



PANORAMA

EDUCATION

USER GUIDE

Panorama Teacher and Staff Survey



ABOUT THIS SURVEY

WHY DO TEACHER AND STAFF VOICES MATTER?

Teachers and staff are the foundation of great schools and districts. When teachers and staff feel supported, empowered, and trusted by leadership, they are able to create the conditions that lead to students' academic success.

However, as the demands on educators increase, districts continue to face challenges like teacher burnout, low teacher retention, and high turnover rates. In 2017, the [American Federation of Teachers' Quality of Work Life survey](#) found that more than three out of every five educators “often” or “always” feel stressed at work, twice the rate of other workers. A study by the [U.S. Department of Education's National Center for Education Statistics \(NCES\)](#) found that nearly one of every five new teachers leave their jobs within the first five years of teaching.

Elevating teacher and staff voices through surveys can help school and district leaders listen to and address educators' professional needs. Teacher and staff feedback can spark productive conversations about important topics—such as adult well-being; capacity and efficacy around supporting students; school climate; relationships; and effectiveness of leadership.

These critical data—when gathered regularly—can help administrators prioritize supports to teachers and staff, deliver targeted professional development, and create a more positive working environment.

HOW CAN SCHOOLS COLLECT EDUCATOR AND STAFF FEEDBACK?

The Panorama Teacher and Staff Survey gathers teacher and staff perceptions in areas including professional well-being; capacity and efficacy around supporting academic learning; professional learning opportunities; climate and culture; and relationships with colleagues, families, and school leadership.

Developed by the Panorama research team including Dr. Hunter Gehlbach and Dr. Samuel Moulton, the Panorama Teacher and Staff Survey is grounded in advanced survey methodology and practice. (See the section “Survey Development Process” on page 3.) The survey exists as a series of scales, or sets of survey questions related to a single topic (e.g., Professional Learning or Well-Being).

Schools and districts can customize the survey by selecting the topics and respondent groups that align with their strategic priorities and goals. We recommend choosing between four and seven topics so that teachers and/or staff can complete short, focused surveys that still deliver valuable information on their attitudes, perceptions, and experiences.



WHO SHOULD USE THE PANORAMA TEACHER AND STAFF SURVEY?

The Panorama Teacher and Staff Survey is for 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 and district improvement. The questions and prompts are applicable to all types of K-12 school settings—including public, independent, and charter schools—and to communities serving students from a range of socioeconomic backgrounds.

SURVEY DEVELOPMENT PROCESS

The Panorama Teacher and Staff Survey was developed under the leadership of Dr. Hunter Gehlbach, senior research advisor at Panorama and vice dean at the Johns Hopkins School of Education, and Dr. Samuel Moulton, former director of research at Panorama.

Dr. Gehlbach and Dr. Moulton developed the instrument based on modern principles of survey design. These best practices include:

- Wording survey items as questions rather than statements
- Avoiding “agree-disagree” response options that may introduce acquiescence bias and instead using verbally labeled response options that reinforce the underlying topic
- 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 to capture a wider range of perceptions

Each of these characteristics substantially minimizes measurement error. For more details on the design of the Panorama Teacher and Staff Survey, please visit www.panoramaed.com/checklist.

USING THE PANORAMA TEACHER AND STAFF SURVEY

When using the survey, we encourage schools and districts to select the topics that are most important to their school context and community.

Schools and districts may choose to administer the survey to teachers, non-instructional school staff (including but not limited to librarians, guidance counselors, administrators, and nurses), or central office staff, or a combination of those groups depending on the goals of the program and the feedback desired. Most scales within the instrument are appropriate for teachers and staff.

Before administering the survey, leaders should have a conversation with faculty and staff about the value of their feedback. Many schools and districts have achieved high response rates by framing the survey as an opportunity to give feedback on how leadership can create a more inclusive, equitable, and supportive community that benefits not just faculty and staff, but also students and families.

Panorama Surveys is the leading K–12 platform for all your district’s survey needs, from benchmark surveys to pulse checks. Panorama is the central place for districts to collect and analyze student, family, and teacher and staff feedback on the factors that are critical to student achievement. If you are interested in bringing Panorama to your school or district, contact us at info@panoramaed.com.

ABOUT THE RESEARCH TEAM



Dr. Hunter Gehlbach is the senior research advisor at Panorama Education, as well as a professor and vice dean at the Johns Hopkins School of Education. He is an educational psychologist with an academic focus on helping social scientists and practitioners design better surveys and questionnaires.

Dr. Gehlbach is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.

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Belonging - Teacher and School Staff

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

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

Belonging - District Staff

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

Question	Response Options				
How well do your colleagues 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 your colleagues?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do your colleagues 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 your colleagues?	Do not matter at all	Matter a little bit	Matter some	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your place of work?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Educating All Students - *Teacher*

Faculty perceptions of their readiness to fully support all learners.

