

USER GUIDE

# PANORAMA TEACHER SURVEY

PANORAMA EDUCATION

*September 2015*

## Overview

In the spring of 2015, Panorama Education launched the Panorama Teacher Survey to give principals and school and district leaders a tool to collect feedback from teachers. The survey is designed to spark and support productive conversations between teachers and school leaders about professional learning, school communication, school climate, and other key topics. In the fall of 2015, Panorama launched a Staff Survey version of the Panorama Teacher Survey that is designed to be administered to non-instructional school staff who still have student-facing roles (including but not limited to librarians, guidance counselors, administrators, and nurses).

Developed by Dr. Hunter Gehlbach and the Panorama research team, the Panorama Teacher Survey and Panorama Staff Survey are grounded in the most advanced survey methodology and practice, and are available as free resources for educators around the world. We have designed the surveys as a set of scales, or questions related to a single topic, so that educators may customize the surveys by selecting the topics they wish to use in their school without compromising the integrity of the surveys. We have rigorously developed these surveys, and Panorama is committed to validating, testing, and refining them over time. We hope you find these tools valuable for your school, district, or network.

If you have any questions or suggestions, please do not hesitate to contact us at [research@panoramaed.com](mailto:research@panoramaed.com).

## Who Should Use the Survey?

The Panorama Teacher Survey and Panorama Staff Survey gather feedback from faculty and staff about their perceptions of their professional learning opportunities, their confidence in the classroom, their relationships with colleagues, students' families, and the school leadership, and their feelings about the school's climate. The surveys are intended to be used by school, district, and network administrators who want to gather faculty and staff perception data and engage their faculty and staff in meaningful discourse about school improvement.

## Survey 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. Dr. Gehlbach is a leading survey methodologist and education researcher and a former high school social studies teacher.

The Panorama Teacher Survey and the Panorama Staff Survey look 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

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 Teacher Survey and Panorama Staff Survey, please visit [www.panoramaed.com/checklist](http://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.

Currently, we are gathering data on the Panorama Teacher Survey and Panorama Staff Survey to accumulate evidence that the questions, scales, and instruments are reliable and valid — accurately measuring the concepts we hope to measure.

As we continue to gather more data from schools around the country and the world, we are committed to making improvements to the Panorama Teacher Survey and Panorama Staff Survey so that they can be used with confidence by school leaders working in many educational settings and contexts to gather feedback from their faculty and staff.

## 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. The Panorama Teacher Survey was created to collect feedback only from instructional staff, while the Panorama Staff Survey is designed to collect feedback from all staff, instructional and non-. School and district leaders may choose to administer either or both versions of the scales, depending on the kind of feedback they would like to collect.

Scales are marked as being “Teacher” scales (from the Panorama Teacher Survey) or “Staff” scales (from the Panorama Staff Survey). A small number of scales are specific to instructional staff, and are only included on the Panorama Teacher survey.

Before administering the survey, we suggest school leaders have a conversation with faculty and staff about the value of this survey as a way for them to communicate directly with leadership about their experiences in the school. Some educators have achieved high response rates from their faculty and staff by telling them that the survey is like a progress report: it is an opportunity to give feedback about the school climate, school leadership and how to improve.

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

## 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’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 Tulsa Public Schools, the Connecticut State Department of Education, and Teach for America.

[www.panoramaed.com](http://www.panoramaed.com)

[research@panoramaed.com](mailto:research@panoramaed.com)

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Perceptions of the adequacy of the school's resources.

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### Roles and Responsibilities - *Teacher and Staff* p. 29

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### Free Responses - *Teacher and Staff* p. 30

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

*Example Question: If you could change anything about working at your school, what would you change?*

### Future Plans - *Teacher and Staff* p. 30

Questions about faculty and staff aspirations for the future.

*Example Question: What are your career aspirations?*

### Background Questions - *Teacher and Staff* p. 30

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?*

**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.



## School Climate - *Teacher*

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

Item	Response Anchors				
<b>On most days, how enthusiastic are the students about being at school?</b>	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
<b>To what extent are teachers trusted to teach in the way they think is best?</b>	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
<b>How positive are the attitudes of your colleagues?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
<b>How supportive are students in their interactions with each other?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>How respectful are the relationships between teachers and students?</b>	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
<b>How optimistic are you that your school will improve in the future?</b>	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
<b>How often do you see students helping each other without being prompted?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>Overall, how positive is the working environment at your school?</b>	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.

Item	Response Anchors				
<b>On most days, how enthusiastic are the students about being at school?</b>	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
<b>To what extent are staff trusted to work in the way they think is best?</b>	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
<b>How positive are the attitudes of your colleagues?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
<b>How supportive are students in their interactions with each other?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>How respectful are the relationships between staff and students?</b>	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
<b>How optimistic are you that your school will improve in the future?</b>	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
<b>How often do you see students helping each other without being prompted?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>When new initiatives are presented at your school, how supportive are your colleagues?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>Overall, how positive is the working environment at your school?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

## Professional Learning - *Teacher*

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

Item	Response Anchors				
<b>Overall, how supportive has the school been of your growth as a teacher?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>At your school, how valuable are the available professional development opportunities?</b>	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
<b>How helpful are your colleagues' ideas for improving your teaching?</b>	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
<b>How often do your professional development opportunities help you explore new ideas?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How relevant have your professional development opportunities been to the content that you teach?</b>	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
<b>Through working at your school, how many new teaching strategies have you learned?</b>	Almost no strategies	A few strategies	Some strategies	Many strategies	A great number of strategies
<b>How much input do you have into individualizing your own professional development opportunities?</b>	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
<b>Overall, how much do you learn about teaching from the leaders at your school?</b>	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.

Item	Response Anchors				
<b>Overall, how supportive has the school been of your professional growth?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>At your school, how valuable are the available professional development opportunities?</b>	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
<b>How helpful are your colleagues' ideas for improving your work?</b>	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
<b>How often do your professional development opportunities help you explore new ideas?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How relevant have your professional development opportunities been to your work?</b>	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
<b>Through working at your school, how many new strategies for your job have you learned?</b>	Almost no strategies	A few strategies	Some strategies	Many strategies	A great number of strategies
<b>How much input do you have into individualizing your own professional development opportunities?</b>	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
<b>Overall, how much do you learn from the leaders at your school?</b>	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

## Teaching Efficacy - Teacher

Faculty perceptions of their professional strengths and areas for growth.

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

## Feedback and Coaching - *Teacher*

Perceptions of the amount and quality of feedback faculty and staff receive.

Item	Response Anchors				
<b>How much feedback do you receive on your teaching?</b>	No feedback at all	A little bit of feedback	Some feedback	Quite a bit of feedback	A tremendous amount of feedback
<b>How much do you learn from the teacher evaluation processes at your school?</b>	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount
<b>How useful do you find the feedback you receive on your teaching?</b>	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful
<b>At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?</b>	Not at all thorough	Slightly thorough	Somewhat thorough	Quite thorough	Extremely thorough
<b>How often do you receive feedback on your teaching?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always

## Feedback and Coaching - Staff

Perceptions of the amount and quality of feedback faculty and staff receive.

Item	Response Anchors				
<b>How much feedback do you receive on your work?</b>	No feedback at all	A little bit of feedback	Some feedback	Quite a bit of feedback	A tremendous amount of feedback
<b>How much do you learn from the evaluation processes at your school?</b>	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount
<b>How useful do you find the feedback you receive on your work?</b>	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful
<b>At your school, how thorough is the feedback you receive in covering all aspects of your role?</b>	Not at all thorough	Slightly thorough	Somewhat thorough	Quite thorough	Extremely thorough
<b>How often do you receive feedback on your work?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always

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

Perceptions of faculty and staff relationships with school leaders.

