



Panorama Teacher Survey

As we think about making improvements to the school, it is vital for us to get input from the faculty/staff. Towards this end, we encourage you to take a few minutes to give us your thoughtful responses on these important issues and topics. Thank you in advance for helping us take this important step by making sure we hear your voice.

Teaching Environment

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

1. On most days, how enthusiastic are the students about being at school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
2. When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
3. How optimistic are you that your school will improve in the future?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
4. How supportive are students in their interactions with each other?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
5. To what extent are teachers trusted to teach in the way they think is best?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not trusted at all	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
6. How positive are the attitudes of your colleagues?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
7. How respectful are the relationships between teachers and students?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
8. How often do you see students helping each other without being prompted?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost all the time
9. Overall, how positive is the working environment at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive



Professional Learning

In this section, we would like to learn about your opportunities for learning and growth at your school.

10. At your school, how valuable are the available professional development opportunities?

- ☐ Not at all valuable
 ☐ Slightly valuable
 ☐ Somewhat valuable
 ☐ Quite valuable
 ☐ Extremely valuable

11. How often do you receive feedback on your teaching?

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

12. How helpful are your colleagues' ideas for improving your teaching?

- ☐ Not at all helpful
 ☐ Slightly helpful
 ☐ Somewhat helpful
 ☐ Quite helpful
 ☐ Extremely helpful

13. At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?

- ☐ Not at all thorough
 ☐ Slightly thorough
 ☐ Somewhat thorough
 ☐ Quite thorough
 ☐ Extremely thorough

14. 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

15. Through working at your school, how many new teaching strategies have you learned?

- ☐ Almost no strategies
 ☐ A few strategies
 ☐ Some strategies
 ☐ Many strategies
 ☐ A great number of strategies

16. How useful do you find the feedback you receive on your teaching?

- ☐ Not at all useful
 ☐ Slightly useful
 ☐ Somewhat useful
 ☐ Quite useful
 ☐ Extremely useful

17. Overall, how much do you learn about teaching from the leaders at your school?

- ☐ Learn almost nothing
 ☐ Learn a little bit
 ☐ Learn some
 ☐ Learn quite a bit
 ☐ Learn a tremendous amount

18. How much feedback do you receive on your teaching?

- ☐ No feedback at all
 ☐ A little bit of feedback
 ☐ Some feedback
 ☐ Quite a bit of feedback
 ☐ A tremendous amount of feedback

19. How often do your professional development opportunities help you explore new ideas?

- ☐ Almost never
 ☐ Once in a while
 ☐ Sometimes
 ☐ Frequently
 ☐ Almost all the time

20. How relevant have your professional development opportunities been to the content that you teach?

- ☐ Not at all relevant
 ☐ Slightly relevant
 ☐ Somewhat relevant
 ☐ Quite relevant
 ☐ Extremely relevant



21. How much do you learn from the teacher evaluation processes at your school?

☐

Learn almost nothing

☐

Learn a little bit

☐

Learn some

☐

Learn quite a bit

☐

Learn a tremendous amount

22. Overall, how supportive has the school been of your growth as a teacher?

☐

Not at all supportive

☐

Slightly supportive

☐

Somewhat supportive

☐

Quite supportive

☐

Extremely supportive

Leadership

In this section, we would like your feedback on the leadership at your school.

23. How positive is the tone that school leaders set for the culture of the school?

☐

Not at all positive

☐

Slightly positive

☐

Somewhat positive

☐

Quite positive

☐

Extremely positive

24. How friendly are your school leaders toward you?

☐

Not at all friendly

☐

Slightly friendly

☐

Somewhat friendly

☐

Quite friendly

☐

Extremely friendly

25. For your school leaders, how important is teacher satisfaction?

☐

Not important at all

☐

Slightly important

☐

Somewhat important

☐

Quite important

☐

Extremely important

26. How confident are you that your school leaders have the best interests of the school in mind?

☐

Not at all confident

☐

Slightly confident

☐

Somewhat confident

☐

Quite confident

☐

Extremely confident

27. Overall, how positive is the influence of the school leaders on the quality of your teaching?

☐

Not at all positive

☐

Slightly positive

☐

Somewhat positive

☐

Quite positive

☐

Extremely positive

28. How much trust exists between school leaders and faculty?

☐

Almost no trust

☐

A little bit of trust

☐

Some trust

☐

Quite a bit of trust

☐

A tremendous amount of trust

29. How effectively do school leaders communicate important information to teachers?

☐

Not at all effectively

☐

Slightly effectively

☐

Somewhat effectively

☐

Quite effectively

☐

Extremely effectively

30. When you face challenges at work, how supportive are your school leaders?

☐

Not at all supportive

☐

Slightly supportive

☐

Somewhat supportive

☐

Quite supportive

☐

Extremely supportive

31. How knowledgeable are your school leaders about what is going on in teachers' classrooms?

☐

Not knowledgeable at all

☐

Slightly knowledgeable

☐

Somewhat knowledgeable

☐

Quite knowledgeable

☐

Extremely knowledgeable



32. At your school, how motivating do you find working with the leadership team?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all motivating | Slightly motivating | Somewhat motivating | Quite motivating | Extremely motivating |

33. How responsive are school leaders to your feedback?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all responsive | Slightly responsive | Somewhat responsive | Quite responsive | Extremely responsive |

34. How much do your school leaders care about you as an individual?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do not care at all | Care a little bit | Care somewhat | Care quite a bit | Care a tremendous amount |

35. How effective are the school leaders at developing rules for students that facilitate their learning?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all effective | Slightly effective | Somewhat effective | Quite effective | Extremely effective |

36. How respectful are your school leaders towards you?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all respectful | Slightly respectful | Somewhat respectful | Quite respectful | Extremely respectful |

37. How clearly do your school leaders identify their goals for teachers?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all clearly | Slightly clearly | Somewhat clearly | Quite clearly | Extremely clearly |

38. When challenges arise in your personal life, how understanding are your school leaders?

- | | | | | |
|--------------------------|------------------------|------------------------|-----------------------|-------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all understanding | Slightly understanding | Somewhat understanding | Quite understanding | Extremely understanding |

39. When the school makes important decisions, how much input do teachers have?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Almost no input | A little bit of input | Some input | Quite a bit of input | A tremendous amount of input |

40. How fairly does the school leadership treat the faculty?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not fairly at all | Slightly fairly | Somewhat fairly | Quite fairly | Extremely fairly |