

USER GUIDE

SOCIAL-EMOTIONAL LEARNING

Overview

Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life, such as growth mindset, grit, and sense of belonging at school. Educators use many names for these skills, such as “non-cognitive skills”, “soft skills”, “21st century skills”, “character strengths,” and “whole child.”

Social-emotional learning is an important part of a well-rounded education. Research shows that SEL is an important lever for boosting academic achievement. Positive social-emotional skills are also correlated with improved attendance and reduced disciplinary incidents.

When looking at SEL in a school setting, we encourage schools to focus measurement and improvement efforts on three general areas: student competencies (or skills), student supports and environment, and teacher skills and perspectives:

1. Student competencies involves the social, emotional, and motivational skills that help students succeed at school, in their careers, and in life. Examples of student competencies include Grit and Growth Mindset.
2. Student supports and environment involves the environment in which students are learning, which influences their academic success, their social-emotional development, and their growth as human beings. Measures of student supports and the school environment include Teacher-Student Relationships, Sense of Belonging (at school), and School Safety.
3. Teacher skills and perspectives captures teachers’ readiness and preparation to support SEL on campus. This area looks at whether teachers feel that they have the skills, knowledge, and resources to support students’ social-emotional outcomes. Examples of these measures include: Professional Learning About SEL and School Climate.

Within each of the three broad areas, Panorama offers a set of measures, each focused on a particular sub-topic. Schools can choose to use the measures that are most appropriate for their community, and match their school or district SEL framework, while retaining the validity of each measure.

We hope these SEL measures help your school, network or district to understand and support student development in these critically important areas.

Who should use Panorama's SEL measures?

Panorama's SEL measures are designed help educators understand students' social-emotional competencies and their perceptions of how supported they are in their school environment. The questions and prompts are created to be broadly applicable and can be used in many types of school settings, including public, independent, and charter schools. These SEL measures are appropriate for school communities serving students from a range of socio-economic backgrounds.

Questions and prompts are designed for two separate groups: students in grades 3-5 and students in grades 6-12. There are also optional questions for teachers of these students.

Research Process

These SEL measures have been used in thousands of schools across the United States and are regularly checked for validity and reliability. Many schools and districts have found positive correlations between these SEL measures and important student outcomes, including GPA, test scores, and attendance.

Many of the SEL measures were created by Dr. Hunter Gehlbach, Associate Professor at the Gevirtz Graduate School of Education at the University of California, Santa Barbara (UCSB) and Director of Research at Panorama Education. Some measures have been adapted from work developed by the CORE Districts, Transforming Education, and their research partners, as well as work developed 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 partners.

Using the Measures

To meet the needs of your school communities, we encourage you to choose which SEL measures to use by selecting the scales that seem most important in your community. The scales are grouped into three categories: student competencies, student supports and environment, and teacher skills and perspectives. Within categories, we have also divided the scales into "recommended" and "supplemental" scales, as an indication of which scales many of our partners have chosen to measure.

At Panorama, we believe that all educators deserve access to the best tools available, which means that we are committed to offering Panorama's SEL measures for free. The measures are "free" in that we invite educators everywhere to use them at no cost. We only ask that you identify the measures as "Panorama Education Social-Emotional Learning Measures" so that others may find them as well. If you have any feedback, contact us at research@panoramaed.com.

About Dr. Hunter Gehlbach

Dr. Hunter Gehlbach is the Director of Research at Panorama Education and an Associate Professor of Education at UC Santa Barbara's Gevirtz Graduate School of Education. He is an educational psychologist with an academic focus in helping social scientists and practitioners design better surveys and questionnaires. He 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.

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 7 million students in 8,500 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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Student Competencies

The social, emotional, and motivational skills that help students succeed at school, in their careers, and in life.

Grit — *Recommended p. 8*

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. 9-10*

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. 11-12*

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. 13-14*

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. 15*

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. 16*

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. 17*

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. 18*

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. 19*

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. 20*

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 is your race or ethnicity?

Student Supports and Environment

The extent to which the environment in which students are learning influences their academic success, their social-emotional development, and their growth.

School Climate — *Recommended p. 21*

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. 22*

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. 23*

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. 24*

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. 25*

How attentive and invested students are in school.

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

Rigorous Expectations — *Supplemental p. 26*

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. 27*

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. 28*

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. 29*

Faculty perceptions of their 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. 30*

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. 31*

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*

Faculty perceptions of their 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

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

Grades 3-5

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

Item	Responses				
<p><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></p>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Growth Mindset — Recommended (cont.)

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

Grades 3-5

Item	Responses				
<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>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Self-Management — *Recommended*

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

Grades 6-12

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

Self-Management — *Recommended (cont.)*

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

Grades 3-5

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

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

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

Item	Responses				
How confident are you that you can complete all the work that is assigned in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in 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 classes?	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 classes?	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 classes, next year?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Grades 3-5

Item	Responses				
How sure are you that you can complete all the work that is assigned in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When complicated ideas are discussed in 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 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 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 class, next year?	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

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

Grades 3-5

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

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

Grades 3-5

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

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

Item	Responses				
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

Item	Responses				
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

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

Grades 3-5

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

Item	Responses						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How pleasant or unpleasant is the physical space at your school?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	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

Item	Responses						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	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

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

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

Item	Responses				
How well do people at your 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 the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students 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 somewhat	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

Grades 3-5

Item	Responses				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much support do the adults at your school give you?	No support at all	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support
How much respect do students at 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
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

School Safety — *Recommended*

Perceptions of student physical and psychological safety while at school.

Grades 6-12

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

Grades 3-5

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

Engagement — *Supplemental*

How attentive and invested students are in school.

Grades 6-12

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

Grades 3-5

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

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

Grades 3-5

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

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

Grades 3-5

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

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

Grades 3-5

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

Item	Responses					
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].

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.

Item	Responses				
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

School Climate — *Recommended*

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

Item	Responses				
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

Resources for Student Support — *Recommended*

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

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

Educating All Students — *Supplemental*

Faculty perceptions of their readiness to address issues of diversity.

Item	Responses				
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

Background Questions

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

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?