



2025-26 STUDENT PERCEPTION SURVEY

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GENERAL QUESTIONS

What is the NYC Student Perception Survey?

NYCPS partners with Panorama Education to offer the Student Perception Survey, a confidential, research-based, student survey used across the country to provide teachers with students' feedback about their classroom experience.

The survey is being administered for formative purposes only and is not being administered as a part of Advance, New York City's system for teacher development and evaluation.

What is the purpose of implementing the Student Perception Survey?

The survey will give teachers insight and understanding about students' overall attitudes and perceptions of their own teaching practices. The information captured by the survey is designed to support and foster a self-reflective approach among teachers in how they engage with their students. Additionally, the survey empowers students by encouraging them to have an active voice in their own learning.

How is the Student Perception Survey different from the NYC School Survey?

The Student Perception Survey asks students in grades 6-12 to share feedback about themselves and their classes. The information captured by the survey helps generate a report that educators can use to gain insights into teaching practice and support professional learning. The NYC School Survey asks students in grades 6-12, teachers, and parents how they feel about the learning environment in their school. Educators and families can use this information to better understand a school's strengths and areas for improvement.

Are there any changes to this year's Student Perception Survey?

The changes to the Student Perception Survey are based on a review of the prior year's results.

Revisions to the 2025-26 survey questions

Changes to this year's survey include:

The addition of the following three questions:

- **Q8:** In this class, how much do the rules help or hurt your learning?
Response options: Hurts my learning a huge amount; Hurts my learning some; Hurts my learning a little bit; Helps my learning a little bit; Helps my learning some; Helps my learning a huge amount
- **Q31:** In this class, how often do you learn about individuals with disabilities and/or different abilities?
Response options: Almost always, A lot of the time, Once in a while, Almost never.
- **Q39:** How do you take this class? Response options: Only at school (in person), Only on the computer (online), Both at school and on the computer.

The following question was edited:

- **Q23:** How good is this teacher at teaching in the way that you personally learn best?
Response options: Extremely good, Very good, Slightly good, Not good at all.

The following questions will only appear to students who respond that their teacher, teaches them English/ELA.

- **Q48:** Please tell us about your time in English or ELA class. How often does the following happen? My teacher expects me to use evidence from readings to explain my answers on assignments.
Response options: All the time, Most of the time, Once in a while, Almost never.
Reason for adding: If a student indicates that their teacher teaches them English/ELA, they will be asked to answer this question in connection to NYC Reads.
- **Q49:** Please tell us about your time in English or ELA class. How often does the following happen? My teacher expects me to be able to explain my thinking in writing.
Response Options: All the time, Most of the time, Once in a while, Almost never.
Reason for adding: If a student indicates that their teacher teaches them English/ELA, they will be asked to answer this question in connection to NYC Reads.
- **Q50:** Please tell us about your time in English or ELA class. How often does the following happen? I talk about what I read with my teacher and classmates to better understand what the author is saying.
Response Options: All the time, Most of the time, Once in a while, Almost never
Reason for adding: If a student indicates that their teacher teaches them English/ELA, they will be asked to answer this question in connection to NYC Reads.

When is the deadline for completing the Student Perception Survey?

All surveys should be completed online or postmarked by **Friday, January 16, 2026.**

SURVEY INSTRUMENT

What does the Student Perception Survey Measure?

The survey measures students' perceptions and attitudes about a specific teacher and their classroom. Specifically, students answer questions across different topics including:

- Pedagogical Effectiveness – perceptions of the quality of teaching and amount of learning students experience from a particular teacher.
- Rigorous Expectations – how much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.
- Classroom Climate – perceptions of the overall social and learning climate of the classroom.
- Teacher-Student Relationships - how strong the social connection is between teachers and students within and beyond the classroom.
- Shared and Inclusive Curriculum – perceptions of how diverse and inclusive the content is for the particular course.
- Classroom Engagement – how attentive and invested students are in class.

How was the Student Perception Survey designed?

