

Guidelines for the Use of Student Surveys

Student surveys represent an additional source of information regarding teacher performance. The purposes of a student survey are to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation) and to help the teacher make instantaneous changes to improve current students' experience. In most pre-kindergarten through grade 12 teacher evaluation systems, the sole purpose of the surveys is to provide feedback directly to the teacher for professional growth and development.

Student surveys are unique in that, although they will be required for non-tenured teachers and teachers in their year of license renewal, teachers will retain exclusive access to the results of the surveys regarding their performance unless sharing the results is required while a teacher is on an improvement plan. Non-tenured teachers should administer annual student surveys each year in their first three years of employment in the Division. The surveys will be administered during the second nine weeks each year. Tenured teachers will administer surveys during the second nine weeks of their recertification year.

Teachers at the middle and high school levels should administer surveys to at least two classes, even if the courses are block scheduled, of students that are representative of their teaching assignment(s) during a specified year. School Counselors should use the survey with approximately 10% of their case load. Library Media Specialists should randomly select 25-30 students to survey. At the teacher's discretion, additional questions may be added to the survey. Educators will retain primary access to the student surveys; however, they will provide a summary of the surveys to the evaluator. The summary will consist of reflective notes written by the educator addressing the questions below. Educators may also repeat the survey process in the spring. (Note: The student survey summary can be included in the teacher's portfolio/document log.)

There are three different versions of the student survey (Grades 1-2, 3-5, and grades 6-12) that are designed to reflect developmental differences in students' ability to provide useful feedback to their teacher. Customized surveys are also provided for use by School Counselors and Library Media Specialists. All surveys should be completed anonymously to promote honest feedback. There are two delivery methods for the upper elementary and secondary surveys. Educators can provide paper copies to be completed in class and summarize the results manually or they can elect to conduct their survey electronically (via K12Insight) with aggregated reporting that will enable faster summarization. **Regardless of the method of delivery, it is suggested that all surveys be proctored by someone other than the educator being evaluated.**

Elementary Summary Analysis

1. Sort the surveys into two piles based on the answers to the first two questions. One pile will represent students who were actively engaged in your class and put forward effort commensurate with their other classes. The second pile consists of

students who indicated that they paid less attention and/or put less effort into the course.

2. Analyze survey responses in each pile separately and answer the following questions:
 - a. What did students perceive as your major strengths?
 - b. What did students perceive as your major weaknesses?
 - c. Are the strengths and weaknesses identified by the two groups different?
If so, why are they different?
3. How can you use this information for continuous professional growth/TPA goal(s)?

Secondary Summary Analysis

1. Sort the surveys into two piles based on the answers to the first two questions. One pile will represent students who were actively engaged in your class and put forward effort commensurate with their other classes. The second pile consists of students who indicated that they paid less attention and/or put less effort into the course.
2. For secondary surveys, evaluate student responses to the course evaluation section first by answering the following questions:
 - a. Did students find the course to be valuable in terms of connecting to the real world, adding to their education, and providing them opportunities for personal development?
 - b. Are responses different for students who were disengaged from the course? If so, how are their responses different and did those differences contribute to them being less engaged?
3. Analyze survey responses in each pile separately and answer the following questions:
 - a. What did students perceive as your major strengths?
 - b. What did students perceive as your major weaknesses?
 - c. Are the strengths and weaknesses identified by the two groups different?
If so, why are they different?
4. How can you use this information for continuous professional growth/TPA goal(s)?

Elementary Summary Analysis (example)

Educator Name: _____

Date of Survey Administration: _____

Number of Surveys Administered: _____

(3-5 only) Number of students in the actively engaged group: _____

not engaged group: _____

- a. What did students perceive as your major strengths?

- b. What did students perceive as your major weaknesses?

- c. Are the strengths and weaknesses identified by the two groups different?
If so, why are they different?

How can you use this information for continuous professional growth/TPA goal(s)?

Secondary Summary Analysis (example)

Educator Name: _____

Date of Survey Administration: _____

Number of Surveys Administered: _____

Course(s)/Period(s) Surveyed: _____

Number of students in the actively engaged group: _____

not engaged group: _____

- a. What did students perceive as your major strengths?

- b. What did students perceive as your major weaknesses?

- c. Are the strengths and weaknesses identified by the two groups different?
If so, why are they different?

How can you use this information for continuous professional growth/TPA goal(s)?