



## Confirming Survey Content: Selecting Scales from Panorama's Surveys

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This document helps you determine and communicate to Panorama which survey scales you want to include in your survey.

Panorama has developed valid and reliable survey tools to measure student perceptions of teaching and learning and family relationships with schools. These survey instruments are designed according to the most advanced survey methodology and practice. For further information about the validation process behind our surveys, please see our Validity Brief about the Panorama Student Survey on the "Panorama Background" section of the website.

The Panorama Student Survey, the Family-School Relationships Survey, the Panorama Teacher Survey and the Social Emotional Learning Survey are comprised of "scales," or groups of questions designed to measure a single key idea. Using scales greatly increases measurement precision. For this reason, users of our surveys select complete scales that are important to them (as opposed to selecting individual questions from scales, which introduces substantial measurement error).

Using Panorama's surveys allows schools and districts to run surveys seamlessly, with confidence in the quality of data you are collecting. We highly encourage you to use our surveys, which we have made available as open-source instruments on our website so that educators everywhere can use them.

More information about the surveys, including the complete set of questions for all scales, is available in the Panorama Student Survey, Family-School Relationships Survey, Panorama Teacher Survey, and SEL Survey User Guides. To select the scales you want, simply download this document and complete the charts below to indicate which scales you want to include. Send this completed form to your Client Services Lead.

## Panorama Student Survey:

This survey for students contains eleven scales. Please indicate in the “Scales Selected” columns the scales you want to use.

| #  | Scale Name                | What Does This Scale Measure ?   | No. of questions in scale by Grade Span | Scale Selected (3-5)     | Scale Selected (6-12)    |
|----|---------------------------|--|---|--------------------------|--------------------------|
| 1  | Pedagogical Effectiveness | Students’ perceptions of a teacher’s instructional methods and delivery of content.  | Grades 3-5: 7<br>Grades 6-12: 8         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Classroom Environment     | Students’ perceptions of the overall classroom climate including the classroom’s physical, social and psychological environment.   | 3-5: 3<br>6-12: 4                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Expectations and Rigor    | Students’ perceptions of the extent to which their teacher holds them to high expectations for their effort, understanding, persistence, and performance in their class. | 3-5: 5<br>6-12: 5                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Student Engagement        | Students’ perceptions of their attention to and investment in what goes on in the classroom.   | 3-5: 4<br>6-12: 5                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Supportive Relationships  | Students’ perceptions of a teacher’s care and support for their personal development and well-being beyond the classroom.  | 3-5: 4<br>6-12: 6                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Sense of Belonging        | The extent to which students feel that they are valued members of their school’s community.  | 3-5: 5<br>6-12: 6                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Interest in Subject       | How interesting, important, and useful a student considers a specific subject.   | 3-5: 4<br>6-12: 5                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Grit                      | A student’s ability to persevere through setbacks to achieve important long-term goals.  | 3-5: 4<br>6-12: 5                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Learning Strategies       | The extent to which students deliberately use strategies to actively manage their own learning process.  | 3-5: 5<br>6-12: 6                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Mindset                   | The extent to which students believe that they have the potential to change those factors that are central to their performance in a specific class.                     | 3-5: 6<br>6-12: 7                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | School Safety             | Students’ perceptions of their physical and psychological safety while at school.  | 3-5: 10<br>6-12: 11                     | <input type="checkbox"/> | <input type="checkbox"/> |

For additional information about these survey scales, please refer to the [Panorama Student Survey User Guide](#).

## Family-School Relationships Survey:

This survey for families contains nine scales, all of which can be administered with free-response items. Please indicate in the “Scales Selected” column the scales you want to use.

| # | Scale Name              | What Does This Scale Measure?   | Number of Questions in Scale | Scales Selected          |
|---|-------------------------|---|------------------------------|--------------------------|
| 1 | Parent Engagement       | The degree to which parents engage with their child’s school.   | 6                            | <input type="checkbox"/> |
| 2 | Parent Support          | Parents’ perceptions of the amount of academic and social support that they provide their children outside of school. | 7                            | <input type="checkbox"/> |
| 3 | Parent Efficacy         | How confident parents are with regard to key parenting skills.  | 7                            | <input type="checkbox"/> |
| 4 | School Fit              | Parents’ perceptions of how good a match a school is for their child’s developmental needs.                           | 7                            | <input type="checkbox"/> |
| 5 | Learning Behaviors      | Parents’ perceptions of their child’s learning-related behaviors.   | 8                            | <input type="checkbox"/> |
| 6 | Role and Responsibility | Parents’ perceptions of who should be primarily responsible for school success.                                       | 11                           | <input type="checkbox"/> |
| 7 | School Climate          | Parents’ perceptions of the academic and social climate of their child’s school.                                      | 7                            | <input type="checkbox"/> |
| 8 | Barriers to Engagement  | Factors that can create challenges for families to engage with their child’s school.                                  | 13                           | <input type="checkbox"/> |
| 9 | Demographic Questions   | Background information about survey respondents and their children.   | 15                           | <input type="checkbox"/> |

For additional information about these survey scales, please refer to the [Family-School Relationships Survey User Guide](#).

