Using Student Perception Surveys to Inform Teaching Practice

Purpose

Student Perception Surveys are tools to explore how students' perceive teaching and learning and can be used as a data point to inform and grow teacher practice in the classroom to positively impact student learning. This step by step professional development resource includes a self-assessment, links to specific focus area learning modules, useful implementation information, and multi-stage self reflection.

How to use

This guide is divided into three sections and it is suggested you review all three sections before embarking on administering the Student Perception Survey. Links to various tools are embedded in each section.

Part 1: Before Administering Student Perception Surveys

The "WHY"

As educators, we understand the importance of learner agency. We know that learners with agency are better able to articulate their own learning needs, create or enhance their own learning experiences and become collaborators in the learning experience of the classroom. By asking your students to take part in the student perception surveys you are providing them an opportunity to develop and mold learner agency skills by modeling the vulnerability that real learning entails. You're giving students a chance to exercise their voice and be a partner in their learning. Often times we ask ourselves, "How can I develop this skill in my students?" By exploring and reflecting on this through real-time student data you are recognizing your responsibility to take action. Teacher reflection and administrator observations are useful tools for teacher growth, student perception should be another way for a teacher to improve their practice and recognize their challenges through the lens of the student experience in their classroom.

Emotional Acknowledgement

Please be aware that the process of asking students about their perceptions of your teaching can be an emotional experience for you. While the results may be different from your original expectations, take time to process the feelings that come naturally in response to your student's responses. After processing those feelings use this reflective tool to identify strengths and weaknesses in your practice. Use the learning modules to improve areas of needed growth and inform your teaching practice.

Self-Assessment

This self-assessment was designed as a tool to hone in on what a teacher already believes about the student perceptions in their classroom. It is aligned with the Washington State 8 Criteria. The initial questions in each section are to assess whether you are meeting the criterion, the later questions ask whether your students recognize it or not. There are no incorrect answers.

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Part 2: Administering Student Perception Surveys in EVAL

Ensure you have an EDS login and access to eVAL

See the sidebar for access information.

Designing your survey in eVAL

Decide on the set or subset of students you would like to survey:
- All, the broadest view of your teaching.
- A specific course.
- A specific class.

Choose a date to administer the survey. Take the following into consideration:
- State testing days
- Breaks
- Other school events

Ensure that you have technology to administer the survey:
- Computer
- Tablet
- Phone

Choose your focus by picking your questions

Choose the questions and type of Student Perception Survey you'd like to implement with your students by logging into the official eVAL site.

- It is recommended that you create a survey with 5-15 questions depending on the information you would like to gather.
- If this is your first Student Perception Survey, you may want a broad set of questions to help hone in on areas of challenge.
- If you are working to grow in specific areas of the State 8 TPEP Criteria, use this document which aligns all available questions in eVal to the three TPEP instructional frameworks and State 8 TPEP Criteria.

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Part 2: Administering Student Perception Surveys in EVAL (Continued)

Set up your student perception survey in eVAL using the guides linked below

- How to create and configure a survey in eVAL
- How to open the survey to students
- How students will view the survey

Provide an opportunity for your students to complete the survey

- Here is a script we suggest using when you implement the survey

View the survey results.

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Part 3: After Administering Student Perception Surveys

Initial Results Reflection
After receiving your student perception results, use this link to take you to the Initial Results Reflection page. These questions are designed to guide you through a "big picture" look at the results and help you navigate the emotional responses you may have as you review the results.

How to Facilitate Student Discussion About the Survey Results
The most important post-survey action is the is discussion between the students and the teacher. This is an opportunity to create on-going dialogue and stronger learning and growth partnerships with students.

Action Planning
Move from student perception survey data to tangible changes in your daily practice by reflecting on the data specific to a focus area of growth. The action planning document will walk you through self selecting professional development modules by Learn Next which support growth in your area of intended focus.

Final Reflection
After completing your chosen learning modules, use this culminating reflection form. The questions will guide you in thinking about possible ways to incorporate the learning from the modules and the influence they may have on your teaching practice.

General Self-Reflection Tools
This tool overview includes tips and prompts for reflection both as an individual and collaboratively.

Now What? Action Steps for Reflection and Growth?
The reflection and learning that results from the survey feedback can be powerful and transformative. The reflection process may take place individually, with colleagues or a coach, with your administrator, in a PLC and most importantly, with your students.

You may also choose to administer the survey several times in a school year to measure your own growth and progress.

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