

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 about the measures, contact us at research@panoramaed.com.

Student Competencies

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

Growth Mindset — CORE/Required p. 6-7

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 — CORE/Required p. 8-9

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 — CORE/Required p. 10-11

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 — CORE/Required p. 12

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?

Grit — Recommended p. 13

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?

Learning Strategies — p. 14

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 — p. 15

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 — p. 16

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?

Emotion Regulation — p. 17

How well students regulate their emotions.

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

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				
<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>					
Dispositional Mindset					
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
Behavioral Mindset					
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				
<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>					
Dispositional Mindset					
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
Behavioral Mindset					
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	Frequently	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Frequently	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	Frequently	Almost all the time
How often did you pay attention and resist distractions?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Frequently	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	Frequently	Almost all the time
How often did you allow others to speak without interruption?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you keep your temper in check?	Almost never	Once in a while	Sometimes	Frequently	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	Frequently	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Frequently	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	Frequently	Almost all the time
How often did you pay attention and ignore distractions?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Frequently	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	Frequently	Almost all the time
How often did you allow others to speak without interrupting them?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you keep your temper under control?	Almost never	Once in a while	Sometimes	Frequently	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

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

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	Slightly hard	Somewhat hard	Quite hard	Extremely hard
When your teacher is speaking, how hard do you try to pay attention?	Not hard at all	Slightly hard	Somewhat hard	Quite 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	Slightly hard	Somewhat hard	Quite 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

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

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.



Panorama Education partners with school districts and state departments of education to design and implement survey programs for students, parents, and teachers. Panorama offers a technology platform to support survey administration and create reports that are clear, actionable, and, most importantly, help teachers and administrators improve their schools. Panorama's client services team helps districts and states implement survey programs in line with best practices. Panorama currently runs survey programs in over 6,500 schools in 35 states, including those in the Dallas Independent School District, San Francisco Unified School District, Aspire Public Schools, and Teach for America.



Learn more about Panorama:

www.panoramaed.com | contact@panoramaed.com