

STUDENT PERCEPTION SURVEYS

ACTIONABLE STUDENT FEEDBACK PROMOTING EXCELLENCE IN TEACHING AND LEARNING

Presentation to STLE Grantees: December 20, 2013
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Please note: this webinar is intended only for the purposes of sharing information. NYSED does not endorse or recommend any particular survey and/or tool mentioned/shared here.



Agenda for today

- Setting Context
- Overview of Student Perception Surveys
- Overview of Tripod Surveys
- The role of student surveys in APPR



Introductions

- Julia Rafal-Baer, Executive Director of Teacher and Leader Effectiveness, Policy and Programs
- Courtney Jablonski, Project Coordinator, Office of Teacher and Leader Effectiveness, Policy and Programs
- Ha My Vu, Fellow of Program Evaluation, Research and Analysis
- STLE 1 and STLE 2 Grantees



Setting Context

Goal of STLE:

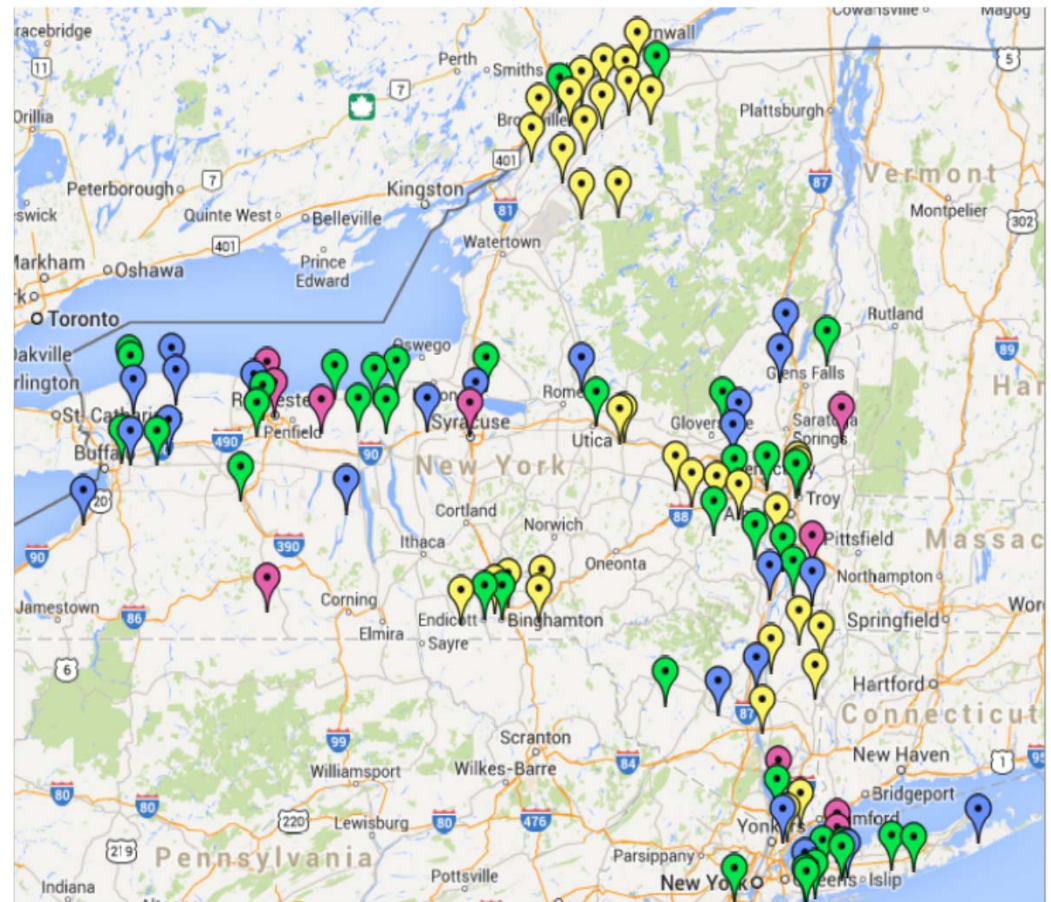
- develop comprehensive systems to recruit, develop, retain, and ensure equitable distribution of effective educators

Goal of Webinar:

- promote ways to develop, strengthen, and extend the impact of our educators through the sharing of best practice and research-based initiatives

Bridge to Student Perception Data:

- surveys can provide important feedback regarding teacher and leader behaviors, classroom environment, and school climate that can compliment your initiatives



Green – 37 STLE 1 districts (of the 47)

Blue – 23 STLE 2 districts (of the 33)

Pink – 10 STLE 1 and 2 districts

Yellow – 35 consortium members (6 consortia for STLE 2)



Overview of Student Perception Surveys



Caveats

- The use of student perception surveys in feedback and evaluation is a practice in its infancy. Although much has been learned in recent years about the promise of surveys as an important source of information, many approaches toward their implementation are only now being tested in the field for the first time.
- Implementation in this field is a work in progress and there is much still to be learned and shared from early adopters.



