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Demo Survey

Teacher Survey

With the beginning of the school year underway, we want to hear from you about how things are going! Please give us your honest thoughts to help us better support you and our students.

Student Needs

For the following questions, we are interested in learning more about the concerns you have for students at this time.

1.

How concerned are you about students' academic growth right now?

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

Clear

2.

How concerned are you about students' social-emotional well-being right now?

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

Clear

3.

How concerned are you about students' behavior right now?

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

Clear

4.

How concerned are you about students' peer relationships right now?

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

Clear

5.

How concerned are you about students' relationships with adults at school right now?

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

Clear

Student Engagement

For the following questions, we are interested in learning more about students' engagement with their schoolwork at this time.

6.

In the past week, how engaged have students been in your classes?

- Not at all engaged
- Slightly engaged
- Somewhat engaged
- Quite engaged
- Extremely engaged
- I do not teach in-person classes right now

Clear

Your Professional Needs

For the following questions, tell us about your experience with professional development and school leadership this year.

7.

How valuable has professional development been so far this year?

- Not at all valuable
- Slightly valuable
- Somewhat valuable
- Quite valuable
- Extremely valuable
- I have not had professional development so far this year

Clear

8.

Which area do you need the most support in right now?

- Supporting students with IEPs
- Supporting English Language Learners
- Supporting academically advanced students
- Supporting students' social-emotional needs
- Using technology
- Family engagement
- I do not need support in any of these areas

Clear

9.

How helpful has leadership at your school been in resolving challenges so far this year?

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

Extremely helpful

Clear

Communication with the School

For the following questions, we are interested in learning more about your experience with communications from your school and district.

10.

How satisfied are you with the frequency of communication from school leadership?

I wish they communicated more frequently

I wish they communicated less frequently

I am happy with the frequency of communication

Clear

11.

How satisfied are you with the frequency of communication from district leadership?

I wish they communicated more frequently

I wish they communicated less frequently

I am happy with the frequency of communication

Clear

12.

How clear is the process for notifying the school about concerns with a student's health or well-being?

Not at all clear

Slightly clear

Somewhat clear

Quite clear

Extremely clear

Clear

Professional Learning about Equity

For the following questions, please think about the extent to which your school creates an equitable environment for students and staff of all races, ethnicities, and cultures.

13.

How supportive has your school administration been in helping you advance equity and inclusion in your classroom?

Not at all supportive

Slightly supportive

- Somewhat supportive
- Quite supportive
- Extremely supportive

Clear

14.

How often do professional development opportunities help you explore new ideas about how to promote equity in your practice?

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

Clear

15.

Overall, how much do you learn about promoting racial or cultural equity from the leaders at your school?

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

Clear

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.

16.

How clearly can you explain the most complicated content to your students?

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

Clear

17.

How optimistic are you that your school will improve in the future?

- Not at all optimistic
- Slightly optimistic

- Somewhat optimistic
- Quite optimistic
- Extremely optimistic

Clear

18.

How confident are you that you can move through material at a pace that works well for each of your students?

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

Clear

19.

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

Clear

20.

To what extent are teachers trusted to teach in the way they think is best?

- Not trusted at all
- Trusted a little bit
- Trusted somewhat
- Trusted quite a bit
- Trusted a tremendous amount

Clear

21.

If a parent were upset about something in your class, how confident are you that you could have a productive conversation with this parent?

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

Clear

22.

How confident are you that you can meet the learning needs of your most advanced students?

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

Clear

23.

How respectful are the relationships between teachers and students?

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

Clear

24.

When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try?

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

Clear

25.

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

Clear

26.

Overall, how positive is the working environment at your school?

- Not at all positive
- Slightly positive
- Somewhat positive

- Quite positive
Extremely positive

Clear

Professional Learning

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

27.

How often do you receive feedback on your teaching?

- Almost never
Once in a while
Sometimes
Frequently
Almost always

Clear

28.

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

Clear

29.

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

Clear

30.

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

Clear

31.

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

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

Clear

32.

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

Clear

33.

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

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

Clear

34.

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

Clear

35.

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

Clear

36.

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

Clear

Leadership

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

37.

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

Clear

38.

For your school leaders, how important is teacher satisfaction?

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

Clear

39.

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

Clear

40.

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

Clear

41.

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

Clear

42.

How effectively do school leaders communicate important information to teachers?

Not at all effectively

Slightly effectively

Somewhat effectively

Quite effectively

Extremely effectively

Clear

43.

