



Tiered Fidelity Inventory + Panorama Alignment

How Panorama's Student SEL Survey topics align with items on the School-wide PBIS (SWPBIS) Tiered Fidelity Inventory



Introduction

Schools and districts across the country partner with Panorama Education to support the whole child. Panorama helps 20,000 schools improve systemic SEL and school-wide PBIS efforts with [research-backed SEL measures](#) to simplify district-wide student assessment, enhance reporting, and scale consistent student supports.

School-wide Positive Behavioral Interventions and Supports (SWPBIS) is a multi-tiered framework that help to establish a strong school culture and the necessary behavioral supports needed to improve the social, emotional, behavioral, and academic outcomes for all students. Through integrating and improving all of the data, systems, and practices that impact student outcomes on a daily basis, SWPBIS assist schools commit to addressing (and improving) student behavior through an assets-based systems change approach.

A valuable tool that provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS is the **Tiered Fidelity Inventory (TFI)**. Many districts that work with Panorama use the [SWPBIS Tiered Fidelity Inventory](#) as a way to measure the effectiveness of their PBIS programming.

Within Panorama's SEL measures, there are several topics that align seamlessly with the universal SWPBIS features included on the Tiered Fidelity Inventory, including:

- *School Safety*
- *Teacher-Student Relationships*
- *School Climate*
- *Sense of Belonging*
- *Engagement*
- *Diversity and Inclusion*
- *Cultural Awareness and Action*

Panorama's SEL measures were developed by academics and expert practitioners, including researchers at UC Santa Barbara, the Harvard Graduate School of Education (HGSE), and our partners at Transforming Education and the CORE districts. We have collected and published strong evidence of the reliability and validity of the psychometric properties that support these measures.

Panorama's SEL Measures + Tiered Fidelity Inventory Features

School and districts that partner with Panorama measure specific SEL skills and competencies (such as self-management, social awareness, self-efficacy, and emotion regulation) as well as the environment in which students learn (such as sense of belonging and sense of safety).

In the following section, we have provided a list of [Panorama's SEL measures](#) (in blue text) along with our definition for each topic. Below each definition, you will find the corresponding Tiered Fidelity Inventory items that align to Panorama's measures, as well as an example TFI items paired with an example survey question.

School Safety

Perceptions of student physical and psychological safety while at school.

- **TFI Items:** 1.3, 1.4, 1.5, 1.6, 1.11
- **Example Question:** How often are people disrespectful to others at your school?
- **Example Item:** [1.3 Behavioral Expectations] School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors. Expectations are inclusive and affirming of all qualities of our students and are developed with student and family input.

Teacher-Student Relationships

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

- **TFI Items:** 1.7, 1.11
- **Example Question:** When your teachers ask how you are doing, how many of them are really interested in your answer?
- **Example Item:** [1.7 Professional Development] A written process is used for orienting all faculty/staff on 5 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, (d) requesting assistance, and (e) understanding the influence of race, culture, and language on student behavior and choices.

School Climate

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

- **TFI Items:** 1.3, 1.4, 1.5, 1.7, 1.8, 1.11
- **Example Question:** How fair or unfair are the rules for students at this school?
- **Example Item:** [1.4: Teaching Expectations] Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

Sense of Belonging

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

- **TFI Items:** 1.3, 1.4, 1.8, 1.9, 1.11
- **Example Question:** How much do you feel like you belong at your school?
- **Example Item:** [1.8 Classroom Procedures] Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. Students of ALL racial, cultural, ethnic and linguistic backgrounds feel welcomed and valued in the classroom. (acknowledgements) at least every 12 months.

Engagement

How attentive and invested students are in school.

- **TFI Items:** 1.4, 1.11
- **Example Question:** How fairly do adults at your school treat people from different races, ethnicities, or cultures?
- **Example Item:** [1.11 Student/Family/Community Involvement] Stakeholders (students, families, and community members of all racial, cultural, ethnic and linguistic backgrounds) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

Diversity and Inclusion

How diverse, integrated, and fair is school for students from different races, ethnicities, or cultures.

- **TFI Items:** 1.3, 1.4, 1.7, 1.8
- **Example Question:** How much do you feel like you belong at your school?
- **Example Item:** [1.4 Teaching Expectations] Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. Lesson plans are inclusive and affirming of all qualities of our students. Lesson plans incorporate support for English Language Learners. Families are included in communication about school-wide expectations.

Cultural Awareness and Action

How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school.

- **TFI Items:** 1.8
- **Example Question:** How well does your school help students speak out against racism?
- **Example Item:** [1.7 Professional Development: A written process is used for orienting all faculty/staff on 5 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, (d) requesting assistance, and (e) understanding the influence of race, culture, and language on student behavior and choices.



About Panorama Education

Panorama Education partners with K-12 schools and districts across the country to collect and analyze data about social-emotional learning, school climate, family engagement, and more. With research-backed surveys and a leading technology platform, Panorama helps educators act on data and improve student outcomes. Panorama supports more than 10 million students in 20,000 schools across 49 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, and San Francisco Unified School District.

Get in Touch:

www.panoramaed.com

contact@panoramaed.com

(617) 356-8121

Thank you to our partners at [Portland Public Schools \(OR\)](#) for allowing us to adapt language from their [Culturally Responsive Tiered Fidelity Inventory \(CR-TFI\)](#) for use in this guide.