



USER GUIDE  
PANORAMA SOCIAL-EMOTIONAL  
LEARNING SURVEY



# ABOUT THIS SURVEY

## WHAT IS SOCIAL-EMOTIONAL LEARNING?

Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. At its core, SEL focuses on students' fundamental needs for motivation, social connectedness, and self-regulation as prerequisites for learning. Educators may also refer to SEL as “non-cognitive skills,” “soft skills,” “21st century skills,” “character strengths,” and “whole child development.”

Social-emotional learning is an important part of a well-rounded education. A [2017 meta-analysis](#) from CASEL (the Collaborative for Academic, Social, and Emotional Learning) shows that investment in SEL has led to improved classroom behavior, better stress management, and 13 percent gains in academics.

## HOW CAN SCHOOLS MEASURE SOCIAL-EMOTIONAL LEARNING?

By asking students and teachers to reflect on SEL through surveys, schools and districts can gather actionable data to better understand how to support students socially and emotionally. Panorama's Social-Emotional Learning Survey helps educators measure and improve SEL in three areas:

### 1. Student competencies

The social, emotional, and motivational skills that help students excel in school, career, and life.

*Example topics: Growth Mindset, Self-Efficacy, Social Awareness*

### 2. Student supports and environment

The environment in which students learn, which influences their academic success and social-emotional development.

*Example topics: Teacher-Student Relationships, Sense of Belonging, School Safety*

### 3. Teacher skills and perspectives

Teachers' readiness, preparation, and capacity to support every student socially and emotionally.

*Example topics: Professional Learning About SEL, Resources for Student Support, School Climate*

Within each of these areas, Panorama offers survey measures that cover an array of SEL topics (e.g., Growth Mindset, Self-Management, Sense of Belonging). Schools and districts can select the topics that align with their strategic priorities, measurement goals, or SEL framework. We encourage schools and districts to select between four and seven topics for their survey so that students and teachers can complete short, specific surveys.



### WHO SHOULD USE PANORAMA'S SOCIAL-EMOTIONAL LEARNING SURVEY?

Panorama's survey helps educators understand students' SEL competencies and perceptions of how supported they feel at school. The questions 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.

Panorama provides developmentally appropriate versions of the survey for students in grades 3-5 and students in grades 6-12. There are also optional questions for teachers to rate their students' SEL skills (suitable for use with students in grades K-12), available [here](#).

### SURVEY DEVELOPMENT PROCESS

Thousands of schools and millions of students use Panorama's Social-Emotional Learning Survey. The measures are regularly checked for validity and reliability. We have found positive correlations between these SEL measures and important student outcomes, including GPA, test scores, behavior, and attendance.

This SEL survey was originally developed by Dr. Hunter Gehlbach, associate professor and associate dean at the University of California, Santa Barbara's (UCSB) Gevirtz Graduate School of Education and director of research at Panorama Education. Some measures

have been adapted from work conducted in partnership with the CORE Districts, Transforming Education, and their research partners, as well as work at Harvard University by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education. We are grateful for the support and contributions of our research partners.

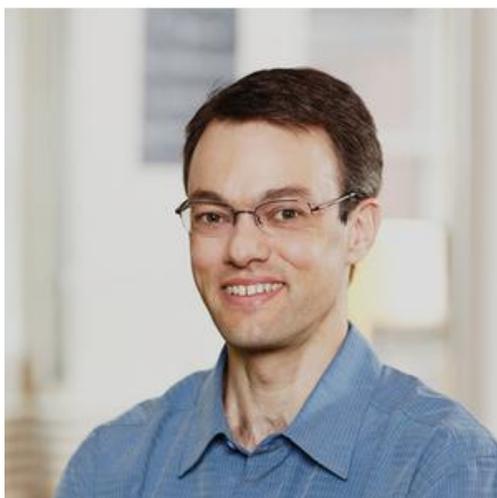
### USING PANORAMA'S SOCIAL-EMOTIONAL LEARNING SURVEY

We encourage schools and districts to select the SEL topics that are most important to their school context or community. Within the three categories (student competencies, student supports and environment, and teacher skills and perspectives), we have also designated topics as “recommended” or “supplemental” based on leading SEL frameworks and best practices for schools and districts.

