Purpose
Giving and receiving feedback is a skill that students will need throughout their lives. Participating in the student perception survey process provides a unique opportunity to model for students, the receiving of feedback in positive, constructive ways that lead to growth and learning. It is also shown to lead to stronger relationships with students and increased student motivation. This tool provides ideas on how you might process the feedback received from the surveys with your students.

How to use
To effectively utilize the ideas suggested, read through the entire document to understand the critical aspects of effectively processing your feedback with students. Ideas are organized for age appropriate discussions and are merely suggestions. Please feel free to customize the prompts according to the questions asked on the survey.

Considerations
The process of opening up to honest feedback from students can be an affirming process as well as a challenging one. If the feedback you receive leaves you emotionally fragile, take time to process those feelings before having conversations with your students about the results of the survey. If you want to continue to involve your students in the process, which is strongly encouraged, below are some ideas. Please note that the external resources listed below require a free account with Learn Next.

Suggested Activities
Begin by thanking your students for giving you their honest feedback. Pick a couple of areas where they affirmed what you already knew about your practice and your classroom to begin a discussion. The questions that you may ask your students will relate to questions on the survey. You could ask your students to provide you with specifics about what you do that makes them feel positive about aspects of your practice. This is beneficial in that it provides you with precise things that you want to be sure to continue doing.

If the survey results show areas of improvement, try to see this as an opportunity. Your students alerted you to an area of your practice that can be improved. Involve them in the solution. This will ensure that any changes address the perceptions that your students have. Ensure that you set the tone for respect and emotional safety. A suggestion is to pick one or two questions from the survey to dig deeper. This might look different based on the age/grade of your students.

Elementary
At the elementary level, you could do a looks-likes/sounds-like chart. If using the statement, “I feel respected by my teacher,” what does this look/sound like? There are other survey items that address behaviors of the students. Doing the look-like/sounds-like chart can help you address these concerns with ideas that come from the students and with their buy-in.

Secondary
At the secondary level, use the survey to reinforce interpreting data skills. Ask students to identify areas of celebration and opportunities. You can increase learner agency by helping your students have more of a say regarding their learning environment. Hopefully, the interactions that you have while receiving specific feedback from your students reinforce a positive feedback loop in your classroom.

Center for Strengthening the Teaching Profession
www.cstp-wa.org
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Questions to help dig deeper
Any age group can participate in classroom discussions. Below are several prompts to help you launch into deeper discussions with your students.

- In this particular area, your feedback told me that I could do some things to improve. Can you tell me some specific that I could modify to make a positive change in this area?
- In thinking about this particular area, what would you like me to do more of? Less of?
- Are there questions that were not on the survey that you wished you had been asked?
- Are there any things that you feel are out of our control to fix? Could they be changed at the school/district level? Could they be changed at the state level? Could they be changed at the national level? What specific things would you recommend? Would you be willing to write a letter to these stakeholders to affect change?