Item	Response Anchors				
<b>How friendly are your school leaders toward you?</b>	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
<b>At your school, how motivating do you find working with the leadership team?</b>	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
<b>How much trust exists between school leaders and staff?</b>	Almost no trust	A little bit of trust	Some trust	Quite a bit of trust	A tremendous amount of trust
<b>How much do your school leaders care about you as an individual?</b>	Do not care at all	Care a little bit	Care somewhat	Care quite a bit	Care a tremendous amount
<b>How confident are you that your school leaders have the best interests of the school in mind?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>How fairly does the school leadership treat the staff?</b>	Not fairly at all	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
<b>When you face challenges at work, how supportive are your school leaders?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>How respectful are your school leaders towards you?</b>	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
<b>When challenges arise in your personal life, how understanding are your school leaders?</b>	Not at all understanding	Slightly understanding	Somewhat understanding	Quite understanding	Extremely understanding

## Educating All Students - *Teacher*

Faculty perceptions of their readiness to address issues of diversity.

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

## School Leadership - *Teacher*

Perceptions of the school leadership's effectiveness.

Item	Response Anchors				
<b>How clearly do your school leaders identify their goals for teachers?</b>	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
<b>How positive is the tone that school leaders set for the culture of the school?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
<b>How effectively do school leaders communicate important information to teachers?</b>	Not at all effectively	Slightly effectively	Somewhat effectively	Quite effectively	Extremely effectively
<b>How knowledgeable are your school leaders about what is going on in teachers' classrooms?</b>	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
<b>How responsive are school leaders to your feedback?</b>	Not at all responsive	Slightly responsive	Somewhat responsive	Quite responsive	Extremely responsive
<b>For your school leaders, how important is teacher satisfaction?</b>	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
<b>When the school makes important decisions, how much input do teachers have?</b>	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
<b>How effective are the school leaders at developing rules for students that facilitate their learning?</b>	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
<b>Overall, how positive is the influence of the school leaders on the quality of your teaching?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

## School Leadership - Staff

Perceptions of the school leadership's effectiveness.

Item	Response Anchors				
<b>How clearly do your school leaders identify their goals for the staff?</b>	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
<b>How positive is the tone that school leaders set for the culture of the school?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
<b>How effectively do school leaders communicate important information to staff?</b>	Not at all effectively	Slightly effectively	Somewhat effectively	Quite effectively	Extremely effectively
<b>How knowledgeable are your school leaders about what is going on in the school?</b>	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
<b>How responsive are school leaders to your feedback?</b>	Not at all responsive	Slightly responsive	Somewhat responsive	Quite responsive	Extremely responsive
<b>For your school leaders, how important is staff satisfaction?</b>	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
<b>When the school makes important decisions, how much input do staff have?</b>	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
<b>How effective are the school leaders at developing rules for students that facilitate their learning?</b>	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
<b>Overall, how positive is the influence of the school leaders on the quality of your work?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

## Testing - Teacher

Perceptions of the impact of testing on teaching and student learning.

Item	Response Anchors				
<b>How much pressure from school leaders do you feel to have your students achieve certain testing results?</b>	Almost no pressure	A little bit of pressure	Some pressure	Quite a bit of pressure	A tremendous amount of pressure
<b>At your school, how often are you encouraged to teach test-taking strategies?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How much pressure do you feel to cover particular content in your teaching?</b>	Almost no pressure	A little bit of pressure	Some pressure	Quite a bit of pressure	A tremendous amount of pressure
<b>How many of your teaching decisions are made with the goal of trying to improve students' test scores?</b>	Almost no decisions	A few decisions	Some decisions	Many decisions	Almost all decisions
<b>How often do you teach topics you think are unimportant because of pressure around standardized tests?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How much pressure do you feel to cover a certain amount of content by a particular point in the year?</b>	Almost no pressure	A little bit of pressure	Some pressure	Quite a bit of pressure	A tremendous amount of pressure

## Faculty Growth Mindset - *Teacher*

Perceptions of whether teaching can improve over time.

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

## Staff-Family Relationships - *Teacher*

Perceptions of faculty and staff relationships with the families at their school.