Student perception surveys can help answer some critical questions

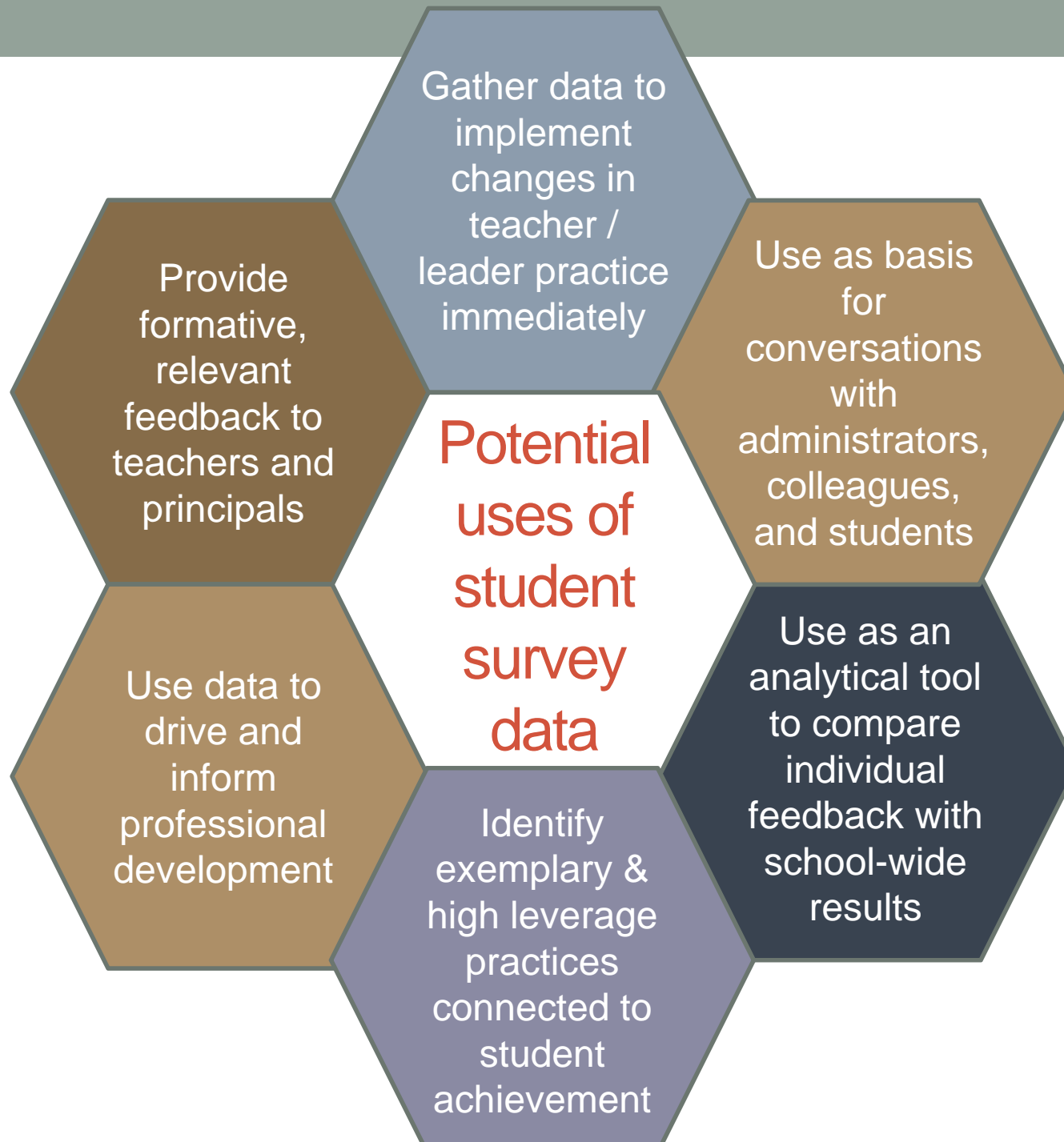
- Why do some classrooms or schools produce more learning than others, even with similar students?
- What aspects of teaching practice make some teachers more effective at helping students learn?
- Can student observations and experiences be used as a valid source of feedback for teachers and principals?