At Panorama, we believe that all educators deserve access to the best tools available. We invite educators to use the Panorama SEL Survey free of charge. We only ask that you identify the survey as the “Panorama Social-Emotional Learning Survey” created by Panorama Education so that others may find this resource as well. If you have any feedback, contact us at [research@panoramaed.com](mailto:research@panoramaed.com).



# ABOUT DR. HUNTER GEHLBACH



Dr. Hunter Gehlbach is the director of research at Panorama Education, as well as an associate professor of education and associate dean for academics and faculty development at UC Santa Barbara's Gevirtz Graduate School of Education. From 2006 to 2015, he was an assistant professor and associate professor of education at the Harvard Graduate 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, and teaches classes in each of these areas at UC Santa Barbara. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.

### Student Competencies

The social, emotional, and motivational skills that help students succeed in school, career, and life.

#### **GRIT — RECOMMENDED P. 10**

How well students are able to persevere through setbacks to achieve important long-term goals.

*Example Question: How often do you stay focused on the same goal for several months at a time?*

#### **GROWTH MINDSET — RECOMMENDED P. 11**

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

*Example Question: In school, how possible is it for you to change how easily you give up?*

#### **SELF-MANAGEMENT — RECOMMENDED P. 12-13**

How well students manage their emotions, thoughts, and behaviors in different situations.

*Example Question: During the past 30 days, how often did you come to class prepared?*

#### **SOCIAL AWARENESS — RECOMMENDED P. 14-15**

How well students consider the perspectives of others and empathize with them.

*Example Question: During the past 30 days, how carefully did you listen to other people's points of view?*

#### **SELF-EFFICACY — RECOMMENDED P. 16**

How much students believe they can succeed in achieving academic outcomes.

*Example Question: When complicated ideas are presented in class, how confident are you that you can understand them?*

#### **LEARNING STRATEGIES — SUPPLEMENTAL P. 17**

How well students deliberately use strategies to manage their own learning processes generally.

*Example Question: How often do you use strategies to learn more effectively?*

#### **CLASSROOM EFFORT — SUPPLEMENTAL P. 18**

How much effort students put into school and learning.

*Example Question: How much effort do you put into your homework for this class?*

#### **SOCIAL PERSPECTIVE-TAKING — SUPPLEMENTAL P. 19**

The extent to which students consider the perspectives of their teachers. (Only for students in grades 6-12.)

*Example Question: How much effort have you put into figuring out what your teachers' goals are?*

#### **SELF-EFFICACY ABOUT SPECIFIC SUBJECTS — SUPPLEMENTAL P. 20**

How much students believe they can succeed in achieving academic outcomes in specific subjects.

*Example Question: How confident are you that you can learn all the material presented in your [SUBJECT] class?*

#### **EMOTION REGULATION — SUPPLEMENTAL P. 21**

How well students regulate their emotions.

*Example Question: How often are you able to control your emotions when you need to?*

#### **BACKGROUND QUESTIONS — RECOMMENDED P. 33**

Demographic questions about respondents that could be included and may be of interest to many schools.

*Example Question: What kinds of grades do you usually get?*

## Student Supports and Environment

The extent to which the environment in which students learn influences their academic success and social-emotional development.

### **SCHOOL CLIMATE — RECOMMENDED P. 22**

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

*Example Question: How pleasant or unpleasant is the physical space at your school?*

### **TEACHER-STUDENT RELATIONSHIPS — RECOMMENDED P. 23**

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

*Example Question: How many of your teachers are respectful towards you?*

### **SENSE OF BELONGING — RECOMMENDED P. 24**

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

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

### **SCHOOL SAFETY — RECOMMENDED P. 25**

Perceptions of student physical and psychological safety while at school.

*Example Question: How often do you worry about violence at your school?*

### **ENGAGEMENT — SUPPLEMENTAL P. 26**

How attentive and invested students are in school.

*Example Question: In your classes, how eager are you to participate?*

### **RIGOROUS EXPECTATIONS — SUPPLEMENTAL P. 27**

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

*Example Question: How often do your teachers take time to make sure you understand the material?*

### **VALUING OF SPECIFIC SUBJECTS — SUPPLEMENTAL P. 28**

How much students feel that an academic subject is interesting, important, and useful.

