USER GUIDE

PANORAMA STUDENT SURVEY

PANORAMA EDUCATION

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Overview

Research into teaching effectiveness indicates that student voices play a powerful role in helping schools and districts learn how to improve teaching. The Measures of Effective Teaching (MET) Project, established to "build and test measures of effective teaching," was designed to help schools and districts find great teachers in their communities and encourage teacher growth and development. Surveys have been the primary means of collecting student voices about effective teaching, yet before the completion of the MET Project, no survey provided administrators and educators with an easy-to-use, platform-supported and highly customizable set of questions that would allow them to engage their students.

The Panorama Student Survey, launched in the fall of 2014, addresses these issues. Born of a first-of-its-kind collaboration between Panorama Education and the Harvard Graduate School of Education, the Panorama Student Survey is a set of survey scales, or groups of questions, that measure student perceptions of teaching and learning, as well as perceptions of school climate and their own strengths and weaknesses. Each scale has a substantial and growing body of evidence of its validity across specific contexts and uses. We believe that students have an essential role to play in informing teaching effectiveness: this feedback instrument provides teachers and principals with valuable data about how students see their classes and how to facilitate improvement.

The Panorama Student Survey is grounded in the most advanced survey methodology and practice, and is available as a free and open-source resource for educators across the world. We have designed the survey as a series of scales, each related to a single topic. This design feature enables educators to customize the survey by selecting the topics they value most without compromising the integrity of the survey. As described on the following pages, we have rigorously developed and evaluated this survey, and our team is committed to continuing to refine the survey for years to come. We hope you find this tool valuable for your classroom, your school, your district, or your network.

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

Who Should Use the Survey?

The Panorama Student Survey gathers feedback from students about their experience in the classroom and at school in general. The survey is intended to be used by schools, districts, and networks who want to gather student perception data about teaching and learning. It can also be administered by teachers, school and district administrators and department heads, both about the classroom and about the school.

Questions are designed for two separate groups: students in grades 3-5 and students in grades 6-12. All of the questions were created to be broadly applicable: they are not specific to particular regions or school types.

Survey Research & Development

The survey was developed under the leadership of Dr. Hunter Gehlbach, Associate Professor at the Gevirtz Graduate School of Education at UC Santa Barbara and Director of Research at Panorama Education. He is a leading survey methodologist and education researcher, and a former high school social studies teacher. Dr. Gehlbach and his team followed a rigorous survey development process that involved literature reviews, focus groups, feedback from experts around the country, cognitive interviews with students, and multiple rounds of piloting and refinement.

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

- Wording survey items as questions rather than statements
- Eliminating "agree-disagree" response options and instead reinforcing the underlying topic in response options
- Asking about one idea at a time rather than using double-barreled items (e.g., "How happy and engaged are you?")
- Using at least five response options
- Making sure that all response options are verbally-labeled
- Phrasing questions with positive language rather than using reverse-scored or negative language, which students tend to have trouble understanding

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

Validation Process

"Validating" surveys is an ongoing process, which means that there is no such thing as a fully "validated" survey. Rather, as more studies and pilot tests are conducted, the data provide more clarity regarding whether the survey scales measure what they are supposed to for different purposes and populations.

We have accumulated evidence of the Panorama Student Survey's validity through two major pilot tests in different parts of the United States and in distinct types of schools with diverse populations. These pilot tests confirmed that the survey has a high degree of reliability, structural validity and convergent/discriminant validity. In other words, the survey scales met specific statistical requirements. We are still actively collecting large quantities of data from diverse school communities to support this ongoing process of validation. To read the full Validity Brief about the Panorama Student Survey, please visit **www.panoramaed.com/files/student-survey-validity-brief**.

As we continue to gather more data from schools around the country and the world, we are committed to improving the Panorama Student Survey, especially increasing the number of topics for which we have scales.

Using the Survey

To meet the unique needs of your specific context, we encourage you to customize the survey by selecting the scales that you feel matter most to your community. Before administering the survey, we encourage you to have a conversation with your teachers about the value of collecting student feedback and with your students about the value of this survey as a way for them to communicate directly with you about how their experiences could be better. We have found that the best way to bolster student response rates is to generate student buy-in and enthusiasm by telling students that the survey is like a progress report for teachers: an opportunity to give feedback about what has happened in the classroom thus far and how to improve.

We designed the Panorama Student Survey to collect feedback about teaching and learning in the classroom and at schools in general. We have scales "About the Classroom and Teaching" or "About the School." Scales about the Classroom and Teaching collect feedback about student experiences in the classroom or with a particular teacher, while Scales about the School collect feedback about student experiences in the school and with teachers at the school generally.

The "What It Measures" section describes what each scale measures. Some of the scales are designed to examine the same topic at either the classroom or school level. Choose which scale works best for your

context: if you are hoping to give teachers personalized feedback about their teaching practice, use the Scales about the Classroom and Teaching. If you hope to find larger areas of strength and areas of growth across your faculty and staff and in your school or district's climate, use the Scales about the School. You may choose to administer only scales about the Classroom and Teaching, scales about the School, or a mixture of the two. Both kinds of feedback — about particular teachers and classrooms, and the school environment —can be extremely valuable and inform opportunities for professional growth and goal-setting, both at the individual teacher level and the school level.

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

Dr. Hunter Gehlbach is the Director of Research at Panorama Education and an Associate Professor of Education at UC Santa Barbara's Gevirtz Graduate 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.