Why student perception surveys?

- ❑ Surveys can provide important feedback regarding teacher behaviors and the classroom environment.
- ❑ Survey results can point to strengths and opportunities for greater growth.
- ❑ Survey data are powerful **complements** to other measures:
 - observation
 - self-reflection/self-assessment
 - analysis of student artifacts
 - student growth/achievement data
 - analysis of teaching and learning and conditions data



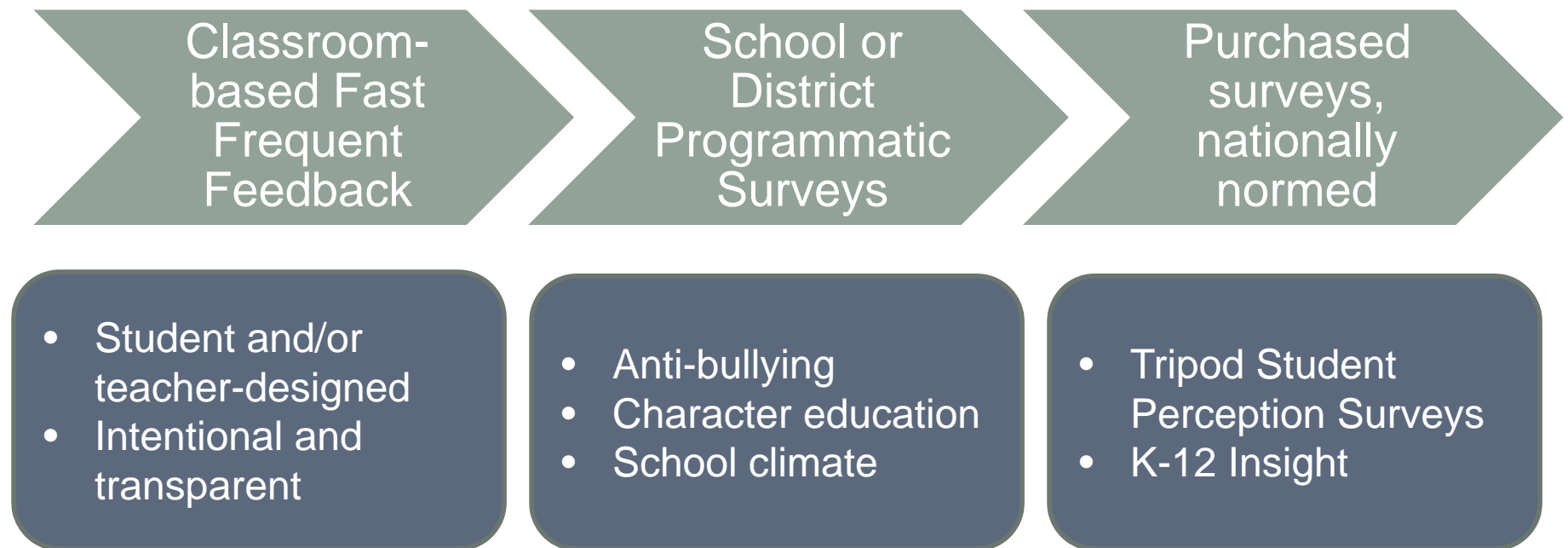


What does the research say about student feedback?

- Students have the most contact with teachers and are the direct consumers of a teacher's service (Goe, Bell, & Little, 2008).
- Multiple measures provide more information and a more robust definition of teacher effectiveness (MET Project, 2011).
- Student feedback can provide information that helps teachers improve their practice (Baker, 2011).
- Student feedback allows for a more robust definition of teacher effectiveness (Wilkerson et al. 2000)



What are some ways to gather student feedback?



Note: If a district negotiates an APPR plan that includes the use of student perception surveys for either principals or teachers, the district must select a survey from a list of State-approved survey instruments to be in used in evaluation. <http://usny.nysed.gov/rttt/teachers-leaders/approved-surveys/home.html>



When you analyze the data you get back...

