Panorama Social-Emotional Learning: Adult Measures

Your experience matters! We're asking you the below survey questions so that we can better support you and your colleagues. Your feedback here will help us create a more inclusive, equitable, and supportive school community in ways that ultimately benefit not just staff and faculty but also the students we all serve. Thank you for taking the time to candidly share your thoughts and feelings with us.

Teaching Environment
In this first section, please give us your perceptions of your teaching environment, both inside your classroom and at your school more generally.

1. On most days, how enthusiastic are the students about being at school?
   - Not at all enthusiastic
   - Slightly enthusiastic
   - Somewhat enthusiastic
   - Quite enthusiastic
   - Extremely enthusiastic

2. 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

3. How optimistic are you that your school will improve in the future?
   - Not at all optimistic
   - Slightly optimistic
   - Somewhat optimistic
   - Quite optimistic
   - Extremely optimistic

4. How supportive are students in their interactions with each other?
   - Not at all supportive
   - Slightly supportive
   - Somewhat supportive
   - Quite supportive
   - Extremely supportive

5. To what extent are teachers trusted to teach in the way they think is best?
   - Not trusted at all
   - Trusted a little bit
   - Trusted somewhat
   - Trusted quite a bit
   - Trusted a tremendous amount

6. How positive are the attitudes of your colleagues?
   - Not at all positive
   - Slightly positive
   - Somewhat positive
   - Quite positive
   - Extremely positive

7. How respectful are the relationships between teachers and students?
   - Not at all respectful
   - Slightly respectful
   - Somewhat respectful
   - Quite respectful
   - Extremely respectful

8. How often do you see students helping each other without being prompted?
   - Almost never
   - Once in a while
   - Sometimes
   - Frequently
   - Almost all the time

9. Overall, how positive is the working environment at your school?
   - Not at all positive
   - Slightly positive
   - Somewhat positive
   - Quite positive
   - Extremely positive
Teaching and Supporting Students
In this section, we would like to learn more about your perceptions of different aspects of your teaching.

10. 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

11. 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

12. 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

13. 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."

14. 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."

15. 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."

16. 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."

17. 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."
18. What is the most effective thing that you do to model social-emotional learning for your students?

Your Well-Being
In this section, please tell us how you’re doing. We’re asking you these questions because we want to better support teachers’ professional well-being, and will not use responses to evaluate or judge individuals. You can skip any question that you don’t feel comfortable answering.

During the past week, how often did you feel _______ at work?

19. engaged
   - Almost never
   - Once in a while
   - Sometimes
   - Frequently
   - Almost always

20. excited
    - Almost never
    - Once in a while
    - Sometimes
    - Frequently
    - Almost always

21. exhausted
    - Almost never
    - Once in a while
    - Sometimes
    - Frequently
    - Almost always

22. frustrated
    - Almost never
    - Once in a while
    - Sometimes
    - Frequently
    - Almost always

23. happy
    - Almost never
    - Once in a while
    - Sometimes
    - Frequently
    - Almost always

24. hopeful
    - Almost never
    - Once in a while
    - Sometimes
    - Frequently
    - Almost always

25. overwhelmed
    - Almost never
    - Once in a while
    - Sometimes
    - Frequently
    - Almost always

26. safe
    - Almost never
    - Once in a while
    - Sometimes
    - Frequently
    - Almost always

27. stressed out
    - Almost never
    - Once in a while
    - Sometimes
    - Frequently
    - Almost always
28. worried

- Almost never
- Once in a while
- Sometimes
- Frequently
- Almost always

29. How effective do you feel at your job right now?

- Not at all effective
- Slightly effective
- Somewhat effective
- Quite effective
- Extremely effective

30. How much does your work matter to you?

- Does not matter at all
- Matters a little bit
- Matters some
- Matters quite a bit
- Matters a tremendous amount

31. How meaningful for you is the work that you do?

- Not at all meaningful
- Slightly meaningful
- Somewhat meaningful
- Quite meaningful
- Extremely meaningful

32. Overall, how satisfied are you with your job right now?

- Not at all satisfied
- Slightly satisfied
- Somewhat satisfied
- Quite satisfied
- Extremely satisfied

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

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

Belonging

In this section, please tell us how you’re doing. We’re asking you these questions because we want to better support teachers’ professional well-being, and will not use responses to evaluate or judge individuals. You can skip any question that you don’t feel comfortable answering.

35. 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

36. How connected do you feel to other adults at your school?

- Not at all connected
- Slightly connected
- Somewhat connected
- Quite connected
- Extremely connected

37. 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
38. 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

39. 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

**Professional Growth**

In this section, please tell us about your opportunities to learn more about student social-emotional learning.

40. 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

41. 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

42. 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

43. 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

44. 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

45. 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

46. 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

47. What professional development topics should your school focus on to better support students’ social-emotional growth?
## General Perceptions of Teaching

In this section, please let us know the extent to which most teachers might be able to improve different aspects of teaching over time.

48. 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

49. 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

50. 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

51. 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

52. 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

53. 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

54. 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

55. 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