The NYCPS Student Survey instrument is an adaptation of the Panorama Student Perception Survey instrument. The Panorama Student Survey was developed through the six-step design process developed by Panorama Education and the Harvard Graduate School of Education. It measures student perceptions of teaching, as well as school climate, using a set of survey scales or groups of questions. The six key steps in the process include literature review, interviews and focus groups, synthesis of indicators, question creation, expert review, and cognitive pre-testing and interviewing. Upon completion of these six steps and a round of revisions to the items, the scales were subjected to large-scale pilot tests.

To learn more about the Panorama Student Survey, visit panoramaed.com.

PARTICIPATION

Which students take the survey?

Only students in grades 6-12 participate in the Student Perception Survey. To complete a survey for any given teacher, students should be taught by the teacher for at least four weeks prior to survey administration.

Are all District 75 students being surveyed? Which are and which are not?

Students in grades 6-12, who are in a 12:1:1 class, and who take standardized assessments will participate in the Student Perception Survey.

Which teachers participate in the survey?

For schools administering to ONE class per teacher:

Teachers of grades 6-12 with at least 10 total students present across two periods, regardless of which class periods, will participate in the Student Perception Survey.

If the teacher cannot meet this 10-student minimum across two classes, they are not eligible to participate in the survey

For schools administering to TWO classes per teacher:

Teachers of grades 6-12 with at least 10 total students present across two periods, regardless of which class periods, will participate in the Student Perception Survey.

If the teacher cannot meet this 10-student minimum across two classes, they can administer the survey to students in any way that is feasible for the teacher to meet the 10-student minimum.

Students must be taught by the teacher for at least four weeks prior to survey administration to participate in the survey for that teacher. For teachers who teach students less than five days per week, an effort should be made to survey students who have had at least 10 class meetings with the teacher.

For District 75

Only teachers of students in grades 6-12 who are in a 12:1:1 class *and* who take standardized assessments. SETSS, 6:1:1, Push-In, Pull-Out, and AIS teachers if they teach at least 10 students. Teachers with students who take alternative assessments do **not** have to participate in the Student Perception Survey.

Is the survey mandatory?

All eligible students should be given a survey, so they have the opportunity to provide anonymous feedback to their teacher. As stated in the survey directions, if students feel uncomfortable answering any or all questions in the survey, they can skip those questions. School staff should gently encourage students to honestly answer the questions of the survey and remind students of the value of the survey, but a student should not be required nor pressured to answer questions if they prefer not to.

ADMINISTRATION

How will students take the survey?

Students will be taking the survey online.

When will students take the survey?

We recommend that all students take the survey 3rd period for their 3rd period teacher(s) since that is the common attendance period. Teachers who do not teach 3rd period should consider having their survey given in the school's second-to-last period and teachers who teach neither of those periods should have the survey given in whatever other period would be least disruptive to instruction time.

Alternatively, the survey may be administered during another period chosen by the principal provided that all students are surveyed during the same period in order to avoid unnecessary student burden. Eligible teachers who do not teach during the scheduled administration period should be scheduled for administration at an alternative time.

As described below, the schedule should accommodate co-teachers so that students may complete a separate survey for each teacher.

Can a teacher proctor their own class during survey administration?

To ensure that students feel that they may fill out the survey in a totally confidential manner without any influence over their responses from anyone, schools must make every effort to have a different pedagogue or administrator other than the teacher who is the subject of the survey proctor the survey administration. However, there may be circumstances where this would be impossible, for example if a teacher does not teach during the common survey administration period. In those limited instances, the teacher who is the subject of the survey may administer the survey to their students. In all instances, proctors should clearly communicate to students about which teacher is the subject of the survey.

How should a school handle surveys for co-teachers?

For co-teaching classes, students should complete the survey separately for each teacher. Students should take the survey for one co-teacher during the scheduled survey period and complete the survey for the other co-teacher during another class period or on another day. Proctors should clearly communicate to students about which teacher is the subject of which survey administration.

If a student enters their access code, and the browser freezes or crashes before the student can submit the survey, what should I do?

If a student starts taking the survey but encounters a technical problem that prevents the student from submitting the survey, please help the student close and re-open the web browser and access the survey web site again. Alternatively, please try accessing the survey in a different browser (e.g., Google Chrome, Internet Explorer, etc.) or on a mobile device.