## Panorama Teacher Survey:

This survey for teachers contains seventeen scales. Please indicate in the “Scales Selected” column the scales you want to use.

| #  | Scale Name                     | What Does This Scale Measure?  | Number of Questions in Scale | Scales Selected          |
|----|--------------------------------|--|------------------------------|--------------------------|
| 1  | Teaching Efficacy              | Teachers' perceptions of their professional strengths and areas for growth.  | 9                            | <input type="checkbox"/> |
| 2  | Professional Learning          | Teachers' perceptions of the amount and quality of professional growth and learning opportunities available to them. | 8                            | <input type="checkbox"/> |
| 3  | School Leadership              | Teachers' perceptions of the school leadership's effectiveness.  | 9                            | <input type="checkbox"/> |
| 4  | School Climate                 | Teachers' perceptions of the overall school climate.   | 9                            | <input type="checkbox"/> |
| 5  | Feedback and Coaching          | Teachers' perceptions of the amount and quality of feedback they receive.  | 5                            | <input type="checkbox"/> |
| 6  | Evaluation                     | Teachers' perceptions of the system that is used to evaluate them.   | 6                            | <input type="checkbox"/> |
| 7  | Staff-Leadership Relationships | Teachers' perceptions of their relationships with school leaders.  | 9                            | <input type="checkbox"/> |
| 8  | Faculty Growth Mindset         | Teachers' perceptions that teaching can be improved over time.   | 8                            | <input type="checkbox"/> |
| 9  | Student Growth Potential       | Teachers' perceptions of how much students can change the factors that are important to performing well in class.    | 8                            | <input type="checkbox"/> |
| 10 | Educating Diverse Students     | Teachers' perceptions of their readiness to address issues of diversity.   | 9                            | <input type="checkbox"/> |
| 11 | Resources                      | Teachers' perceptions of the adequacy of the school's resources.   | 10                           | <input type="checkbox"/> |
| 12 | Students' Grit                 | Teachers' perceptions of their students' ability to persevere through setbacks to achieve long-term goals.           | 6                            | <input type="checkbox"/> |
| 13 | Teacher-Family Relationships   | Teachers' perceptions of their relationships with the families of their students.                                    | 7                            | <input type="checkbox"/> |

|    |                        |  |    |                          |
|----|------------------------|--|----|--------------------------|
| 14 | Testing                | Teachers' perceptions of the impact of testing on teaching and student learning. | 6  | <input type="checkbox"/> |
| 15 | Background Questions   | Information about survey respondents' personal and professional backgrounds.     | 10 | <input type="checkbox"/> |
| 16 | Free Responses         | General information about teachers' experiences of working at the school.        | 2  | <input type="checkbox"/> |
| 17 | Teachers' Future Plans | Teachers' career aspirations and short- and long-term plans.                     | 4  | <input type="checkbox"/> |

For additional information about these survey scales, please refer to the [Panorama Teacher Survey User Guide](#).

## SEL Survey:

This survey about Social Emotional Learning contains eleven scales. Please indicate in the “Scales Selected” column the scales you want to use.

| #  | Scale Name                            | What Does This Scale Measure?  | Number of Questions in Scale | Scales Selected          |
|----|---------------------------------------|--|------------------------------|--------------------------|
| 1  | Grit                                  | Students' ability to persevere through setbacks to achieve important long-term goals.  | 6                            | <input type="checkbox"/> |
| 2  | Mindset                               | The extent to which students believe that they have the potential to change those factors that are central to their performance in a specific class. | 6                            | <input type="checkbox"/> |
| 3  | School Belonging                      | Students' sense of School Belonging is the extent to which they feel that they are valued members of their school community.                         | 6                            | <input type="checkbox"/> |
| 4  | Emotion Regulation                    | Students' ability to react with composure in situations that typically produce negative emotions.  | 6                            | <input type="checkbox"/> |
| 5  | Learning Strategies                   | The extent to which students use metacognition and employ strategic tools to be active participants in their own learning process.                   | 6                            | <input type="checkbox"/> |
| 6  | Classroom Effort                      | How much effort students exert in key behaviors that correspond to successful learning and course performance.                                       | 5                            | <input type="checkbox"/> |
| 7  | Engagement                            | Student's behavioral, cognitive, and affective investment in the subject and classroom.  | 5                            | <input type="checkbox"/> |
| 8  | Valuing of Subject                    | How interesting, important, and useful a student considers a particular school subject.  | 5                            | <input type="checkbox"/> |
| 9  | Social-Perspective Taking Effort      | The extent to which students put forth effort in trying to discern their teachers' thoughts, feelings, motivations, and perception of the situation. | 6                            | <input type="checkbox"/> |
| 10 | Teacher-Student Relationship          | The overall social and academic relationship between students and their teachers (scales are available from each party's point of view).             | 7                            | <input type="checkbox"/> |
| 11 | Teacher Personal Interest in Students | Students' perceptions of the extent to which a teacher is interested in students' personal development.  | 5                            | <input type="checkbox"/> |

For additional information about these survey scales, please refer to the [Social Emotional Learning Survey User Guide](#).

Contact your Client Services Lead for more information and to submit this document. We look forward to connecting with you soon!