*Example Question: How often do you use ideas from [SUBJECT] class in your daily life?*

### **VALUING OF SCHOOL — SUPPLEMENTAL P. 29**

How much students feel that school is interesting, important, and useful.

*Example Question: How important is it to you to do well in your classes?*

## Teacher Skills and Perceptions

The readiness and preparation of teachers to support SEL on campus.

### **TEACHER SELF-REFLECTION — RECOMMENDED P. 30**

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 — RECOMMENDED P. 31**

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 — RECOMMENDED P. 32**

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

*Example Question: How positive are the attitudes of your colleagues?*

### **RESOURCES FOR STUDENT SUPPORT — RECOMMENDED P. 32**

Perceptions of the adequacy of the school's resources for student support.

*Example Question: When students need help from an adult, how often do they have to wait to get that help?*

### **EDUCATING ALL STUDENTS — SUPPLEMENTAL P. 33**

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?*



## Grit — Recommended

How well students are able to persevere through setbacks to achieve important long-term goals.

### Grades 6-12

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

### Grades 3-5

Question	Response Options				
<b>How often do you stay focused on the same goal for several months at a time?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>If you fail to reach an important goal, how likely are you to try again?</b>	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
<b>When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?</b>	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
<b>If you have a problem while working towards an important goal, how well can you keep working?</b>	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

## Growth Mindset — Recommended

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

### Grades 6-12

Question	Response Options				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
<b>Being talented</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>Liking the subjects you are studying</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>Your level of intelligence</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>Putting forth a lot of effort</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>Behaving well in class</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>How easily you give up</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

### Grades 3-5

Question	Response Options				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
<b>Being talented</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>Liking the subjects you are studying</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>Your level of intelligence</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>Giving a lot of effort</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>Behaving well in class</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
<b>How easily you give up</b>	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

## Self-Management — Recommended

How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 6-12

Question	Response Options				
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*During the past 30 days...*

<b>How often did you come to class prepared?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you follow directions in class?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you get your work done right away, instead of waiting until the last minute?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you pay attention and resist distractions?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>When you were working independently, how often did you stay focused?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you remain calm, even when someone was bothering you or saying bad things?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you allow others to speak without interruption?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often were you polite to adults?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often were you polite to other students?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you keep your temper in check?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time

## Self-Management — Recommended

How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 3-5

Question	Response Options				
<i>During the past 30 days...</i>					
<b>How often did you come to class prepared?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you follow directions in class?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you get your work done right away, instead of waiting until the last minute?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you pay attention and ignore distractions?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>When you were working independently, how often did you stay focused?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you remain calm, even when someone was bothering you or saying bad things?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you allow others to speak without interrupting them?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often were you polite to adults?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often were you polite to other students?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How often did you keep your temper under control?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time

## Social Awareness — Recommended

How well students consider the perspectives of others and empathize with them.

Grades 6-12

Question	Response Options				
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*During the past 30 days...*

<b>How carefully did you listen to other people's points of view?</b>	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
<b>How much did you care about other people's feelings?</b>	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
<b>How often did you compliment others' accomplishments?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How well did you get along with students who are different from you?</b>	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
<b>How clearly were you able to describe your feelings?</b>	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
<b>When others disagreed with you, how respectful were you of their views?</b>	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
<b>To what extent were you able to stand up for yourself without putting others down?</b>	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
<b>To what extent were you able to disagree with others without starting an argument?</b>	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

## Social Awareness — Recommended

How well students consider the perspectives of others and empathize with them.

Grades 3-5

Question	Response Options				
<i>During the past 30 days...</i>					
<b>How carefully did you listen to other people's points of view?</b>	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
<b>How much did you care about other people's feelings?</b>	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
<b>How often did you compliment others' accomplishments?</b>	Almost never	Once in a while	Sometimes	Often	Almost all the time
<b>How well did you get along with students who are different from you?</b>	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
<b>How clearly were you able to describe your feelings?</b>	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
<b>When others disagreed with you, how respectful were you of their views?</b>	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
<b>To what extent were you able to stand up for yourself without putting others down?</b>	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
<b>To what extent were you able to disagree with others without starting an argument?</b>	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

## Self-Efficacy — Recommended

How much students believe they can succeed in achieving academic outcomes.