If the browser closes before the student submits the survey, the student can simply log on again with the same access code and try again. Although every access code can only be used once, the code is only marked as “used” once the student completes the survey and clicks submit.

If you are still unable to access the survey, please reach out to the NYCPS Survey Initiatives Team at StudentPerceptionSurvey@schools.nyc.gov.

Can a student use another student’s login information?

No. Students should not share login information or survey materials. Students will receive a unique survey access code associated with a specific teacher. Students must complete the survey using the materials that they receive.

If a student accidentally submits the survey before he or she is finished, what should I do?

If a student submits a survey prematurely, the school’s survey coordinator should contact the NYCPS Survey Initiatives Team at StudentPerceptionSurvey@schools.nyc.gov with the access code that the student used to submit a partial survey. The Survey Initiatives Team will be able to exclude that partial response from the final survey reports. The access code can be reset, so it can be used to complete and submit the survey only if the specific access code is retained.

If you have additional unused access codes for the teacher for whom the student was submitting a survey, you may provide the student with a new access code so that the student can complete the entire survey. However, if you do this, please be sure to contact the Survey Initiatives Team as described above, so that we can make sure that only the student’s complete response is counted.

If you do not have additional access codes for the teacher for whom the survey is being administered, the student will be unable to submit another survey response.

ACCOMMODATIONS

Can my school assist students who are unable to read, have limited English proficiency, or require other accommodations due to a disability?

We trust that your school understands best how to empower students to provide feedback on the survey. Your accommodations plan for English Language Learners and students with an Individualized Education Programs (IEPs) could consider the following:

- ELLs: Translated versions of the online survey are available in the 14 official DOE languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Ukrainian, Urdu, Uzbek, and Simplified Chinese.
- Students with IEPs: Accommodations should be made if necessary to assist students with disabilities in completing the survey. However, the confidential nature of the survey should not be compromised through such accommodations. For example, if a student must provide their responses orally, another teacher must proctor the survey for the student.

We request that your school staff is mindful of the confidential nature of the survey and extremely careful not to a) influence survey responses in any way, or b) attempt to review survey responses in any way. For more guidance on how to create an accommodations plan, please review the [Student Perception Survey Accommodations Guide](#) available on the Student Perception Survey website at [StudentPerceptionSurvey.nyc](#).

Will the Student Perception Survey be translated?

Yes. The survey for students is provided in English as well as the thirteen DOE supported languages: Albanian, Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, Ukrainian, Urdu, Uzbek, and Simplified Chinese.

SURVEY RESULTS AND REPORTING

Will results from the Student Perception Survey count towards teachers' overall *Advance* rating?

No. Results of the survey are for formative purposes only and cannot be used as evidence for *Advance* ratings, including Measures of Teacher Practice (MOTP) ratings of Planning and Preparation.

Who handles the data? Who sees the data?

Panorama Education collects and processes all data from the Student Perception Survey to protect the anonymity of individual student responses. Panorama Education then produces tailor-made reports for teachers, principals, assistant principals, and administrators, only. Schools cannot share the survey data with anyone. Teachers will receive the data for their own classrooms, and principals will receive school-wide data. Administrators, such as Superintendents, will receive data for their entire district.

How will the data gathered from the Student Perception Survey be used?

Teachers, principals, assistant principals, and administrators will be able to use this data to build more inclusive, learner-centered classroom environments. In addition to individual survey reports, teachers will have access to the Panorama Education Playbook, an online professional development tool that allows teachers to share practices and create a personalized playbook of instructional strategies based on their results.

Is the Student Perception Survey confidential?

The NYC Student Perception Survey is an anonymous survey. Neither student names nor ID numbers are collected or required. Students receive unique access codes associated with the teacher for whom they are submitting a survey, but these codes are not tracked to the individual student. Survey results are only ever reported in aggregate groups of 10 or more students to protect student confidentiality.

QUESTIONS

If you have other questions, please reach out to the NYCPS Survey Initiatives Team at StudentPerceptionSurvey@schools.nyc.gov.