

TEACHER GUIDE TO USING STUDENT PERCEPTION SURVEY RESULTS

Student feedback is a powerful tool for reflection and professional learning. The Student Perception Survey gives you a unique way to understand your students' experiences in your classroom. Combined with your daily observations of your students and their work, these results provide actionable feedback on your instructional practice that can help you build upon your strengths and identify areas for growth.

This guide includes tools and strategies that you can use to understand your results and create action plans based on them, including:

- ❖ Guiding questions and strategies for reflecting on your SPS results
- ❖ A self-assessment that you can use to compare your perceptions of your classroom with those of your students
- ❖ A guide to your SPS reports
- ❖ A reflection tool to help you unpack your SPS results

REFLECTING ON YOUR SPS RESULTS

- ❖ Set aside sufficient time to review and reflect on your SPS results. Your results encompass 28 questions grouped into three categories. Your report includes breakdowns of your students' responses to each question and category, as well as breakdowns by student demographics and comparisons to teachers in your school and in the district. There's a wealth of information for you, so make sure you give yourself time to review and understand it.
- ❖ When reviewing your results, think about the following questions. The *Unpacking Your Student Perception Survey Results* tool can guide you through this process.
 - What are your initial thoughts about your results? Does anything surprise you? What are you most proud of?
 - What do students seem to be saying? What trends do you notice?
 - How do your students' responses confirm or change the instructional choices you're planning to make?
 - How can you incorporate this information in developing your teaching practice? How do these results inform your progress toward your Professional Growth Plan?
 - How do your results compare to your own perceptions of your classroom? (The *SPS Teacher Self-Assessment* can be informative here.)
 - What support do you need to grow based on these results?
- ❖ Collaborate with a trusted colleague or with your team to help you think about your results and how to use them in your practice. Discussing similarities and differences in your results with colleagues is a powerful way to identify common strengths as well as strategies for improvement.
- ❖ Consider sharing and discussing your results with your students. Your students are the best people to clarify results that are confusing or to elaborate on your strengths. Your students can also help you create effective strategies to address areas for growth. By sharing your SPS results with your students, you demonstrate that you take their feedback seriously and that you value their input and their role in the learning process.

STUDENT PERCEPTION SURVEY TEACHER SELF-ASSESSMENT

The Self-Assessment questions are aligned to the SPS questions that your students answer. Answering these questions allows you to compare your perceptions of your practice directly to theirs.

HOW TO USE THE SELF-ASSESSMENT

- ❖ If possible, do this self-assessment prior to reviewing your SPS results. If you see your results first, it’s still helpful to do the self-assessment!
- ❖ Answer the questions honestly and don’t overthink them. Your initial answer is the best one.
- ❖ After completing the Self-Assessment and reviewing your students’ responses, think about the following questions:
 - How similar or how different were your responses from your students? What surprised you?
 - On questions where there were differences between you and your students, what do you think might account for those differences? How might you gather more feedback from your students to give you more insight into these differences and identify ways to address them?

In your SPS report, the survey questions are grouped into the following categories:

Facilitates Learning The teacher supports students’ understanding of academic content, and encourages students to think critically and explain their ideas.		High Expectations of Students The teacher communicates high expectations for student behavior and student effort.	Supports Students The teacher supports students emotionally, and creates an engaging classroom learning environment.
Q2	Q14	Q3	Q1
Q4	Q16	Q5	Q7
Q6	Q21	Q10	Q13
Q8	Q23	Q17	Q18
Q9	Q25	Q19	Q26
Q11	Q29	Q20	Q28
Q12		Q24	Q30
		Q27	

SPS SELF-ASSESSMENT

		<i>Never</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>Always</i>
Q1	I listen to my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2	I help my students understand their mistakes so that they can do better next time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3	I make sure that the rules in my class are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4	I make learning interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q5	My students have to work hard in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6	I explain to my students what we are learning and why.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q7	I ignore my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q8	I want my students to think about things they learn, not just memorize them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9	I encourage my students to share their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10	I make sure my students treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11	I help my students learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12	I use examples in class that my students understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q13	My students like the way I treat them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q14	I teach my students to correct their mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q16	I check to make sure all of my students understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q17	My students have to think hard about the work they do in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18	I believe in my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19	I make sure that my students do what they're supposed to be doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20	I only accept my students' best efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21	I'm good at explaining things to my students that are hard to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q23	I explain things to my students in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q24	I make sure that students in my class behave well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q25	I ask my students to explain their answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q26	I'm nice to my students when they need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27	I make sure my students do their best in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q28	The rules in my class are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q29	I know when my class does not understand something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q30	I care about my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Q15 and Q22 are not used in SPS scoring and results are not reported in the LEAP application.

