PANORAMA EDUCATION

USER GUIDE

PANORAMA EQUITY AND INCLUSION SURVEY

Topics and Questions for Students, Teachers, and Staff

ABOUT THIS SURVEY

WHY MEASURE PERCEPTIONS OF EQUITY AND INCLUSION?

Districts and schools across the country are increasingly focused on creating school communities that ensure equity and foster inclusion. More than ever, specific and measurable goals around equity and inclusion are at the core of district strategic planning and priorities.

In Panorama's work with thousands of schools across the country, we've seen districts track achievement gaps, discipline disproportionality, and the diversity of the student population to understand and improve equity and inclusion on campus.

Although these metrics are important, they leave out critical perspectives: What are student, teacher, and staff perceptions of equity and inclusion in school? Student and educator voices are powerful indicators of how schools are doing on the journey to create more inclusive and equitable learning environments. Without these data, schools cannot truly benchmark their progress towards ensuring that each and every student feels included and equipped to succeed.

HOW CAN SCHOOLS GATHER FEEDBACK ON EQUITY AND INCLUSION?

By asking students, teachers, and staff to reflect on their experiences of equity and inclusion in school, education leaders can gather actionable data to understand and improve the racial and cultural climate.

The Panorama Equity and Inclusion Survey provides schools and districts with a clear picture of how students, teachers, and staff are thinking and feeling about these critical topics. The survey can help schools and districts track the progress of equity initiatives through the lens of stakeholder voice, identify areas for celebration and improvement, inform professional development, and signal the importance of equity and inclusion to the community.

The student topics were developed in partnership with the RIDES (Reimagining Integration: Diverse & Equitable Schools) Project at the Harvard Graduate School of Education. The Panorama research team built off of the student topics to develop the teacher and staff topics, which intentionally parallel the student topics to reveal similarities or differences in student and adult perceptions.

The survey exists as a series of scales, or groups of survey questions, that work together to measure a single topic (e.g., Belonging). We recommend that schools and districts select the topics that align with their strategic priorities or vision for equity.

WHO SHOULD USE THE PANORAMA EQUITY AND INCLUSION SURVEY?

Panorama's survey can be used in any middle or high school community that values diversity, equity, and inclusivity. The questions are applicable to all types of school settings—including public, independent, and charter schools—and to communities serving students from a range of socioeconomic backgrounds. Panorama has designed the student questions to be developmentally appropriate for grades 6-12.

SURVEY DEVELOPMENT AND VALIDITY

The Panorama Equity and Inclusion Survey was developed by Dr. Samuel Moulton, who leads the research team at Panorama Education, and Dr. Hunter Gehlbach, vice dean of academic affairs at the Johns Hopkins University School of Education. The student topics were developed in collaboration with the RIDES Project at the Harvard Graduate School of Education

Dr. Moulton and his research team followed a rigorous survey development process consisting of literature reviews; focus groups; feedback from experts on equity and inclusion in education; and pilot testing with nearly 12,000 middle and high school students across 22 schools. In developing the survey items, Dr. Moulton and his team adhered to modern principles of survey design, including:

- Wording survey items as questions rather than statements
- Avoiding "agree-disagree" response options that may introduce acquiescence bias and instead using verbally labeled response options that reinforce the underlying topic
- Asking about one idea at a time rather than using double-barreled items (e.g., "How happy and engaged are you?")
- Using at least five response options to capture a wider range of perceptions
- Phrasing questions with positive language rather than reverse-scored or negative language, which students may have trouble understanding

Our team also followed best practices specific to the subject matter of this survey, such as:

- Using jargon-free language that students in grades 6-12 can easily understand, avoiding terms such as "equity," "heritage," "oppression," or "cultural competence"
- Avoiding questions that measure—or appear to measure—political beliefs rather than school experiences (e.g., "How important is race in determining who is successful and who is not?")
- Designing questions that are broadly and universally applicable, no matter the demographics of a community (e.g., all white, all minority)
- Minimizing self-presentation biases and impression management in responses
- Designing questions for which "higher" responses clearly signal a more equitable climate at the school (e.g., A "high" response to the question, "How often do adults at your school talk with students about race-related issues?," might reflect a high number of race-related issues that require intervention rather than a high degree of proactive conversations about race.)

All of these characteristics substantially minimize measurement error, leading to the first psychometrically-sound instrument of its kind. See the Validity and Reliability Report for more information.

USING THE PANORAMA EQUITY AND INCLUSION SURVEY

We encourage schools and districts to use the topics on this instrument that are most important to their school context or community. Schools and districts may also combine topics on this instrument with related topics from the Panorama Social-Emotional Learning Survey, the Panorama Student Survey, and the Panorama Teacher and Staff Survey, such as Social Awareness, Teacher-Student Relationships, and Teaching Efficacy.

At Panorama, we believe that all educators deserve access to the best tools available. We invite educators to use the Panorama Equity and Inclusion Survey free of charge. We just ask that you identify the survey as the "Panorama Equity and Inclusion Survey" created by Panorama Education so that others may find this resource as well. To learn about partnering with Panorama for survey administration, reporting, and professional learning, please get in touch with us at contact@panoramaed.com.