Scales about the Classroom & Teaching

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

Pedagogical Effectiveness *p. 10*

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

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

Classroom Climate *p. 11*

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

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

Classroom Rigorous Expectations *p. 12*

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

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

Classroom Engagement *p. 13*

How attentive and invested students are in class.

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

Classroom Teacher-Student Relationships *p. 14*

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

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

Classroom Belonging *p. 15*

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

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

Valuing of Subject *p. 16*

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

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

Classroom Learning Strategies *p. 17*

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

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

Classroom Mindset *p. 18-19*

Dispositional: Students' perceptions of whether they have the potential to change certain dispositional factors that affect their performance in class.

Example Question: In [SUBJECT], how possible is it for you to change….Liking the subject?

Behavioral: Students' perceptions of whether they have the potential to the change certain behavioral factors that affect their performance in class.

Example Question: In [SUBJECT], how possible is it for you to change…Behaving well in class?

Free Responses *p. 31-32*

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

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

Background Questions *p. 34*

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

Example Question: What is your race or ethnicity?

Scales about the School

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

School Climate *p. 20*

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

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

School Rigorous Expectations *p. 21*

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

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

School Engagement *p. 22*

How attentive and invested students are in school.

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

School Teacher-Student Relationships *p. 23*

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

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

School Belonging *p. 24*

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

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

Valuing of School *p. 25*

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

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

School Learning Strategies *p. 26*

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

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

School Mindset *p. 27-28*

Dispositional: Students' perceptions of whether they have the potential to change certain dispositional factors that affect their performance in school.
Example Question: In school, how possible is it for you to change…Your level of intelligence?

Behavioral: Students' perceptions of whether they have the potential to the change certain behavioral factors that affect their performance in school.
Example Question: In school, how possible is it for you to change…How easily you give up?

Grit *p. 29*

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.
Example Question: If you fail to reach an important goal, how likely are you to try again?

School Safety *p. 30*

Perceptions of student physical and psychological safety while at school.
Example Question: How likely is it that someone from your school will bully you online?

Free Responses *p. 33*

Open-ended questions about a variety of topics that may be of interest to many schools.
Example Question: What is your best idea for how groups of people at this school could get along with each other better?

Background Questions *p. 34*

Demographic questions about survey-takers that could be included in the survey and may be of interest to many schools.
Example Question: What kinds of grades do you usually get?

Pedagogical Effectiveness

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

Grades 6-12

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

Grades 3-5

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

Classroom Climate

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

Grades 6-12

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

Grades 3-5

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

Classroom Rigorous Expectations

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

Grades 6-12

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

Grades 3-5

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

Classroom Engagement

How attentive and invested students are in class.

Grades 6-12

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

Grades 3-5

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

Classroom Teacher-Student Relationships

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

Grades 6-12

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

Grades 3-5

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

Classroom Belonging

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

Grades 6-12

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

Grades 3-5

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

Valuing of Subject

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

Grades 6-12

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

Grades 3-5

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

Classroom Learning Strategies

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

Grades 6-12

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

Grades 3-5

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

Classroom Mindset

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

Grades 6-12

Item	Responses				
Whether a person does well or poorly in [SUBJECT] may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In [SUBJECT], how possible is it for you to change:					
Dispositional Mindset					
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
Behavioral Mindset					
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 (continued from previous page)

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

School Climate

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

Grades 6-12

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

Grades 3-5

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

School 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

Item	Response Anchors				
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

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

School Engagement

How attentive and invested students are in school.

Grades 6-12

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

Grades 3-5

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

School Teacher-Student Relationships

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

Grades 6-12

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

Grades 3-5

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

School Belonging

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

Grades 6-12

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

Grades 3-5

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

Valuing of School

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

Grades 6-12

Item	Response Anchors				
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

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

School Learning Strategies

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

Grades 6-12

Item	Response Anchors				
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

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

School Mindset

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

Grades 6-12

Item	Responses				
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:					
Dispositional Mindset					
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
Behavioral Mindset					
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 (continued from previous page)

Item	Responses				
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:					
Dispositional Mindset					
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
Behavioral Mindset					
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grit

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

Grades 6-12

Item	Response Anchors				
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

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

School Safety

Perceptions of student physical and psychological safety while at school.

Grades 6-12

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

Grades 3-5

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

Free Responses about the Classroom & Teaching

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

Suggested Items

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

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

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

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

Pedagogical Effectiveness

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

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

Classroom Climate

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

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

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

Classroom Rigorous Expectations

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

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

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

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

Classroom Engagement

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

Which aspects of class have you found least engaging?

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

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

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

What does this teacher do to make this class engaging?

Classroom Teacher-Student Relationships

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

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

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

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

Valuing of Subject

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

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

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

Free Responses about the School

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

Suggested Items

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

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

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

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

School Belonging

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

School Learning Strategies

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

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

School Mindset

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

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

Grit

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

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

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

School Safety

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

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

Background Questions

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

What is your gender?

What is your race or ethnicity?

In which year were you born?

Please indicate the primary language you speak at home.

What kinds of grades do you usually get?

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

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

Panorama Education partners with school 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's client services team helps districts and states implement survey programs in line with best practices. Panorama currently runs survey programs in over 6,500 schools in 35 states, including those in the Connecticut State Department of Education, San Francisco Unified Schools District, and Teach for America.

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