- What do you notice about these results?
- What can you learn from the results?
- Does anything surprise you?
- What are you most proud of?
- Why do you think your students feel this way?
- How do these results compare to other sources of information about your practice /program?



But don't stop at the analysis

- **Determine priorities for action**
 - What is most important for you to keep doing?
 - What is most important for you to change/improve?
 - What resources do you need?
- **Have structured conversations with administrators, mentors, colleagues**
 - How do these results complement or offer a different assessment of effectiveness? Why may that be?
- **Talk to your students**
 - How did students interpret the questions?
 - What is the teacher/school's intention? In turn, how is it perceived by students?



Overview of Tripod Student Surveys



What is the Tripod Survey?

- Survey created and refined at Harvard University over 10 years ago by Dr. Ron Ferguson
- Tailored for grade levels K-2, 3-5 and 6-12 that:
 - Helps assess **teachers' content knowledge**, **pedagogy**, and **relationship-building skills**
 - Allows students to assess their classroom experience with each teacher across 7 dimensions – the 'Seven Cs'
- Surveys are administered through Cambridge Education



Tripod Surveys Measure the 7C's

The 7C's

What Teachers Do (What Students Experience)

1. **Caring** about students (Encouragement and emotional support)
 2. **Captivating** students (Learning seems interesting and relevant)
 3. **Conferring** with students (Students sense their ideas are respected)
 4. **Clarifying*** lessons (Success seems feasible)
 5. **Consolidating** knowledge (Ideas get connected and integrated)
 6. **Challenging*** students (Press for effort, perseverance, and rigor)
 7. **Controlling*** behavior (Culture of cooperation and peer support)
- Support**
- Press**

* Most predictive of teacher value-added to student learning



What can we learn from the Tripod surveys ?

- ❑ Help us understand classroom learning conditions
- ❑ Offer unique insights into teaching practices, student engagement, school climate, and youth culture
- ❑ Identify school and district trends and patterns from the lens of the student
- ❑ Can help teachers, schools, and districts set goals and organize opportunities for growth
- ❑ Identify professional development and supports needed to help teachers and students succeed



Items on the K-2 Student Survey

For each item, students select “Yes”, “Sometimes/Maybe”, “or “No”.

7C	Item
Care	1. I like the way my teacher treats me when I need help.
	2. My teacher is nice to me when I ask questions.
Challenge	1. In this class, we learn a lot almost every day.
	2. When something is hard for me, my teacher still makes me learn.
	3. My teacher makes sure I try to do my best.
	4. (Disagree with) In our class, it is okay to stop trying.
Control	1. My classmates behave the way my teacher wants them to.
	2. Our class stays busy and does not waste time.
Clarify	1. In this class, we learn to fix our mistakes.
	2. My teacher is very good in explaining things.
	3. When s/he is teaching us, my teacher asks us whether we understand.
Captivate	1. (Disagree with) In this class, learning is slow, and not much fun.(Do you agree?)
	2. I like the things we are learning in this class.
Confer	1. My teacher wants us to share our thoughts.
	2. My teacher wants me to explain my answers - why I think what I think.
Consolidate	1. My teacher takes time to help us remember what we learn.
	2. To help us remember, my teacher talks about things that we already learned.



Items on the 3-5 Student Survey

For each item, students select “Totally True”, “Mostly True”, “Somewhat”, “Mostly Untrue” or “Totally Untrue”.

7C	Item
Care	1. I like the way my teacher treats me when I need help.
	2. My teacher is nice to me when I ask questions.
	3. My teacher in this class makes me feel that he/she really cares about me.
Challenge	1. In this class, we learn a lot almost every day.
	2. My teacher pushed everybody to work hard.
	3. (Disagree with) In our class, it is okay to stop trying.
Control	1. My classmates behave the way my teacher wants them to.
	2. Everybody knows what they should be doing in this class.
	3. Our class stays busy and does not waste time.
Clarify	1. My teacher checks to make sure we understand what he/she is teaching us.
	2. When he/she is teaching us, my teacher asks us whether we understand.
	3. My teacher knows when the class understands, and when we do not.
Captivate	1. We have interesting homework.
	2. School work is interesting.
	3. I like the ways we learn things in this class.
Confer	1. My teacher wants us to share our thoughts
	2. In this class, we get to make enough choices.
	3. Students speak up and share their ideas about class work.
Consolidate	1. My teacher takes the time to summarize what we learn each day.
	2. My teacher takes time to help us remember what we learn.
	3. To help us remember, my teacher talks about things that we already learned.



