



Teacher Perception of Students' SEL

Using Panorama to collect teacher perception of students' social-emotional learning skills.

Introduction

[Social-emotional learning \(SEL\)](#) describes the mindsets, skills, and feelings that help students succeed in school, career, and life. SEL covers an array of topics that address students' social connectedness, motivation, and self-regulation. [Research](#) shows that improved social connections, motivation, and self-regulation can all help boost students' academic achievement in schools. Social-emotional skills are also correlated with improved attendance and reduced disciplinary incidents.

Panorama Education supports thousands of schools in collecting and acting on SEL data. Schools use several paths to gather this information from students. In this guide, we provide teacher perception measures of students' SEL skills, which can be used in conjunction with student surveys or in isolation. These measures offer teachers a way to efficiently give feedback on their students' SEL skills; they are **not intended to “grade” students** or serve as an evaluative assessment.

By offering teachers' perspectives on students' SEL, educators can use these measures to promote productive conversations with students about their own social-emotional development while in school. Many of the topics on the following pages align with those on [Panorama's self-perception measures](#) (also known as “self-report” measures), allowing schools to compare data side-by-side from teacher and student perception surveys.

Using the measures

Administrators and educators can use Panorama's measures to:

- Invite teachers to participate by providing feedback to students
- Actively engage students in the development of SEL skills
- Establish a structured way to understand SEL skills in school

When used together, teacher and student perception surveys offer meaningful comparisons of data, highlighting areas of similarity and difference. These measures can create pathways for educators to **promote productive conversations with students, and to give students agency and ownership** of the development of their social-emotional learning skills in school.

Research

The questions in this guide were developed by education researchers and practitioners, including those at UC Santa Barbara and the Harvard University Graduate School of Education. These topics are designed to align with Panorama's SEL measures for students, which have shown strong evidence of [validity and reliability](#). We will continue to publish and share updates as we collect additional evidence.

Our survey design process began by evaluating the latest literature on using student and teacher perception questionnaires to collect data related to students' SEL.

We developed this instrument in accordance with [survey design best practices](#) (Gehlbach & Brinkworth, 2012) and adheres to current best practices in [wording survey items](#) (Gehlbach, 2015). We have shortened the questionnaire to only one or two core questions per topic to allow teachers to reflect on many students' SEL without survey fatigue.

In selecting the topics in this guide, we identified the skills that are *most observable* by teachers in their students. For instance, a teacher may easily observe a student's overall level of engagement in class (Engagement) and ability to regulate emotions (Emotion Regulation), but have less accurate observations of a student's mindset or sense of safety at school. We recommend that schools ask students about these topics directly through student self-perception measures.

We welcome your feedback and questions. You can email our research team at research@panoramaed.com.

Dr. Hunter Gehlbach

Hunter Gehlbach, Ph.D, is the Senior Research Advisor at Panorama Education and Vice Dean of Academic Affairs at the Johns Hopkins School of Education. He is an educational psychologist with an academic focus in helping social scientists and practitioners design better surveys and questionnaires. He is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes, 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 University.



About Panorama Education

Panorama Education partners with schools, districts, and state departments of education to design and implement survey programs for students, parents, and teachers. Panorama offers a technology platform to support survey administration and create reports that are clear, actionable, and, most importantly, help teachers and administrators improve their schools. Panorama currently supports more than 15 million students in 2,000 school systems across the country, including Dallas Independent School District, San Francisco Unified School District, New York City Department of Education, and Seattle Public Schools.



Grit - How well students are able to persevere through setbacks to achieve important long-term goals

Item	Responses				
If this student fails to reach an important goal, how likely is she or he to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often does this student stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Self-Management - How well students manage their emotions, thoughts, and behaviors in different situations

Item	Responses				
Overall, how focused is this student in your classroom?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Completely focused

Social Awareness - Teachers' perceptions of how well students consider the perspectives of others and empathize with them

Item	Responses				
During the past 30 days, how considerate was this student of his/her classmates' feelings?	Not at all considerate	Slightly considerate	Somewhat considerate	Quite considerate	Extremely considerate

Self-Efficacy - Teachers' perceptions of how much students believe they can succeed in achieving academic outcomes

Item	Responses				
How confident is this student in his or her ability to learn all the material presented in your class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Learning Strategies - How well students deliberately use strategies to manage their own learning processes generally

Item	Responses				
Overall, how well do this student's learning strategies help her/him learn more effectively?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

Classroom Effort - How much effort students put into school and learning

Item	Responses				
Overall, how much effort does this student put forth during your class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort

Social Perspective-Taking - The extent to which students consider the perspectives of their teachers

Item	Responses				
Overall, how much effort does this student put into figuring out what you are thinking?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort

Emotion Regulation - How well students regulate their emotions

Item	Responses				
How often is this student able to control his/her emotions when s/he needs to?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Engagement - How attentive and invested students are in school

Item	Responses				
Overall, how interested is this student in your class?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested