

Panorama Survey Instrument

The Panorama SEL Survey Instrument was selected because it meets stringent criteria, listed below:

SEL Instrument Criteria: Brief List

- Scales measuring well-established, research-based constructs
- Measures of both school supportive environment and social and emotional competencies
- Strong evidence of construct validity and reliability
- Survey questions worded using research-based best-practices
- Data collected and reported at the district, school, classroom, student subgroup, and student level
- Analytics that are user-friendly and provide insights to all levels of reporting
- Permissioning for analytics to accommodate district and school-based staff
- National comparison dataset
- Responsive customer support
- Training for school survey coordinators and school leadership
- Forum for teacher sharing of best practices related to the different scales amongst colleagues both district-wide and nationally.

Specific Components: Expanded List

Scales. Scales consist of a number of items that are designed to measure a single underlying construct. They give a more accurate measure of that construct than a single question. The constructs need to have a strong research base that points to the significance of that construct in being an important indicator for SEL.

School Supportive Environment. A supportive school environment will enable a student to feel emotionally safe and comfortable at school as well as to feel connected to and supported by the teachers and staff at the school. Some well-researched constructs related to school supportive environment are Teacher-Student Relationships and Sense of Belonging.

SEL Competencies. The SEL competencies as outlined by the Collaborative for Social and Emotional Learning (CASEL) are: Self-Awareness, Social-Awareness, Self-Management, Relationship Skills, and Responsible Decision Making. Well-research constructs included in these broader competencies are: self-efficacy, growth mindset, Grit, emotional regulation, and empathy.

Strong Evidence of Construct Validity. Scales should be carefully developed to ensure they are measuring the construct as understood by expert researchers of the construct. Once developed, they should be validated against a well-established instrument that measures the same construct. For example, a scale on depression should yield very similar results to the results of the Beck's Depression Inventory. Scales constructed with validity in mind, using the six-step survey process as outlined by Gelbach and Brinkworth in 2011, are preferred where available. Briefly, the steps are:

1. *Literature Review.* What is the construct as defined by experts, what are indicators of the construct, how is the construct situated with other constructs.

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2. *Interviews and Focus Groups.* What language do respondents use to describe a construct? Have respondents sort a list of qualities collected from the literature review from most to least important.
3. *Synthesize* literature review with interview/focus group data
4. *Develop Items* based on prior steps utilizing best practices in survey item construction.
5. *Expert validation.* Review from experts in the field, identify important indicators that may be missing.
6. *Cognitive Pretesting.* Read question to potential respondents and ask them to repeat the question in their own words to ensure question was received the way it was intended.

Survey questions worded using research-based best-practices. A large body of research exists on constructing survey items in a way that will yield more accurate responses. These are outlined in *Seven Survey Sins* (Gelbach, 2015):

- Mismatching item type with desired data
- Using Agree-Disagree statements
- Reverse-scored items within a scale
- Using too few response options
- Mislabeling response options
- Improper balance and spacing of response options
- Using double-barreled items

Data collected and reported at the district, school, classroom, student subgroup, and student level. Surveys administered by unique ID number will allow multiple levels of reporting, allowing for the provision of support at each level.

Analytics that are user-friendly and provide insights at all levels of reporting. Reporting features should include visually appealing graphics and meaningful ways of reporting the scale scores. These reports should give district administrators a snapshot as to how the district is doing overall, as well as by level (elementary, middle, and high) and by school. The survey data analytics should also provide school-based administrators with tools to compare their school's performance with others of the same school level, locally and nationally, and to see data at the classroom and individual student level.

Permissioning for analytics to accommodate district and school based staff. Different roles require different access. For example, teachers should have access to only their students, whereas guidance counselors and principals need access to their whole school, and district administrators need full access. Further, teachers' students change frequently. Permissioning capability needs to accommodate these factors.

National comparison dataset. A national comparison dataset of schools across all regions of the country who have taken the same scales help to provide context which can inform prioritization of needs.

Responsive customer support. Administering a survey across the district is a big job; the survey vendor will need to provide excellent customer support in helping to develop the survey, having the survey translated into Portuguese, Spanish, and Haitian-Creole, assisting schools that are having technical

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difficulties, importing data files in order to prepare reports by classrooms and subgroups, and to sharing ideas for rollout. Ideally, one staff member would be dedicated to serve as a point of contact to work with.

Provide training for school survey coordinators and school leadership. Survey coordinators will feel more prepared and comfortable administering surveys if they are given the opportunity to participate in training, such as a webinar, prior to the survey launch, and if clear, step-by-step instructions are provided. Administrators are much more likely to look at and utilize their data if they participate in a training which enables them to access their data and talks about some ways they can use their data.

Have a forum for teacher sharing of best practices related to the different scales amongst colleagues both district-wide and nationally. When teachers look at their student data, they will likely be thinking about ways they can help students to increase their skills in certain areas. We'd like to capitalize on that by having strategies they can try that have been used successfully by other teachers and/or have a research base of support. We would also like our teachers to be able to share strategies with each other, and would need a platform with that capability.

References

Gehlbach, H. (2015). Seven Survey Sins. *The Journal of Early Adolescence*. 35.

Gehlbach, H. & Brinkworth, M. (2011). Measure twice, cut down error: A process for enhancing the validity of survey scales. *Review of General Psychology*, 15 (4) 380-381.