Items on the 6-12 Student Survey

For each item, students select “Totally True”, “Mostly True”, “Somewhat”, “Mostly Untrue” or “Totally Untrue”.

7C	Item
Care	1. My teacher in this class makes me feel that he/she really cares about me.
	2. My teacher really tries to understand how students feel about things.
	3. My teacher seems to know if something is bothering me.
Challenge	1. In this class, my teacher accepts nothing less than our full effort.
	2. My teacher asks questions to be sure we are following along when s/he is teaching.
	3. My teacher wants me to explain my answers - why I think what I think.
Control	1. (Disagree with) student behavior in this class makes the teacher angry.
	2. My classmates behave the way my teacher wants them to.
	3. Our class stays busy and does not waste time.
Clarify	1. (Disagree with) When s/he is teaching us, my teacher thinks we understand even when we don't.
	2. If you don't understand something, my teacher explains it another way.
	3. My teacher knows when the class understands, and when we do not.
Captivate	1. I like the ways we learn in this class.
	2. (Disagree with) This class does not keep my attention - I get bored.
	3. My teacher makes lessons interesting.
Confer	1. Students get to decide how activities are done in this class.
	2. My teacher wants us to share our thoughts
	3. Students speak up and share their ideas about class work.
Consolidate	1. In this class, we learn a lot almost every day.
	2. My teacher takes the time to summarize what we learn each day.
	3. The comments that I get on my work in this class help me understand how to improve.



But are these surveys valid and reliable?

The *Tripod Project*[®] has been developed and refined over more than a decade to achieve a high level of reliability.

Tripod[™] surveys and analysis methods have helped millions of students communicate about their experiences in school.

Analysis of tens of thousands of surveys in multiple districts had shown that less than one percent of students answer the survey in a biased manner.



The Measures of Effective Teaching (MET) project findings on the Tripod student surveys

- Teachers' student survey results are predictive of student achievement gains
 - Students know an effective classroom when they experience one.
- Student surveys have been shown to produce more consistent results than classroom observations or student learning outcomes
- Student feedback and teacher observations combined were more closely correlated with teacher effectiveness than observations alone, or any number of other attributes of teachers (certification, Master's degree, etc.)



3,000 teacher volunteers
6 districts
2 school years



Where Tripod Student Perception Surveys are Being Used

Districts

- Syracuse
- NYC
- Memphis, TN
- Pittsburgh, PA
- Chicago
- Boston
- Newark
- Los Angeles
- Many districts in Colorado

States

- Georgia
- Connecticut
- Hawaii
- Kentucky
- North Carolina
- Utah



Teacher and School Report

Reporting: Five levels for elementary and secondary

Unfavorable 1

Unfavorable 2

Neutral 3

Favorable 4

Favorable 5

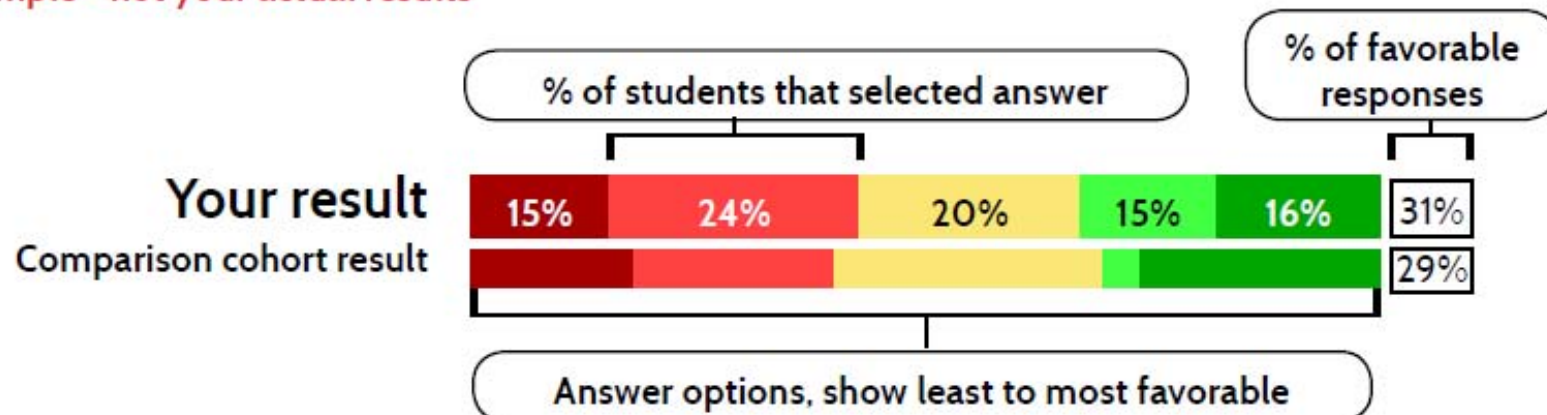
Reporting: Three levels for early elementary