Item	Response Anchors				
<b>How friendly are your school's families towards you?</b>	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
<b>How often do you meet in person with the families of your students?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>In your communications with families, how caring do they seem towards you?</b>	Not at all caring	Slightly caring	Somewhat caring	Quite caring	Extremely caring
<b>When you face challenges with particular students, how supportive are the families?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>How much do you trust that parents of your students will treat you fairly?</b>	Do not trust at all	Trust a little bit	Trust some	Trust quite a bit	Trust a tremendous amount
<b>At your school, how respectful are the parents towards you?</b>	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
<b>How challenging is it to communicate with the families of your students?</b>	Not at all challenging	Slightly challenging	Somewhat challenging	Quite challenging	Extremely challenging

## Staff-Family Relationships - Staff

Perceptions of faculty and staff relationships with the families at their school.

Item	Response Anchors				
<b>How friendly are your school's families towards you?</b>	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
<b>How often do you meet in person with the families of students?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>In your communications with families, how caring do they seem towards you?</b>	Not at all caring	Slightly caring	Somewhat caring	Quite caring	Extremely caring
<b>When you face challenges with particular students, how supportive are the families?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>How much do you trust that parents of the students at your school will treat you fairly?</b>	Do not trust at all	Trust a little bit	Trust some	Trust quite a bit	Trust a tremendous amount
<b>At your school, how respectful are the parents towards you?</b>	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
<b>How challenging is it to communicate with the families of students at your school?</b>	Not at all challenging	Slightly challenging	Somewhat challenging	Quite challenging	Extremely challenging

## Evaluation - *Teacher*

Perceptions of the system that is used to evaluate faculty and staff.

Item	Response Anchors				
<b>How often is your teaching evaluated?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How accurate is your school's evaluation system at recognizing good teachers?</b>	Not at all accurate	Slightly accurate	Somewhat accurate	Quite accurate	Extremely accurate
<b>At your school, how objectively is your teaching performance assessed?</b>	Not at all objectively	Slightly objectively	Somewhat objectively	Quite objectively	Extremely objectively
<b>How effective is your school's evaluation system at helping you improve?</b>	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
<b>How accurate is your school's evaluation system at identifying bad teachers?</b>	Not at all accurate	Slightly accurate	Somewhat accurate	Quite accurate	Extremely accurate
<b>How fair is the way teachers are assessed at your school?</b>	Not fair at all	Slightly fair	Somewhat fair	Quite fair	Extremely fair

## Evaluation - *Staff*

Perceptions of the system that is used to evaluate faculty and staff.

Item	Response Anchors					
<b>How often is your work evaluated?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time	N/A
<b>How accurate is your school's evaluation system at recognizing good work performance?</b>	Not at all accurate	Slightly accurate	Somewhat accurate	Quite accurate	Extremely accurate	N/A
<b>At your school, how objectively is your performance assessed?</b>	Not at all objectively	Slightly objectively	Somewhat objectively	Quite objectively	Extremely objectively	N/A
<b>How effective is your school's evaluation system at helping you improve?</b>	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective	N/A
<b>How accurate is your school's evaluation system at identifying bad work performance?</b>	Not at all accurate	Slightly accurate	Somewhat accurate	Quite accurate	Extremely accurate	N/A
<b>At your school, how fair is the way staff are assessed?</b>	Not fair at all	Slightly fair	Somewhat fair	Quite fair	Extremely fair	N/A

## Student Mindset - Teacher

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

Item	Response Anchors				
<i>Whether your students do well or poorly in your class may depend on many different factors. Some of these factors might be easier for your students to change than others. How possible do you think it is for your students to change:</i>					
<b>How much talent they have</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>How much effort they put forth</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>How well they behave in class</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>How much they like the content in your class</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>How easily they give up</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>Their intelligence</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

## Resources - *Teacher*

Perceptions of the adequacy of the school's resources.

