

Student Perception Self-Reflection

You have successfully administered the Student Perception Survey to your students. Now what?

First, celebrate that you have already taken a huge step to indicate to your students that you care about them and what they think!

You will receive a link to your individualized results in eVAL. Only you are able to access the information, unless you choose to share the link. You may view your results in summary graphs, anonymously by each individual respondent, or as data trend (which will help you to see trends across class periods). We encourage you to look at the data in a variety of ways to help you process the information. Even more important than seeing the results of this survey is what you do with what you're seeing.

Self-Reflection

As you are reviewing the results, remember that this is an opportunity for you to reflect on what the students are telling you and use that information for your own professional growth. Take your time to reflect and consider the following questions to help guide you in your reflection:

- What do you notice?
- What are your initial thoughts? Is anything surprising? Confirming?
- What questions does this raise for you about your practice?
- What connections can you make between these results and your instructional framework?
- What are possible next steps for your learning and growth? What are some ways your instructional framework rubrics might be helpful?
- If in a PLC, how might your group help you in processing next steps?

Discussing with Your Students

Some teachers find that the most helpful and meaningful part of the survey process is discussing the results with their students, both the perplexing and/or disappointing results, and those that indicate a great deal of student satisfaction. These discussions can provide context and deeper understanding of what students are experiencing and some reasons for it; they can also provide opportunities to collaborate on next steps.

Here are two question stems that might help you get started:

- The results seem to indicate that many of you feel like _____ is going pretty well in our classroom. What are some things I do to support that? What are some things you are doing to support it? What might it look like if it were to be even better?
- It appears that in this classroom, a number of students don't feel _____. Help me understand better some ideas about why this is the case, and some things I might be able to do, and perhaps things you might be able to do, that would improve things. (If students seem reluctant to share with the whole class, you might break them into groups to discuss and then share out with the class.)



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Sharing with Your Evaluator

As a reminder, your evaluator cannot see the results of the survey unless you decide to share them. It's important to know that these results are better protected from a public records request (unlikely, but worth noting) if they are discussed with your evaluator. This doesn't mean actual numerical results must be shared, but you may want to have a conversation about the fact that you administered the survey, some things you learned, and how those might influence your practice, your goal-setting for the year, your wish for professional learning, etc.

Sharing with Your PLC

There are many different protocols that can be used to reflect on this data in a PLC or other collaborative groups. You will need to decide if you would like support in examining the data and surfacing trends or if your group might help you to consider next steps. Below is a short process for collaborative reflection on the data.

Collaborative Reflection Process

Step 1: Share data with group and give everyone a few minutes to examine

Step 2: Group discussion. Presenter listens but does not respond:

- 1) What are some things you notice about the data? (literal with no judgment)
- 2) What questions/ wonderings are emerging as you examine the data?
- 3) What might be some possible areas to explore, and what are some ways that could happen? How might the Instructional Framework support this?

Step 3: Presenter reflects on what heard from the discussion including new perspectives gained. This is not a time to answer questions but for reflection.

Step 4: Group discussion: What does this mean for us as a group? How might this help us to reflect on our own practice?

Step 5: Debrief process



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