



Panorama's Adult SEL Measures

This survey content is for school and district administrators focused on understanding and supporting teacher and staff social-emotional learning (SEL). The topics and questions prompt teachers and staff to reflect on their own professional well-being, sense of belonging, capacity and efficacy for supporting SEL, cultural awareness, professional development, school climate, working conditions, and more. The data can help administrators guide professional development and resource allocation to support adults' social-emotional learning and well-being.

Please visit www.panoramaed.com/social-emotional-learning to learn about partnering with Panorama for student and adult social-emotional learning measurement and professional development.

Topics

WELL-BEING (PG. 3)

Faculty and staff perceptions of their own professional well-being.

Example Question: How meaningful for you is the work that you do?

BELONGING (PG. 4)

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

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

TEACHER SELF-REFLECTION (PG. 5)

Perceptions of professional strengths and areas for growth related to social-emotional learning.

Example Question: How confident are you that you can engage students who typically are not motivated?

PROFESSIONAL LEARNING ABOUT SEL (PG. 6)

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning.

Example Question: At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?

SCHOOL CLIMATE (PG. 7)

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

Example Question: Overall, how positive is the working environment at your school?

CULTURAL AWARENESS AND ACTION - STUDENT FOCUS (PG. 8)

How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Example Question: At your school, how often are students encouraged to think more deeply about race-related topics?



CULTURAL AWARENESS AND ACTION - ADULT FOCUS (PG. 9)

How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Example Question: How well does your school help staff to speak out against racism?

PROFESSIONAL LEARNING ABOUT EQUITY (PG. 10)

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

Example Question: How often do professional development opportunities help you explore new ways to promote equity in your practice?

EDUCATING ALL STUDENTS (PG. 10)

Perceptions of readiness to address issues of diversity.

Example Question: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?

PROFESSIONAL LEARNING (PG. 11)

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

Example Question: At your school, how valuable are the available professional development opportunities?

FACULTY GROWTH MINDSET (PG. 12)

Perceptions of whether teaching can improve over time.

Example Question: To what extent can teachers change their intelligence about the subjects they teach?

TEACHING EFFICACY (PG. 13)

Faculty perceptions of their professional strengths and areas for growth.

Example Question: How confident are you that you can help your school's most challenging students to learn?

FEEDBACK AND COACHING (PG. 13)

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

Example Question: How useful do you find the feedback you receive on your teaching?

STAFF-LEADERSHIP RELATIONSHIPS (PG. 14)

Perceptions of faculty and staff relationships with school leaders.

Example Question: How respectful are your school leaders towards you?

SCHOOL LEADERSHIP (PG. 15)

Perceptions of the school leadership's effectiveness.

Example Question: When the school makes important decisions, how much input do teachers have?

WELL-BEING

Faculty and staff perceptions of their own professional well-being.

Question	Response Options					
<i>During the past week, how often did you feel _____ at work?</i>						
engaged	Almost never	Once in a while	Sometimes	Frequently	Almost always	
excited	Almost never	Once in a while	Sometimes	Frequently	Almost always	
exhausted	Almost never	Once in a while	Sometimes	Frequently	Almost always	
frustrated	Almost never	Once in a while	Sometimes	Frequently	Almost always	
happy	Almost never	Once in a while	Sometimes	Frequently	Almost always	
hopeful	Almost never	Once in a while	Sometimes	Frequently	Almost always	
overwhelmed	Almost never	Once in a while	Sometimes	Frequently	Almost always	
safe	Almost never	Once in a while	Sometimes	Frequently	Almost always	
stressed out	Almost never	Once in a while	Sometimes	Frequently	Almost always	
worried	Almost never	Once in a while	Sometimes	Frequently	Almost always	
How effective do you feel as your job right now?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective	
How much does your work matter to you?	Does not matter at all	Matters a little bit	Matters some	Matters quite a lot	Matters a tremendous amount	
How meaningful for you is the work that you do?	Not at all meaningful	Slightly meaningful	Somewhat meaningful	Quite meaningful	Extremely meaningful	
Overall, how satisfied are you with your job right now?	Not at all satisfied	Slightly satisfied	Somewhat satisfied	Quite satisfied	Extremely satisfied	

FREE-RESPONSE QUESTIONS

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

What has helped you most in managing work-related stress?

BELONGING

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 this 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

TEACHER SELF-REFLECTION

Perceptions of professional strengths and areas for growth related to social-emotional learning.

Question		Response Options				
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 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	
Thinking about grit in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "grit."
Thinking about growth mindset in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "growth mindset."
Thinking about social awareness in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "social awareness."
Thinking about self-management in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-management."
Thinking about self-efficacy in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-efficacy."
<i>To ask about additional competencies:</i>						
Thinking about [COMPETENCY] in particular, how confident are you that you can support your students' growth?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by [COMPETENCY].

FREE-RESPONSE QUESTION

What is the most effective thing that you do to model social-emotional learning for your students?

PROFESSIONAL LEARNING ABOUT SEL

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning.

Question	Response Options				
In terms of social-emotional learning (SEL) in particular, 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 social-emotional learning (SEL) professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
When it comes to social-emotional learning (SEL), 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 social-emotional learning (SEL) professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your social-emotional learning (SEL) professional development opportunities been to the content that you teach?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Thinking of social-emotional learning (SEL) in particular, 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 supporting your students' social-emotional learning (SEL) from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

FREE-RESPONSE QUESTION

What professional development topics should our school focus on to better support students' social-emotional growth?

SCHOOL CLIMATE

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

CULTURAL AWARENESS AND ACTION (STUDENT FOCUS)

How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Question	Response Options				
How often are students given opportunities to learn about people from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you think about what students of different races, ethnicities, or cultures experience?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that adults at your school can have honest conversations with students about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
At your school, how often are students encouraged to think more deeply about race-related topics?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How comfortable are you discussing race-related topics with your students?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often do students at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Extremely fairly
When there are major news events related to race, how often do adults at your school talk about them with students?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How well does your school help students speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

FREE-RESPONSE QUESTION

What is the most important thing your school can do to support students of different races, ethnicities, and cultures?

CULTURAL AWARENESS AND ACTION (ADULT FOCUS)

How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Question	Response Options				
How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures? <i>(Teacher Only)</i>	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you think about what colleagues of different races, ethnicities, or cultures experience?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that adults at your school can have honest conversations with each other about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
At your school, how often are you encouraged to think more deeply about race-related topics?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How comfortable are you discussing race-related topics with your colleagues?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often do adults at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Extremely fairly
When there are major news events related to race, how often do adults at your school talk about them with each other?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How well does your school help staff speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

FREE-RESPONSE QUESTION

How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?

PROFESSIONAL LEARNING ABOUT EQUITY

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

Question	Response Options				
At your school, how valuable are the equity-focused professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
When it comes to promoting culturally responsive practices, how helpful are your colleagues' ideas for improving your practice?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do professional development opportunities help you explore new ways to promote equity in your practice?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how effective has your school administration been in helping you advance student equity?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective

EDUCATING ALL STUDENTS

Perceptions of readiness to address issues of diversity.

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

PROFESSIONAL LEARNING

Perceptions of the amount and quality of professional growth and 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

FACULTY GROWTH MINDSET

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

TEACHING EFFICACY

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

FEEDBACK AND COACHING

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

STAFF-LEADERSHIP RELATIONSHIPS

Perceptions of faculty and staff relationships with school 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

SCHOOL LEADERSHIP

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