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

Evaluation - Teacher

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

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

Evaluation - School Staff

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

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

Evaluation - District Staff

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

Question	Response Options				
How often is your work evaluated?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How accurate is the employee evaluation system at recognizing good work performance?	Not at all accurate	Slightly accurate	Somewhat accurate	Quite accurate	Extremely accurate
How objectively is your performance assessed?	Not at all objectively	Slightly objectively	Somewhat objectively	Quite objectively	Extremely objectively
How accurate is the employee evaluation system at identifying bad work performance?	Not at all accurate	Slightly accurate	Somewhat accurate	Quite accurate	Extremely accurate
In your district, how fair is the way employees are assessed?	Not fair at all	Slightly fair	Somewhat fair	Quite fair	Extremely fair
How effective is the employee evaluation system at helping you improve?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective

Faculty Growth Mindset - Teacher

Perceptions of whether teaching can improve over time.

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

Feedback and Coaching - Teacher

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

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

Feedback and Coaching - School Staff

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

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

Feedback and Coaching - District Staff

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

Question	Response Options				
How much feedback do you receive on your work?	No feedback at all	A little bit of feedback	Some feedback	Quite a bit of feedback	A tremendous amount of feedback
How much do you learn from the employee evaluation process?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount
How useful do you find the feedback you receive on your work?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful
How thorough is the feedback you receive in covering all aspects of your role?	Not at all thorough	Slightly thorough	Somewhat thorough	Quite thorough	Extremely thorough
How often do you receive feedback on your work?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

Student Grit - Teacher

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

Question	Response Options				
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

Professional Learning - Teacher

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

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

Professional Learning - School Staff

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

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

Professional Learning - District Staff

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

Question	Response Options				
Overall, how supportive has the district been of your professional growth?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How valuable are the professional development opportunities that are available to district employees?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
How helpful are your colleagues' ideas for improving your work?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
Through working at the district, how many new strategies for your job have you learned?	Almost no strategies	A few strategies	Some strategies	Many strategies	A great number of strategies
Overall, how much do you learn from the leaders in your district?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

Resources - Teacher

Perceptions of the adequacy of the school's resources.

Question	Response Options				
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 much of your own money do you spend on your classroom?	Almost none	A little bit	Some	Quite a bit	A tremendous amount
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
How many more resources do you need to adequately support your students' learning?	Almost no resources	A few more resources	Several more resources	Quite a few more resources	A lot more resources
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

Resources - School Staff

Perceptions of the adequacy of the school's resources.

Question	Response Options				
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

Roles and Responsibilities - Teacher and School Staff

Perceptions of who should be primarily responsible for school success.

Question	Response Options			
Make sure that the children understand what is being taught at school	Primarily parents	Primarily schools	Primarily children	N/A
Ensure children have good relationships with their peers	Primarily parents	Primarily schools	Primarily children	N/A
Make time for doing fun activities that are unrelated to schoolwork	Primarily parents	Primarily schools	Primarily children	N/A
Make sure that the children have an adult to talk to at school	Primarily parents	Primarily schools	Primarily children	N/A
Identify what children are most interested in learning	Primarily parents	Primarily schools	Primarily children	N/A
Make sure that children have enough time set aside to do all of their school-related work	Primarily parents	Primarily schools	Primarily children	N/A
Help children deal with their emotions appropriately	Primarily parents	Primarily schools	Primarily children	N/A
Make sure the children's learning environment is safe	Primarily parents	Primarily schools	Primarily children	N/A
Ensure good communication between home and school	Primarily parents	Primarily schools	Primarily children	N/A
Call attention to decisions about learning that do not seem to be in the best interest of the children	Primarily parents	Primarily schools	Primarily children	N/A
Make sure children are supported to do their best in school	Primarily parents	Primarily schools	Primarily children	N/A

School Climate - Teacher

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

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

School Climate - School Staff

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

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

Climate - District Staff

Perceptions of the overall climate at the district.

Question	Response Options				
To what extent are employees trusted to work in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How optimistic are you that your district will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
When new initiatives are presented, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your place of work?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

School Leadership - *Teacher*

Perceptions of the school leadership's effectiveness.

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

School Leadership - School Staff

Perceptions of the school leadership's effectiveness.

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

Department Leadership - District Staff

Perceptions of department leadership's effectiveness.