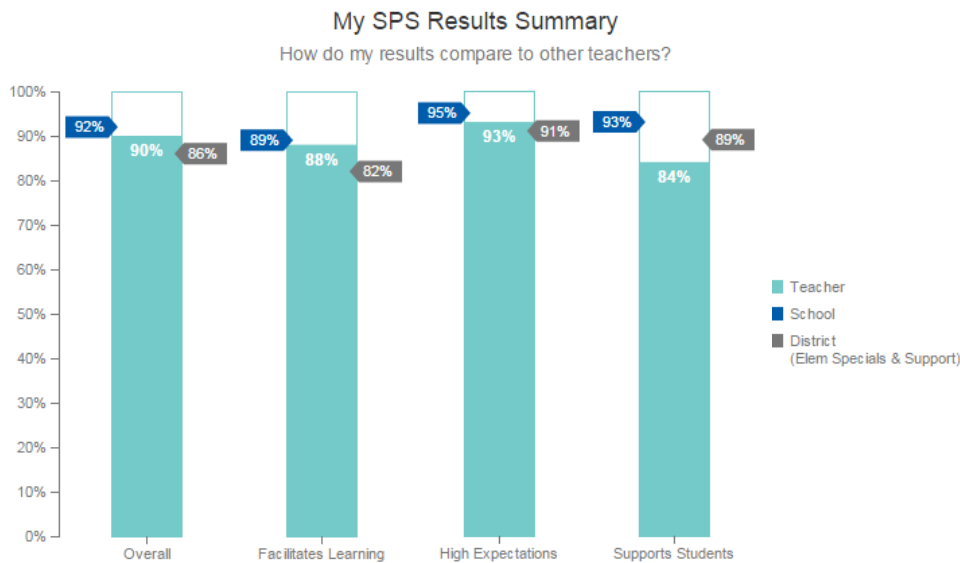
GUIDE TO YOUR STUDENT PERCEPTION SURVEY REPORT

Your SPS results are included in your results on the LEAP Application on the Teacher Portal. Click on the Student Perception tab to view your results.

The Overall view provides a summary of your results in each category and overall. You can also see how your results compare to other teachers in your school and in the district.

Overall
Facilitates Learning
High Expectations of Students
Supports Students

Overall



This teacher received a 90% positive rate overall. Other teachers in the school averaged 92% positive. Other similar teachers in the district averaged 86% positive.

The Category view shows your results in each category. You can see the percentages of students who responded at each level. You can also view responses for each question in the category by clicking a question on the bar on the left side of the screen.

Overall
Facilitates Learning
High Expectations of Students
Supports Students

Facilitates Learning

87% Summary

- 93% Q.8
- 93% Q.11
- 91% Q.4
- 90% Q.2
- 88% Q.6
- 88% Q.16
- 88% Q.21
- 86% Q.9
- 86% Q.14
- 86% Q.23
- 86% Q.25
- 81% Q.12
- 74% Q.29

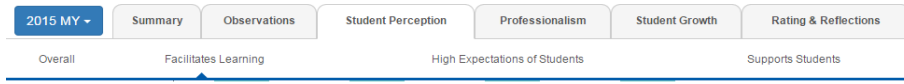
Facilitates Learning Summary

How do my student responses for the Facilitates Learning category compare to their responses on the overall survey?

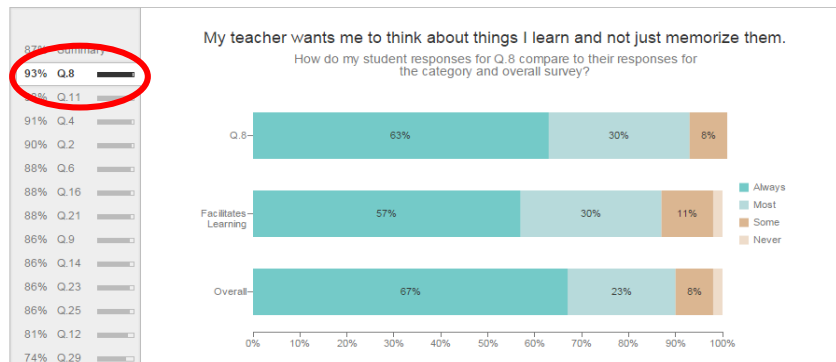
Category	Always	Most	Some	Never
Facilitates Learning	57%	30%	11%	0%
Overall	67%	23%	8%	0%