Item	Response Anchors				
<b>To what extent does the quality of the resources at your school need to improve?</b>	Does not need to improve at all	Needs to improve a little bit	Needs to improve some	Needs to improve quite a bit	Needs to improve a tremendous amount
<b>When students need help from an adult, how often do they have to wait to get that help?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>At your school, how crowded do the learning spaces feel?</b>	Not at all crowded	Slightly crowded	Somewhat crowded	Quite crowded	Extremely crowded
<b>How urgently does your school's technology need to be updated?</b>	Not at all urgently	Slightly urgently	Somewhat urgently	Quite urgently	Extremely urgently
<b>How often do your school's facilities need repairs?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>For students who need extra support, how difficult is it for them to get the support that they need?</b>	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
<b>How much of your own money do you spend on your classroom?</b>	Almost none	A little bit	Some	Quite a bit	A tremendous amount
<b>How important is it for your school to hire more specialists to help students?</b>	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
<b>How many more resources do you need to adequately support your students' learning?</b>	Almost no resources	A few more resources	Several more resources	Quite a few more resources	A lot more resources
<b>Overall, how much does your school struggle due to a lack of resources?</b>	Does not struggle at all	Struggles a little bit	Struggles some	Struggles quite a bit	Struggles a tremendous amount

## Resources - Staff

Perceptions of the adequacy of the school's resources.

Item	Response Anchors				
To what extent does the quality of the resources at your school need to improve?	Does not need to improve at all	Needs to improve a little bit	Needs to improve some	Needs to improve quite a bit	Needs to improve a tremendous amount
When students need help from an adult, how often do they have to wait to get that help?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
At your school, how crowded do the learning spaces feel?	Not at all crowded	Slightly crowded	Somewhat crowded	Quite crowded	Extremely crowded
How urgently does your school's technology need to be updated?	Not at all urgently	Slightly urgently	Somewhat urgently	Quite urgently	Extremely urgently
How often do your school's facilities need repairs?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
For students who need extra support, how difficult is it for them to get the support that they need?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How important is it for your school to hire more specialists to help students?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
Overall, how much does your school struggle due to a lack of resources?	Does not struggle at all	Struggles a little bit	Struggles some	Struggles quite a bit	Struggles a tremendous amount

## Grit - Teacher

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

Item	Response Anchors				
If your students have a problem while working towards an important goal, how well can they keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do your students stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
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 your students to continue to pursue one of their current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When your students are working on a project that matters a lot to them, how focused can they stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If your students fail to reach an important goal, how likely are they to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

## Roles and Responsibilities - *Teacher and Staff*

Perceptions of who should be primarily responsible for school success.

Item	Responses			
<p><i>Many different factors play a role in school success. Each statement below represents something that may contribute to children's success in school. Please indicate who you think is primarily responsible for each factor by checking the appropriate box. If you do not think an item is important for school success, please check "N/A".</i></p>				
<p><b>Make sure that the children understand what is being taught at school</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Ensure children have good relationships with their peers</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Make time for doing fun activities that are unrelated to schoolwork</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Make sure that the children have an adult to talk to at school</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Identify what children are most interested in learning</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Make sure that children have enough time set aside to do all of their school-related work</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Help children deal with their emotions appropriately</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Make sure the children's learning environment is safe</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Ensure good communication between home and school</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Call attention to decisions about learning that do not seem to be in the best interest of the children</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Make sure children are supported to do their best in school</b></p>	Primarily parents	Primarily schools	Primarily children	N/A

## Free Responses

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

What are the most positive aspects of working at your school?

If you could change anything about working at your school, what would you change?

## Future Plans

Questions about faculty and staff aspirations for the future.

For how many years do you want to stay in the teaching profession? *[Teacher]*

For how many years do you plan to continue teaching in this district? *[Teacher]*

For how many years do you want to stay in your current profession? *[Staff]*

For how many years do you plan to continue working in this district? *[Staff]*

What are your career aspirations?

Please explain more about your career plans in case it enables us to better support you.

## Background Questions

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

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 at your current school? *[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.