

Learning from Student Perception Surveys in a Collaborative Group

Purpose

This tool is meant to be a guide to facilitate a collaborative group through the process of analyzing student perception survey results and moving to action. Ideally, teachers would meet several times (at least four meetings) throughout this process to support one another's growth. Use this tool to guide a group from reflection to action through a sequenced process of guiding questions and action items to support growth.

Launch (Pre-administration)

Your group decides they would like to administer student perception surveys. In making this decision, your group needs to have a clear understanding of the purpose of surveys and why they are doing this as a group. You will also need to identify areas of growth and wonderings before collecting the data.

Guiding questions for individual reflection and discussion:

1) Growth Goal Setting

- Think of one student you consider a “success” for engagement and growth throughout the course of a year. What did you do and what did the student do to create that change? What about a student you felt you weren't able to reach?
- What is one strength you have as a teacher? One area you would like to grow? One area you would like to learn more?

2) Building the Survey

- Identify which questions you absolutely want to include and why.
- Identify additional questions you are curious about and why.

Action: Choose student perception survey questions and create a plan for administering surveys.

Reflection (Post-administration meeting #1)

After everyone in the group has administered surveys, devote a meeting to sharing and reflecting on both the process of giving surveys and initial reactions to the results. This discussion might include:

1) Initial Reactions

- What were your students' reactions to taking the survey?
- What were your initial reactions to the results?
- Were your pre-reflection ideas confirmed or challenged?
- Identify two strengths, weaknesses, and surprises from your survey results.

2) Emotions

- How can we support one another in this work?
- Use the teacher emotion chart to help each other identify how the honest feedback, including successes and challenges, feel.



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What is eVAL?

[eVAL](#), is a web-based tool designed to help manage the TPEP evaluation process and documentation.

What steps need to happen to use eVAL for Student Perception Surveys?

[These are the steps](#) that are required before a district can use eVAL for Perception Surveys

Getting help with eVAL?

If you need access to eVal, please contact your District Data Security Manager.

[eVAL Help](#)

If you're able to log in and you need assistance within the eVAL application, please contact ESD 113 at 360-464-6708 or email: eVal@esd113.org.

3) Growth Goal Setting

- Identify a question, barrier, or problem you'd like help with from your colleagues
- What is one area that you would like to work on growing in your classroom? Set a goal and brainstorm with your colleagues on best practices to make changes
- What is your one area of focused growth? What are the action steps you will use to address this goal? How will you include your students in this goal?
- How will you measure growth? What will growth in this area look like in your classroom and teaching practice?

Action: Each group member chooses one area of growth to focus on and brainstorms with colleagues next steps to impact classroom practice.

Actions (Post-administration meeting #2 and 3)

Between meetings, each group member implements a change/action connected to the chosen focus area of growth. At this meeting, the group shares results of the actions and engages in reflective dialogue around impact on practice, offering insights and feedback. Using a protocol or process, discussion questions might include:

- Share the action you took: What did you do? What worked well? What didn't work?
- What was the impact of your action/change? Is there evidence of growth or a change?
- How did your students respond?
- How did your teaching practice change or grow as a result?
- What would you do differently next time?
- What is your next action?

Reflection & Goal Revision (Post-administration meeting #4)

Each group member reflects on progress towards goals and growth. In addition to reflection, the group revises goals and next action steps. Reflection questions might include:

1) Revised Goal Setting

- Now that you have completed this process, what goal do you have moving forward?
- What would you do differently the next time you engage in this process?
- What would you hope for your colleagues moving forward?



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2) PLC Share Out

- What can you share with your PLC or other teams about your work?
- How did you reflect and identify your areas for growth in the survey?
- What are your next steps? How is this survey shaping your teaching practice?
- What advice do you have for teachers who want to try this?
- Why are these surveys beneficial? What would you do differently next time?

Action: Each group member provides a final reflection, celebrates their work, and sets goals for moving forward.



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