There were fewer *Always* responses, and more *Most of the Time* and *Some of the Time* responses, in this category compared to the teacher's responses overall. This suggests that students were less favorable about this category than about other categories. Looking at question-level responses can provide even more information.

The Question view shows your results for a specific survey question. You can also see how the responses to this question compare to responses for the category and for the survey overall.

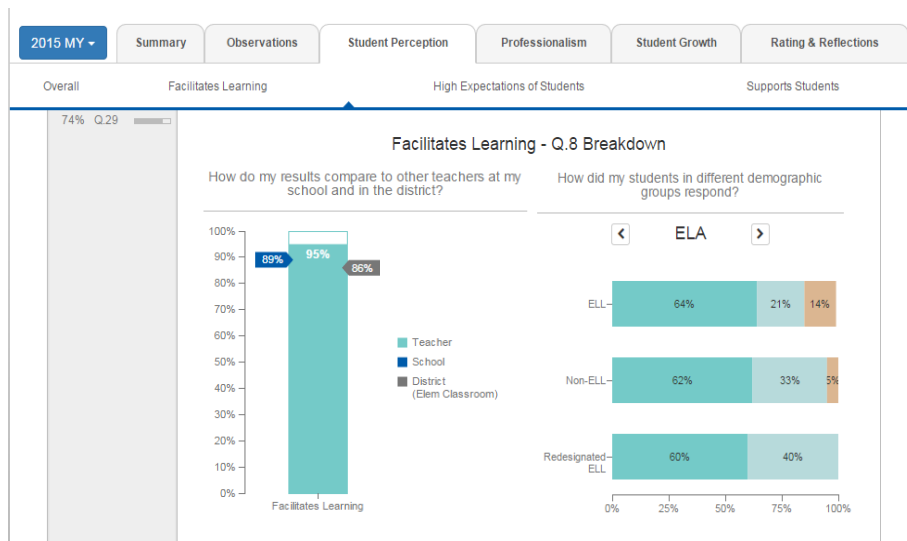


Facilitates Learning



Students responded more positively to this question than to the category as a whole. Viewing responses for other questions can provide more insight about which questions garnered less favorable responses, as well as more favorable ones.

In the Question view, you can also see breakdowns of responses by different student demographics – ELL status, special education participation, grade (for secondary teachers), gender, and ethnicity. This helps you understand whether different types of students perceive your classroom differently. (These breakdowns will be available soon for the category views.)



Students responded similarly to this question regardless of ELL status. Click the arrows to select different demographic breakdowns. The column chart on the right displays the responses from all students to the question regardless of which demographic breakdown is selected.

The graphic on the left shows the school and district comparisons for the SPS Question or Category selected.

UNPACKING YOUR STUDENT PERCEPTION SURVEY RESULTS

This tool gives you a framework for reviewing and reflecting on your SPS results. It guides you through a series of steps:

- ❖ *Analyze:* What are my results?
- ❖ *Interpret:* What do my results mean?
- ❖ *Connect:* How do my results compare to other information about my instructional practice?
- ❖ *Reflect:* How might these results have come about in terms of my strategies and practice?
- ❖ *Plan:* What are the next steps for developing my practice?

HOW TO USE THIS TOOL

Start with some of the “big picture” reflection questions outlined in the Reflecting on Your SPS Results section of this guide:

- ❖ What are your initial thoughts about your results? Does anything surprise you? What are you most proud of?
- ❖ What do students seem to be saying? What trends do you notice?
- ❖ How do your results compare to your own perceptions of your classroom? (The SPS Teacher Self-Assessment can be informative here.)

After completing your reflection, create an action plan to identify next steps for your professional growth that includes the following:

- ❖ What are your next steps?
- ❖ Who will you need support from?
- ❖ How and when will you monitor and assess progress?