### Grades 6-12

Question	Response Options				
<b>How confident are you that you can complete all the work that is assigned in your classes?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>When complicated ideas are presented in class, how confident are you that you can understand them?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>How confident are you that you can learn all the material presented in your classes?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>How confident are you that you can do the hardest work that is assigned in your classes?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>How confident are you that you will remember what you learned in your current classes, next year?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

### Grades 3-5

Question	Response Options				
<b>How sure are you that you can complete all the work that is assigned in your class?</b>	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
<b>When complicated ideas are discussed in class, how sure are you that you can understand them?</b>	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
<b>How sure are you that you can learn all the topics taught in your class?</b>	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
<b>How sure are you that you can do the hardest work that is assigned in your class?</b>	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
<b>How sure are you that you will remember what you learned in your current class, next year?</b>	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure

## Learning Strategies — Supplemental

How well students deliberately use strategies to manage their own learning processes generally.

### Grades 6-12

Question	Response Options				
<b>When you get stuck while learning something new, how likely are you to try a different strategy?</b>	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
<b>How confident are you that you can choose an effective strategy to get your schoolwork done well?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>Before you start on a challenging project, how often do you think about the best way to approach the project?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>Overall, how well do your learning strategies help you learn more effectively?</b>	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
<b>How often do you use strategies to learn more effectively?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always

### Grades 3-5

Question	Response Options				
<b>When you get stuck while learning something new, how likely are you to try to learn it in a different way?</b>	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
<b>How sure are you that you can figure out a good way to get your schoolwork done well?</b>	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
<b>Before you start on a challenging project, how often do you think about the best way to do it?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>Overall, how well can you figure out how to learn things?</b>	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

## Classroom Effort — Supplemental

How much effort students put into school and learning.

### Grades 6-12

Question	Response Options				
<b>How much effort do you put into getting involved in discussions during class?</b>	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
<b>When your teacher is speaking, how much effort do you put into trying to pay attention?</b>	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
<b>How much effort do you put into your homework for this class?</b>	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
<b>Overall, how much effort do you put forth during this class?</b>	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
<b>How much effort do you put into learning all the material for this class?</b>	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort

### Grades 3-5

Question	Response Options				
<b>How hard do you try to get involved in discussions during class?</b>	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
<b>When your teacher is speaking, how hard do you try to pay attention?</b>	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
<b>How much effort do you put into your homework for this class?</b>	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
<b>Overall, how hard do you try in class?</b>	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
<b>How much effort do you put into learning all the material for this class?</b>	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort

## Social Perspective-Taking — Supplemental

The extent to which students consider the perspectives of their teachers. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

Question	Response Options				
<b>How hard do you try to understand your teachers' point of view?</b>	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
<b>During class, how hard do you try to understand what your teachers are feeling?</b>	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
<b>Overall, how much effort do you put into figuring out what your teachers are thinking?</b>	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
<b>How much effort have you put into figuring out what your teachers' goals are?</b>	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
<b>How much do you try to understand your teachers' motivation for doing different classroom activities?</b>	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
<b>When your teachers seem to be in a worse mood than usual, how hard do you try to understand the reasons why?</b>	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard

## Self-Efficacy About Specific Subjects — *Supplemental*

How much students believe they can succeed in achieving academic outcomes in specific subjects. We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.

Grades 6-12

Question	Response Options				
How confident are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in your [SUBJECT] class, how confident are you that you can understand them?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can learn all the material presented in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Grades 3-5

Question	Response Options				
How sure are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When complicated ideas are discussed in your [SUBJECT] class, how sure are you that you can understand them?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can learn all the topics taught in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure

## Emotion Regulation — *Supplemental*

How well students regulate their emotions.

### Grades 6-12

Question	Response Options				
<b>When you are feeling pressured, how easily can you stay in control?</b>	Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily
<b>How often are you able to pull yourself out of a bad mood?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>When everybody around you gets angry, how relaxed can you stay?</b>	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
<b>How often are you able to control your emotions when you need to?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>Once you get upset, how often can you get yourself to relax?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>When things go wrong for you, how calm are you able to remain?</b>	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm

### Grades 3-5

Question	Response Options				
<b>How often are you able to pull yourself out of a bad mood?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>When everybody around you gets angry, how relaxed can you stay?</b>	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
<b>How often are you able to control your emotions when you need to?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>Once you get upset, how often can you get yourself to relax?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>When things go wrong for you, how calm are you able to stay?</b>	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm

## School Climate — Recommended

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

### Grades 6-12

Question	Response Options						
<b>How often do your teachers seem excited to be teaching your classes?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always		
<b>How fair or unfair are the rules for the students at this school?</b>	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
<b>How pleasant or unpleasant is the physical space at your school?</b>	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
<b>How positive or negative is the energy of the school?</b>	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
<b>At your school, how much does the behavior of other students hurt or help your learning?</b>	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

### Grades 3-5

Question	Response Options						
<b>How often do your teachers seem excited to be teaching your classes?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always		
<b>How fair or unfair are the rules for the students at this school?</b>	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
<b>How positive or negative is the energy of the school?</b>	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
<b>At your school, how much does the behavior of other students hurt or help your learning?</b>	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

## Teacher-Student Relationships — *Recommended*

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

### Grades 6-12

Question	Response Options				
<b>How many of your teachers are respectful towards you?</b>	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
<b>If you walked into class upset, how many of your teachers would be concerned?</b>	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
<b>If you came back to visit class three years from now, how many of your teachers would be excited to see you?</b>	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
<b>When your teachers ask how you are doing, how many of them are really interested in your answer?</b>	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
<b>How many of your teachers would you be excited to have again in the future?</b>	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers

### Grades 3-5

Question	Response Options				
<b>How respectful are your teachers towards you?</b>	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
<b>If you walked into class upset, how concerned would your teachers be?</b>	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
<b>When your teacher asks, "how are you?", how often do you feel that your teachers really want to know your answer?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How excited would you be to have your teachers again?</b>	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

## Sense of Belonging — Recommended

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

### Grades 6-12

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

### Grades 3-5

Question	Response Options				
<b>How well do people at your school understand you as a person?</b>	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
<b>How much support do the adults at your school give you?</b>	No support at all	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support
<b>How much respect do students at your school show you?</b>	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
<b>Overall, how much do you feel like you belong at your school?</b>	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

## School Safety — Recommended

Perceptions of student physical and psychological safety while at school.

### Grades 6-12

Question	Response Options				
<b>How often are people disrespectful to others at your school?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How likely is it that someone from your school will bully you online?</b>	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
<b>How often do you worry about violence at your school?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>At your school, how unfairly do the adults treat the students?</b>	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
<b>If a student is bullied in school, how difficult is it for him/her to get help from an adult?</b>	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
<b>How often do students get into physical fights at your school?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always

### Grades 3-5

Question	Response Options				
<b>How often are people disrespectful to others at your school?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How likely is it that someone from your school will bully you online?</b>	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
<b>How often do you worry about violence at your school?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>If a student is bullied in school, how difficult is it for him/her to get help from an adult?</b>	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
<b>How often do students get into physical fights at your school?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always

## Engagement — Supplemental

How attentive and invested students are in school.

### Grades 6-12

Question	Response Options				
<b>How excited are you about going to your classes?</b>	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
<b>How often do you get so focused on activities in your classes that you lose track of time?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>In your classes, how eager are you to participate?</b>	Not at all eager	Slightly eager	Somewhat eager	Quite eager	Extremely eager
<b>When you are not in school, how often do you talk about ideas from your classes?</b>	Almost never	Once in a while	Sometimes	Often	Almost always
<b>Overall, how interested are you in your classes?</b>	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

### Grades 3-5

Question	Response Options				
<b>How excited are you about going to your classes?</b>	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
<b>How focused are you on the activities in your classes?</b>	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
<b>In your classes, how excited are you to participate?</b>	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
<b>When you are not in school, how often do you talk about ideas from your classes?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How interested are you in your classes?</b>	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

## Rigorous Expectations — Supplemental

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

### Grades 6-12

Question	Response Options				
<b>How often do your teachers make you explain your answers?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?</b>	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
<b>How much do your teachers encourage you to do your best?</b>	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
<b>How often do your teachers take time to make sure you understand the material?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>Overall, how high are your teachers' expectations of you?</b>	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

### Grades 3-5

Question	Response Options				
<b>How often do your teachers make you explain your answers?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>When you feel like giving up, how likely is it that your teachers will make you keep trying?</b>	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
<b>How much do your teachers encourage you to do your best?</b>	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
<b>How often do your teachers take time to make sure you understand the material?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>Overall, how high are your teachers' expectations of you?</b>	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