PROFESSIONAL DEVELOPMENT TO ADVANCE EQUITY AND INCLUSION

Panorama's professional learning team provides virtual and on-site workshops to help district, school, and teacher leaders cultivate equitable school environments.

For State and District Leaders:

Through customized support, Panorama helps state and district leaders build capacity within their systems to drive strategic initiatives on equity and inclusion. Outcomes of professional learning for state and district leaders include:

- Identifying system-level insights
- Presenting executive insights for key stakeholders
- Developing focus areas
- Customizing communication strategies for campus-level data use

For School Leaders:

Panorama guides school leaders through data inquiry and action planning, with a focus on frameworks and strategies to advance equity. Outcomes of professional learning for school leaders include:

- Understanding how to interpret results through an equity lens
- Engaging in consultations to create specific goals for equity and inclusion
- Creating customized rollout plans for sharing results, focus areas, and strategies
- Learning evidence-based frameworks for effective follow-up conversations with learners and families
- Mid-year progress monitoring with strategies to re-energize school teams or shift focus where needed

For Teacher Leaders:

Teachers play a unique role in shaping equitable and inclusive school cultures. Outcomes of professional learning for teacher leaders include:

- Setting classroom-level priorities aligned to school and district focus areas
- Learning evidence-based strategies for culturally responsive teaching
- Learning protocols to proactively plan for conversations about race
- Engaging in strategies to self-assess capacity for leading conversations about race and responding to strong emotions

ABOUT THE RESEARCH TEAM

Dr. Samuel Moulton, research director at Panorama Education, has a passion for use-inspired research that informs educational practice and advances scholarly knowledge. At Panorama, he applies his expertise in educational psychology, research methodology, and statistics to projects that include survey scale development, SEL, multivariate and multilevel modeling, statistical inference, and data visualization.

Dr. Moulton holds B.A., M.A., and Ph.D. degrees in psychology from Harvard University and has served as a research associate, lecturer, and Fellow in Harvard's Department of Psychology. Prior to joining Panorama, Dr. Moulton served as director of educational research and assessment for Harvard's president and provost. He has authored dozens of academic papers and speaks frequently on topics at the intersection of psychological science and educational practice.

REIMAGINING INTEGRATION
Diverse and Equitable Schools

The RIDES (Reimagining Integration: Diverse & Equitable Schools) Project at the Harvard Graduate School of Education aims to disrupt systemic inequality in America's schools by building individual and team capacity to tackle race and racism, and by supporting the use of improvement tools, practices, and examples to help schools promote diversity, equity, and true integration.

In pursuing this mission, RIDES sought a way to help schools measure diversity, equity, and integration beyond metrics such as achievement gaps, discipline disproportionality, or "bodies in the building" diversity. RIDES partnered with Panorama Education—the leading survey and analytics provider in K-12 education—to help develop this new instrument.

ABOUT THE PROFESSIONAL LEARNING TEAM

Nashaira Ofori leads Panorama Education's professional learning practice on equity and inclusion and is passionate about ensuring educators have the tools they need to help every student succeed. She has led professional development for school districts nationwide, including the Wake County Public School System (NC), Arlington Public Schools (VA), Charlotte-Mecklenburg Schools (NC), and the Indiana Department of Education.

Nashaira began her career teaching high school social studies in Detroit, MI. Prior to joining Panorama, she worked at the University of Michigan's Center for Educational Outreach in the Office of Diversity, Equity and Inclusion supporting faculty and staff in building equitable and inclusive summer programs for middle and high school students. She is a graduate of the University of Michigan's Master of Public Policy program, where she focused her studies on data-driven policy to improve education and student outcomes.

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?

TEACHER AND STAFF SURVEY TOPICS

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				
How often do you spend time at school with students from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you have classes with students from different racial, ethnic, or cultural backgrounds?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how often do students from different races, ethnicities, or cultures hang out with each other?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?	Not at all common	Slightly common	Somewhat common	Quite common	Extremely common
How fairly do students at your school treat people from different races, ethnicities, or cultures?	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
How fairly do adults at your school treat people from different races, ethnicities, or cultures?	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				
How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you think about what someone of a different race, ethnicity, or culture experiences?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that students at your school can have honest conversations with each other about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
At your school, how often are you encouraged to think more deeply about race-related topics with other students?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How comfortable are you sharing your thoughts about race-related topics with other students at your school?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Almost always
How often do students at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When there are major news events related to race, how often do adults at your school talk about them with students?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How well does your school help students speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

Sense of Belonging

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

Grades 6-12

Question	Response Options				
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 your 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

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?

Teacher and Staff: Survey Topics and Questions

Belonging - *Teacher and Staff*

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

Question	Response Options				
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
How connected do you feel to other adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
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
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
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

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

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

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 10 million students in 17,000 schools across 49 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, and San Francisco Unified School District.

Learn more about Panorama:

www.panoramaed.com | contact@panoramaed.com | (617) 356-8123

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