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

Not at all supportive

Slightly supportive

Somewhat supportive

Quite supportive

Extremely supportive

Clear

44.

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

Clear

45.

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

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

Clear

46.

How responsive are school leaders to your feedback?

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

Clear

47.

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

- Do not care at all
- Care a little bit
- Care somewhat
- Care quite a bit
- Care a tremendous amount

Clear

48.

How respectful are your school leaders towards you?

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

Clear

49.

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

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

Clear

50.

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

- Almost no input
- A little bit of input
- Some input
- Quite a bit of input
- A tremendous amount of input

Clear

51.

How fairly does the school leadership treat the faculty?

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

Clear

Educating All Students

In this section, please give us your sense of working with different populations of students.

52.

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

Clear

53.

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

Clear

54.

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

Clear

55.

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

Clear

56.

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

Clear

57.

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

Clear

58.

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

Clear

59.

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

Clear

60.

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

Clear

General Perceptions of Teaching

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

61.

To what extent can teachers increase how much their most difficult students learn from them?

- Cannot increase at all
- Can increase a little
- Can increase somewhat
- Can increase quite a bit
- Can increase a tremendous amount

Clear

62.

How easily can teachers change their teaching style to match the needs of a particular class?

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

Clear

63.

To what extent can teachers improve their implementation of different teaching strategies?

- Cannot improve at all
- Can improve a little
- Can improve somewhat
- Can improve quite a bit
- Can improve a tremendous amount

Clear

64.

How possible is it for teachers to change their ability to work with dissatisfied parents?

- Not at all possible to change
- A little possible to change
- Somewhat possible to change
- Quite possible to change
- Completely possible to change

Clear

65.

How much can teachers improve their classroom management approaches?

- Cannot improve at all
- Can improve slightly

- Can improve somewhat
- Can improve quite a bit
- Can improve a tremendous amount

Clear

66.

To what extent can teachers change their intelligence about the subjects that they teach?

- Cannot change at all
- Can change a little bit
- Can change somewhat
- Can change quite a bit
- Can change a tremendous amount

Clear

67.

Over the course of a school year, to what extent can teachers improve the clarity of their explanations of challenging concepts?

- Cannot improve at all
- Can improve slightly
- Can improve somewhat
- Can improve quite a bit
- Can improve a tremendous amount

Clear

68.

How possible is it for teachers to change how well they relate to their most difficult students?

- Not at all possible to change
- A little possible to change
- Somewhat possible to change
- Quite possible to change
- Completely possible to change

Clear

Belonging

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

69.

How well do your colleagues at school understand you as a person?

- Do not understand at all

- Understand a little
- Understand somewhat
- Understand quite a bit
- Completely understand

Clear

70.

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

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

Clear

71.

How much respect do colleagues in your school show you?

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

Clear

72.

How much do you matter to others at your school?

- Do not matter at all
- Matter a little bit
- Matter some
- Matter quite a bit
- Matter a tremendous amount

Clear

73.

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

Clear

Cultural Awareness and Action

In this section, please share your perspective on how your school helps teachers learn about, discuss, and confront issues of race, ethnicity, and culture.

74.

How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures?

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

Clear

75.

How often do you think about what colleagues of different races, ethnicities, or cultures experience?

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

Clear

76.

How confident are you that adults at your school can have honest conversations with each other about race?

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

Clear

77.

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

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

Clear

78.

How comfortable are you discussing race-related topics with your colleagues?

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

Clear

79.

How often do adults at your school have important conversations about race, even when they might be uncomfortable?

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

Clear

80.

When there are major news events related to race, how often do adults at your school talk about them with each other?

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

Clear

81.

How well does your school help staff speak out against racism?

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

Clear

Professional Growth

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

82.

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

Clear

83.

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

Clear

84.

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

Clear

85.

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

Clear

School Resource Officer

For the following question, we are interested in learning more about your thoughts on having a school resource (police) officer in your building.

86.

How important is it to have a school resource officer in your building?

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

Clear

Background Questions

87.

What is your gender?

- Male
- Female
- Prefer to self-describe

Clear

88.

If you selected "Prefer to self-describe," how would you describe your gender?

Clear

89.

For how many years have you taught at your current school?

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- 11 or more years

Clear

90.

What is your race or ethnicity?

- American Indian or Alaska Native
- Asian
- Black or African American

- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races/Ethnicities
- Other

Clear

91.

For how many years have you taught?

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- 11 or more years

Clear

Submit

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