

# STUDENT SURVEY TOPICS



## **DIVERSITY AND INCLUSION P. 10**

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

*Example Question: How often do you spend time at school with students from different races, ethnicities, or cultures?*

## **CULTURAL AWARENESS AND ACTION P. 10**

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

*Example Question: How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?*

## **SENSE OF BELONGING P. 11**

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

*Example Question: How well do people in your class understand you as a person?*

## **BACKGROUND QUESTIONS P. 11**

Demographic questions about survey takers that could be included in the survey and may be of interest to many schools.

*Example Question: What language do you mostly speak at home?*

## **FREE RESPONSES P. 11**

Open-ended questions about a variety of topics that may be of interest to many schools.

*Example Question: What do you wish your teachers knew about your experiences of race, ethnicity, or culture at school?*

## **BELONGING — TEACHER AND STAFF P. 12**

How much faculty and staff feel that they are valued members of the school community.

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

## **CULTURAL AWARENESS AND ACTION (ADULT FOCUS) — TEACHER AND STAFF P. 12**

How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.

*Example Question: At your school, how often are you encouraged to think more deeply about race-related topics?*

## **CULTURAL AWARENESS AND ACTION (STUDENT FOCUS) — TEACHER P. 13**

How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

*Example Question: How often are students given opportunities to learn about people from different races, ethnicities, or cultures?*

## **EDUCATING ALL STUDENTS — TEACHER P. 14**

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?*

## **PROFESSIONAL LEARNING ABOUT EQUITY — TEACHER AND STAFF P. 14**

Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.

*Example Question: At your school, how valuable are the equity-focused professional development opportunities?*

## **BACKGROUND QUESTIONS P. 15**

Demographic questions about survey takers that could be included in the survey and may be of interest to many schools.

*Example Question: For how many years have you worked at this school?*

## **FREE RESPONSES P. 15**

Open-ended questions about a variety of topics that may be of interest to many schools.

*Example Question: How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?*

## Diversity and Inclusion

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

Grades 6-12

Question	Response Options				
<b>How often do you spend time at school with students from different races, ethnicities, or cultures?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How often do you have classes with students from different racial, ethnic, or cultural backgrounds?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>At your school, how often do students from different races, ethnicities, or cultures hang out with each other?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?</b>	Not at all common	Slightly common	Somewhat common	Quite common	Extremely common
<b>How fairly do students at your school treat people from different races, ethnicities, or cultures?</b>	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
<b>How fairly do adults at your school treat people from different races, ethnicities, or cultures?</b>	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly

## Cultural Awareness and Action

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

Grades 6-12

Question	Response Options				
<b>How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How often do you think about what someone of a different race, ethnicity, or culture experiences?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How confident are you that students at your school can have honest conversations with each other about race?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>At your school, how often are you encouraged to think more deeply about race-related topics with other students?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How comfortable are you sharing your thoughts about race-related topics with other students at your school?</b>	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Almost always
<b>How often do students at your school have important conversations about race, even when they might be uncomfortable?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>When there are major news events related to race, how often do adults at your school talk about them with students?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How well does your school help students speak out against racism?</b>	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

## Student: Survey Topics and Questions



### Sense of Belonging

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 your 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

## Additional Questions

### BACKGROUND QUESTIONS

- What is your race or ethnicity?
- What is your gender?
- What language do you mostly speak at home?
- What grade are you in?

### FREE-RESPONSE QUESTIONS

- What do you wish your teachers knew about your experiences of race, ethnicity, or culture at school?
- What is the most important thing your school can keep doing to support students of different races, ethnicities, and cultures?

## Belonging - *Teacher and Staff*

How much faculty and staff feel that they are valued members of the school community.

Question	Response Options				
<b>How well do your colleagues at 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 other adults at your school?</b>	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
<b>How much respect do colleagues 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 your school?</b>	Do not matter at all	Matter a little bit	Matter some	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

## Cultural Awareness and Action (Adult Focus) - *Teacher and Staff*

How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Question	Response Options				
<b>How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures? (Teacher Only)</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How often do you think about what colleagues of different races, ethnicities, or cultures experience?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How confident are you that adults at your school can have honest conversations with each other about race?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>At your school, how often are you encouraged to think more deeply about race-related topics?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How comfortable are you discussing race-related topics with your colleagues?</b>	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
<b>How often do adults at your school have important conversations about race, even when they might be uncomfortable?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>When there are major news events related to race, how often do adults at your school talk about them with each other?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How well does your school help staff speak out against racism?</b>	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

## Cultural Awareness and Action (Student Focus) - *Teacher*

How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Question	Response Options				
<b>How often are students given opportunities to learn about people from different races, ethnicities, or cultures?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How often do you think about what students of different races, ethnicities, or cultures experience?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How confident are you that adults at your school can have honest conversations with students about race?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>At your school, how often are students encouraged to think more deeply about race-related topics?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How comfortable are you discussing race-related topics with your students?</b>	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
<b>How often do students at your school have important conversations about race, even when they might be uncomfortable?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>When there are major news events related to race, how often do adults at your school talk about them with students?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How well does your school help students speak out against racism?</b>	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

## Educating All Students — *Teacher*

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

## Professional Learning About Equity - *Teacher and Staff*

Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.

Question	Response Options				
<b>At your school, how valuable are the equity-focused professional development opportunities?</b>	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
<b>When it comes to promoting culturally responsive practices, how helpful are your colleagues' ideas for improving your practice?</b>	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
<b>How often do professional development opportunities help you explore new ways to promote equity in your practice?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>Overall, how effective has your school administration been in helping you advance student equity?</b>	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective

### Additional Questions

#### BACKGROUND QUESTIONS

For how many years have you taught?  
*[Teacher]*

For how many years have you taught at your current school? *[Teacher]*

For how many years have you worked at this school? *[Staff]*

For how many years have you worked at your current school? *[Staff]*

If a friend or colleague were looking for a [teaching] job, to what extent, if at all, would you recommend this school?

What is your gender?

What is your race or ethnicity?

Please indicate the primary language spoken in your childhood home. In which decade were you born?

Please select the highest level of education completed by your mother. If you are not sure, please take your best guess.

Please select the highest level of education completed by your father. If you are not sure, please take your best guess.

#### FREE-RESPONSE QUESTIONS

How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?

What is the most important thing your school can do to support students of different races, ethnicities, and cultures?





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24 School Street, 4th Floor, Boston, MA 02108