Question	Response Options				
How clearly does your department leader identify their goals for employees?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How positive is the tone that your department leader sets for the culture of the department?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How effectively does your department leader communicate important information to employees?	Not at all effectively	Slightly effectively	Somewhat effectively	Quite effectively	Extremely effectively
How knowledgeable is your department leader about what is going on in the department?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
How responsive is your department leader to your feedback?	Not at all responsive	Slightly responsive	Somewhat responsive	Quite responsive	Extremely responsive
For your department leader, how important is employee satisfaction?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
When your department leader makes important decisions, how much input do employees have?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
Overall, how positive is the influence of your department leader on the quality of your work?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

Staff-Family Relationships - Teacher

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

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

Staff-Family Relationships - School Staff

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

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

Staff-Family Relationships - District Staff

Perceptions of faculty and staff relationships with the families in their district.

Question	Response Options				
How friendly are your district's families towards you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
How often do you meet in person with the families of students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
In your communications with families, how caring do they seem towards you?	Not at all caring	Slightly caring	Somewhat caring	Quite caring	Extremely caring
In your district, how respectful are the parents towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How challenging is it to communicate with the families of students in your district?	Not at all challenging	Slightly challenging	Somewhat challenging	Quite challenging	Extremely challenging

Staff-Leadership Relationships - *Teacher and School Staff*

Perceptions of faculty and staff relationships with leaders.

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

Staff-Leadership Relationships - District Staff

Perceptions of faculty and staff relationships with leaders.

Question	Response Options				
How friendly is your department leader towards you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
How motivating do you find working with your department leadership team?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
How much trust exists between your department leader and department employees?	Almost no trust	A little bit of trust	Some trust	Quite a bit of trust	A tremendous amount of trust
How much does your department leader care about you as an individual?	Does not care at all	Cares a little bit	Cares somewhat	Cares quite a bit	Cares a tremendous amount
How confident are you that your department leader has the best interests of the district in mind?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How fairly does your department leader treat department employees?	Not fairly at all	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
When you face challenges at work, how supportive is your department leader?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful is your department leader towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
When challenges arise in your personal life, how understanding is your department leader?	Not at all understanding	Slightly understanding	Somewhat understanding	Quite understanding	Extremely understanding

Student Growth Mindset - Teacher

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

Question	Response Options				
<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>					
How much talent they have	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How much effort they put forth	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How well they behave 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 much they like the content in your 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 they 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
Their intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Teaching Efficacy - Teacher

Faculty perceptions of their professional strengths and areas for growth.

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



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Category	Item 1	Item 2	Item 3	Item 4	Item 5
Item 1					
Item 2					
Item 3					

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Table with 6 columns and 3 rows of data. The content is heavily blurred and illegible.

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Table 1: Survey Results Summary

Category	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Category A	Value 1.1	Value 1.2	Value 1.3	Value 1.4	Value 1.5	Value 1.6
Category B	Value 2.1	Value 2.2	Value 2.3	Value 2.4	Value 2.5	Value 2.6
Category C	Value 3.1	Value 3.2	Value 3.3	Value 3.4	Value 3.5	Value 3.6
Category D	Value 4.1	Value 4.2	Value 4.3	Value 4.4	Value 4.5	Value 4.6

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Table 1: Survey Results Summary

Category	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Category A	Value 1.1	Value 1.2	Value 1.3	Value 1.4	Value 1.5	Value 1.6
Category B	Value 2.1	Value 2.2	Value 2.3	Value 2.4	Value 2.5	Value 2.6
Category C	Value 3.1	Value 3.2	Value 3.3	Value 3.4	Value 3.5	Value 3.6
Category D	Value 4.1	Value 4.2	Value 4.3	Value 4.4	Value 4.5	Value 4.6

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Free Response and Background Questions

Open-ended and demographic questions that may be of interest to many schools.

SUGGESTED FREE-RESPONSE QUESTIONS

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

What are the most positive aspects of working at the district?

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

If you could change anything about working at the district, what specific changes would you make?

If you have any final ideas about how to improve our school/district, please let us know.

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

Thank you so much for your thoughtful responses. If you have any final ideas about how to improve our district, please let us know in the space below.

FUTURE PLANS

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? *[School and District Staff]*

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

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? *[School Staff]*

For how many years have you worked at your current school? *[School Staff]*

For how many years have you worked for the central office in your district? *[District Staff]*

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

If a friend or colleague were looking for a job, to what extent, if at all, would you recommend the district's central office? *[District Staff]*

What is your gender?

What is your race or ethnicity?

In which decade were you born?

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

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

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







PANORAMA

EDUCATION

Panorama Education is an education technology company founded in 2012 that helps students achieve academic success and well-being, and gives schools and school districts a platform to hear what families, students and teachers need in the classroom. Educators use Panorama's software platform to understand and support students across academics, attendance, behavior, and life skills development. District leaders use the same platform to track progress toward strategic goals, such as literacy, graduation, and school safety. Panorama is proud that its platform is used to support 15 million students in 25,000 schools, 2,000 districts across the United States.

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