OTHER RESOURCES

- ❖ The DPS Data Culture Inquiry Cycle provides a framework for using a variety of data to improve the effectiveness of instructional practice. You can find an overview of the Inquiry Cycle and resources for implementing it here:

<http://standardstoolkit.dpsk12.org/data-culture/>

- ❖ You can find resources for Professional Learning aligned to SPS categories and Framework for Effective Teaching indicators at:

<http://leap.dpsk12.org/Grow-Our-Educators/Teacher-Support>

SPS Reflections: Areas of Strength

Step	Example	Your Responses
<p>Analyze</p> <ul style="list-style-type: none"> Which category had the highest percent positive score? Is your score in this category higher or lower than the school and district average? Which questions in this category had the highest percent positive scores? Did all groups of students respond in the same way? 	<p><i>Supports Students – 88% positive</i></p> <ul style="list-style-type: none"> <i>My teacher cares about me (90% positive).</i> <i>My teacher listens to me (89% positive).</i> <p><i>My Hispanic students responded somewhat less favorably (80% positive vs. 88%).</i></p>	
<p>Interpret</p> <ul style="list-style-type: none"> What do these responses mean to you? Why do you think your students responded favorably to these questions? Was this the same category you rated yourself highest on in your SPS self-assessment? 	<ul style="list-style-type: none"> <i>My students know that I'm interested in them and their perspectives.</i> <i>My Hispanic students may not feel as confident about my interest in them as my other students.</i> <i>I rated myself highest in High Expectations.</i> 	
<p>Connect</p> <p>How do the results compare to other data, such as feedback from observations?</p>	<p><i>These results align with feedback from my AP based on observations that my practice in LE.2 is consistently Effective, specifically in demonstrating caring to students as individuals.</i></p>	
<p>Reflect</p> <p>Which instructional practices may have contributed to these favorable responses?</p>	<ul style="list-style-type: none"> <i>Weekly journal writing</i> <i>Beginning of year student interest surveys</i> <i>Greeting students at the door daily</i> 	
<p>Plan</p> <p>How can I build upon this strength in future work to improve my teaching practice and student learning?</p>	<ul style="list-style-type: none"> <i>Take the strategies I've used to build relationships with students and ask students to do those things with each other, such as interviewing each other or partnering up based on interests.</i> <i>Direct more questions to my Hispanic students to make sure that I engage with them as much as other students.</i> 	

SPS Reflections: Areas for Growth		
Step	Example	Your Responses
<p>Analyze</p> <ul style="list-style-type: none"> Which category had the lowest percent positive score? Is your score in this category higher or lower than the school and district average? Which questions in this category had the lowest percent positive scores? Did all groups of students respond in the same way? 	<p><i>High Expectations – 47% positive</i></p> <ul style="list-style-type: none"> <i>My teacher only accepts my best effort (40% positive).</i> <i>In my teacher’s class, I have to work hard (45% positive).</i> <p><i>My female students responded somewhat less favorably (40% positive vs. 47%).</i></p>	
<p>Interpret</p> <ul style="list-style-type: none"> What do these responses mean to you? Why do you think your students responded less favorably to these questions? Was this the same category you rated yourself lowest on in your SPS self-assessment? 	<ul style="list-style-type: none"> <i>My students don’t think that I challenge them enough.</i> <i>I may be assuming that the girls in my class don’t need to be motivated because they tend to perform well.</i> <i>I rated myself highest in this category.</i> 	
<p>Connect</p> <p>How do the results compare to other data, such as feedback from observations?</p>	<p><i>My AP has shared that my ability to explain things clearly is a strength (1.3), but that my learning activities don’t always offer enough cognitive challenge (1.2). This aligns to this feedback from my students.</i></p>	
<p>Reflect</p> <p>Which instructional practices can I adjust to improve this area?</p>	<ul style="list-style-type: none"> <i>I may explain too much and don’t let students engage enough in a productive struggle.</i> <i>Inquiry-based lessons and Socratic seminars might allow students to wrestle more with questions and concepts.</i> <i>I can focus on making sure that I push the girls in my class to go beyond their usual work.</i> 	
<p>Plan</p> <p>What are my next steps for developing this area of my practice?</p>	<ul style="list-style-type: none"> <i>I will talk with my AP about setting up a learning community to develop skills in inquiry-based lessons and Socratic seminars.</i> <i>I will talk with colleagues about strategies to keep my female students motivated and engaged.</i> 	



NOTES