Unfavorable 1

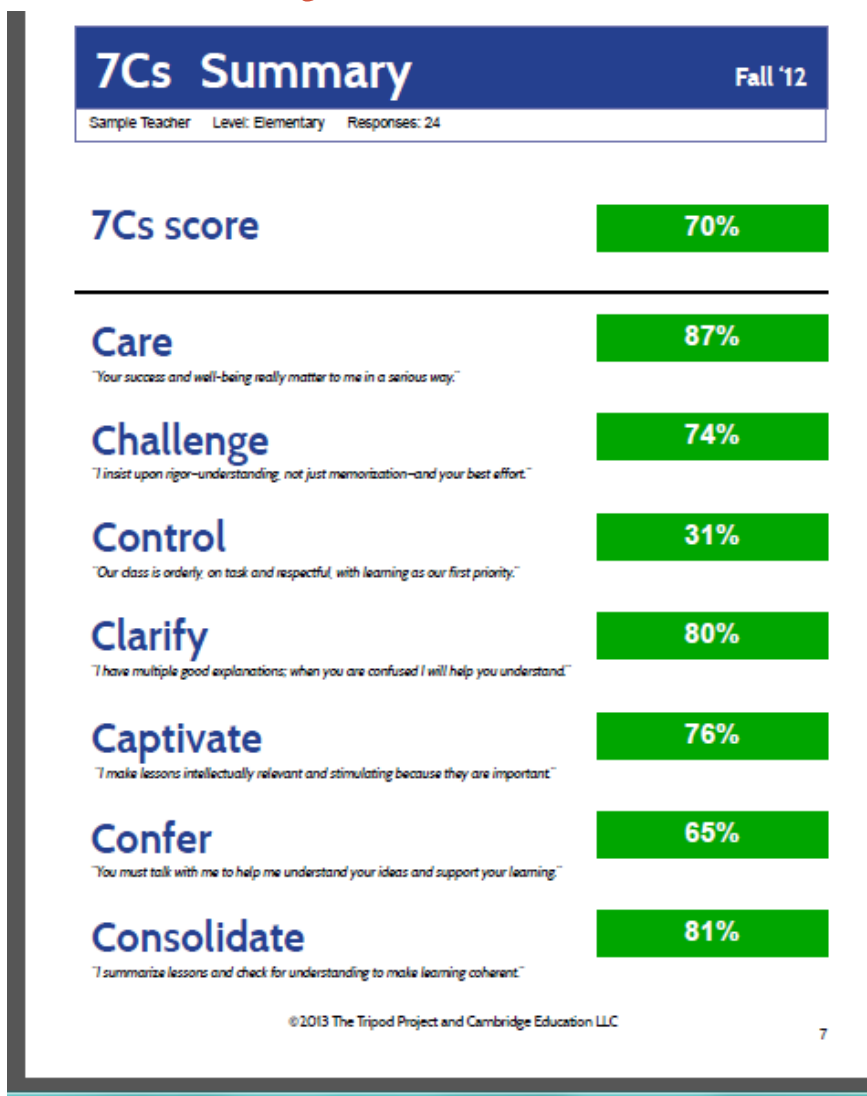
Neutral 2

Favorable 3

sample - not your actual results



Report Summary



Results for each survey item

7C Care

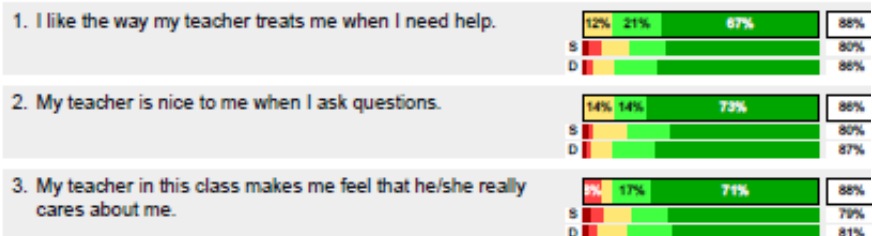
87%

"Your success and well-being really matter to me in a serious way."