## Valuing of Specific Subjects — *Supplemental*

How much students feel that an academic subject is interesting, important, and useful. *We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.*

Grades 6-12

Question	Response Options				
<b>How interesting do you find the things you learn in [SUBJECT] class?</b>	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
<b>How often do you use ideas from [SUBJECT] class in your daily life?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How important is it to you to do well in [SUBJECT] class?</b>	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
<b>How much do you see yourself as a/an [SUBJECT] person?</b>	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
<b>How useful do you think [SUBJECT] class will be to you in the future?</b>	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades 3-5

Question	Response Options				
<b>How interesting do you find the things you learn in [SUBJECT]?</b>	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
<b>How often do you use ideas from [SUBJECT] in your daily life?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How important is it to you to do well in [SUBJECT]?</b>	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
<b>How useful do you think [SUBJECT] will be to you in the future?</b>	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

## Valuing of School — *Supplemental*

How much students feel that school is interesting, important, and useful.

### Grades 6-12

Question	Response Options				
<b>How interesting do you find the things you learn in your classes?</b>	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
<b>How often do you use ideas from school in your daily life?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How important is it to you to do well in your classes?</b>	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
<b>How much do you see yourself as someone who appreciates school?</b>	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
<b>How useful do you think school will be to you in the future?</b>	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

### Grades 3-5

Question	Response Options				
<b>How interesting do you find the things you learn in your classes?</b>	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
<b>How often do you use ideas from school in your daily life?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How important is it to you to do well in your classes?</b>	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
<b>How useful do you think school will be to you in the future?</b>	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

## Teacher Self-Reflection — Recommended

Faculty perceptions of their professional strengths and areas for growth related to social-emotional learning.

Question	Response Options					
<b>How confident are you that you can engage students who typically are not motivated?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
<b>How confident are you that you can help your school's most challenging students to learn?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
<b>How thoroughly do you feel that you know all the content you need to teach?</b>	Not thoroughly at all	Slightly thoroughly	Somewhat thoroughly	Quite thoroughly	Extremely thoroughly	
<b>Thinking about grit in particular, how confident are you that you can support your students' growth and development?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "grit."
<b>Thinking about growth mindset in particular, how confident are you that you can support your students' growth and development?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "growth mindset."
<b>Thinking about social awareness in particular, how confident are you that you can support your students' growth and development?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "social awareness."
<b>Thinking about self-management in particular, how confident are you that you can support your students' growth and development?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-management."
<b>Thinking about self-efficacy in particular, how confident are you that you can support your students' growth and development?</b>	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>						
<b>Thinking about [COMPETENCY] in particular, how confident are you that you can support your students' growth?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by [COMPETENCY].

## Professional Learning About SEL — Recommended

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

Question	Response Options				
<b>In terms of social-emotional learning (SEL) in particular, how supportive has the school been of your growth as a teacher?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?</b>	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
<b>When it comes to social-emotional learning (SEL), how helpful are your colleagues' ideas for improving your teaching?</b>	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
<b>How often do your social-emotional learning (SEL) professional development opportunities help you explore new ideas?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How relevant have your social-emotional learning (SEL) professional development opportunities been to the content that you teach?</b>	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
<b>Thinking of social-emotional learning (SEL) in particular, how much input do you have into individualizing your own professional development opportunities?</b>	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
<b>Overall, how much do you learn about supporting your students' social-emotional learning (SEL) from the leaders at your school?</b>	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

## School Climate — Recommended

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

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

## Resources for Student Support — Recommended

Perceptions of the adequacy of the school's resources for student support.

Question	Response Options				
<b>When students need help from an adult, how often do they have to wait to get that help?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>For students who need extra support, how difficult is it for them to get the support that they need?</b>	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
<b>How important is it for your school to hire more specialists to help students?</b>	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important

## Educating All Students — Supplemental

Faculty perceptions of their readiness to address issues of diversity.

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

## Additional Questions

### BACKGROUND QUESTIONS

What is your gender?

What is your race or ethnicity?

Please indicate the primary language you speak at home.

What kinds of grades do you usually get?







**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 9 million students in 11,500 schools across 46 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, and San Francisco Unified School District.

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