Faculty perceptions of their readiness to fully support all learners.

Question	Response Options				
How easy do you find interacting with students at your school who are from a different cultural background than your own?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easy would it be for you to teach a class with groups of students from very different religions from each other?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easily do you think you could make a particularly overweight student feel like a part of class?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily

## School Climate — Teacher

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

Question	Response Options				
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.

Question	Response Options				
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 quantity and quality of professional learning opportunities available to faculty and staff.

Question	Response Options				
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.

Question	Response Options				
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.

Question	Response Options				
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.

Question	Response Options				
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

## Staff-Leadership Relationships - *Teacher and Staff*

Perceptions of faculty and staff relationships with school leaders.

Question	Response Options				
How friendly are your school leaders toward 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

## School Leadership - *Teacher*

Perceptions of the school leadership's effectiveness.

Question	Response Options				
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.

Question	Response Options				
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

### BACKGROUND QUESTIONS

For how many years have you taught? *[Teacher]*

For how many years have you taught at your current school? *[Teacher]*

For how many years have you worked at this school? *[Staff]*

For how many years have you worked in education? *[Staff]*

If a friend or colleague were looking for a [teaching] job, to what extent, if at all, would you recommend this school?

What is your gender?

What is your race or ethnicity?

Please indicate the primary language spoken in your childhood home. In which decade were you born?

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.







# PANORAMA

## EDUCATION

**Panorama Education** partners with K-12 schools and districts across the country to collect and analyze data about social-emotional learning, school climate, family engagement, and more. With research-backed surveys and a leading technology platform, Panorama helps educators act on data and improve student outcomes. Panorama supports more than 15 million students in 21,000 schools across 50 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, and San Francisco Unified School District.

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