Synonyms: love, nurture, protect, treasure, watch over, provide for, cultivate

Antonyms: ignore, neglect, set aside, forget, avoid, overlook

People often say that children live by the dictum, "I don't care what you know until I know that you care." Children and youth want to feel psychologically safe in our classrooms. When asked what they most want to know on the first day of school, many say, "What I really want to know is whether my teacher is going to be nice or mean." Of course, nice is not always the most effective strategy for getting students to do what we want, but neither is mean. Caring is being dedicated to your students' success as students while also being concerned about their well-being as human beings.



7C Challenge

74%

"I insist upon rigor—understanding, not just memorization—and your best effort."

Synonyms: press, demand, insist, require, be firm, impose high standards

Antonyms: placate, appease, coddle, shelter from stress, pamper, indulge, spoil

Challenge entails stress. Too little stress leaves a system (or a student) at rest and too much destroys it. We are challenging our students when we press them to work harder or longer or to think more deeply than they desire or think they can. Challenging students to work hard and think rigorously will succeed best if we can find the right balance between imposing our will as teachers, versus allowing our students to set and pursue their own goals in our classrooms. Challenge is important, because without it our students will find it difficult to keep going when their natural impulse is to relax. Even though they may resent or resist it at the time, they will later respect and value the people who pushed them to stay focused and keep trying when they wanted to relax, slow down or give up.



Myths and Facts about Tripod Student Surveys

- **Myth**: Students shouldn't be evaluators; Teachers should only be evaluated by professional evaluators
 - **Fact**: Student surveys have been shown to produce more consistent results than classroom observations (MET Project).
- **Myth**: Students use the surveys to “get” their teachers
 - **Fact**: Less than 1% of students found to have responded in a biased manner.
- **Myth**: K-2 and 3-5 surveys are too confusing and too long
 - **Fact**: Refined over 10 years and hundreds of classrooms, the surveys take most students 20-30 minutes and the items are understood by the vast majority of students in that age group.
- **Myth**: Some students took the survey multiple times for multiple teachers
 - **Fact**: Schools make their own decisions about which classes to survey for which teachers. It is recommended that students do not complete the survey for more than 2-3 teachers during an administration cycle.
- **Myth**: Teachers don't know what's on the survey or have limited training on administering the survey
 - **Fact**: All Tripod survey items used in the MET Project are available online:
<http://www.metproject.org/resources.php>



Best practices in implementing student surveys

Create buy-in: Make sure teachers, students, and administrators alike understand the research, and how results can be used to improve practice.

Try it out: Start with teacher and student created fast frequent feedback cycles to increase the value of student feedback. Or, pilot Tripod with a selected group of teachers and hold PLCs.

Work through logistics/challenges: administration windows, timing, etc.

Analysis: Develop teacher capacity to analyze their individual results with particular focus on strengths and areas for improvement.

Share the learning: Be transparent about the changes taking place as part of reflection and development.



The role of student surveys in APPR



If you decide to use student surveys in your APPR plan

- **Recommended: Initially use the survey administration, data analysis and individual action planning as evidence of New York State teaching standard around professional growth.**
 - Assign points according to the rubric for that standard.
- **Over time, the district may be ready to use the student results themselves, which have been validated in national research to be highly predictive of student learning and to supplement insight from classroom observation.**
 - Growth in percent of students with favorable results on key areas from one round of administration to the next
 - Teacher's student survey results compared to the national norms
 - Teacher's student survey results compared to other teachers in the district



Additional Resources

- For information on how surveys may be used in teacher and principal evaluation and other aspects of APPR, you may wish to review [Guidance on New York State's Annual Professional Performance Review Law and Regulations](#).
- List of approved surveys for use in NYS APPR: <http://usny.nysed.gov/rttt/teachers-leaders/approved-surveys/home.html>
- The Commissioner's Decision on NYCDOE's APPR plan - <http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city-appr-plan.pdf> (Appendix E , p.75)
- Survey items used in the MET study are available free of charge here: <http://www.metproject.org/resources.php>

