**STUDENT PERCEPTION PROJECT**

Project Overview

**What is the intent of the Student Perception Project?** The intent of the Student Perception Project is to explore student perception data, surveys and tools that collect and analyze these data and grow our overall understanding of how student perceptions can be used to inform the growth and development of teachers and principals.

**Why have a Student Perception Project in our state?** There’s a few answers to this question.

1. Washington State wants to ensure the intent of the teacher and principal evaluation law is met, particularly in two areas – multiple measures and student input. The law states that student growth data “*must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools”* (RCW 28A.405.100(2)(f) and that “student input may also be included in the evaluation process” (RCW 28A.405.100(2)(g)).
2. Student perception work is a burgeoning area of research in education. There are pockets of states and districts around the country utilizing these data in ways that positively inform teaching practice and practitioners’ knowledge of students and their learning. Washington is uniquely positioned with an opportunity to explore, examine and learn from this work and create meaningful and relevant connections to practice.
3. Surveying students in schools and classrooms isn’t a new thing. Students participate in school climate surveys and teachers create and utilize surveys to better understand student learning. The new or newer things in the area of student perception is creating a more robust, valid, reliable and systematic way of collecting student perception data AND deeply understanding and making sense of these data (meaningfulness and relevancy) for practice AND then accessing resources and tools to change and improve teaching and learning – the total package!

**How is the project funded?** With support from the Bill and Melinda Gates Foundation and in conjunction with the Office of Superintendent of Public Instruction, the Center for Strengthening the Teaching Profession (CSTP) is embarking on a two-year pilot project with selected districts to learn about and develop tools, resources, and recommendations for gathering, understanding, and appropriately using student perception data.

**Aside from OSPI, are other educational stakeholders/organizations aware of this project?** Yes, the members of the TPEP Steering Committee have discussed and are supportive of the Student Perception Project. The [members of the TPEP Steering Committee](http://tpep-wa.org/about-tpep/partners-participants/) represent teachers, principals, central office administrators, school board members and parents. The TPEP Steering Committee recognizes that certain advantages can accrue to a teacher, principal, school, and/or district that collects student perception data. These include more consistent feedback than classroom observations or building walkthroughs provide, and, as a result, more targeted and effective adult learning developed on the basis of this feedback. These tools often offer information on qualities that other assessments don’t measure, but that are important contributors to student learning. As such, they can be important complements to these other measures, and honor the complexity of the work of teaching and leading.

**What has been done so far?** There have been several phases of the work thus far.

**Exploration/ Research:** Through a nomination process, CSTP selected 7 districts to participate in an initial pilot to further explore various student perception surveys. Over the course of the 2015-16 and

2016-17 school years, participating districts engaged in project committees, made of a mix of team members from all the participating districts, to assist in the brainstorming, creation and development of resources and tools on student perception. In this research phase, the group learned about student perception – what’s the research, what’s happening in other parts of the nation and connections to experts in the field. They then had opportunities to examine and pilot student perception surveys in their context.

Seven districts participated in the project:

* Arlington
* Bellingham
* Camas
* Davenport
* Fife
* Steilacoom
* Tumwater

**Survey Design:** In the Fall of 2017, 3 groups convened, organized by Instructional Framework, to begin designing surveys specific to each framework. With support from CSTP and research consultants, the end product was a list of statements reflective of the observable instructional aspects of each framework. These statements were further refined and piloted with small groups of students to provide feedback. Using the feedback from this group, the surveys were edited, resulting in the current pilot surveys.

**Survey Pilot and Next Steps:** The next critical step is to pilot each surveys with a minimum of 300 students from across the state and gather feedback. This phase is open to any teacher who volunteers and should take approximately 3 weeks. The feedback will used to help analyze each survey, resulting in a final product that will be make available to teachers in Washington through eVal.

***If you have any question about the project, please contact Holli Hanson at holli@cstp-wa.org***