



2018-19 Student Perception Survey: Survey Coordinator Training



Office of Policy and Evaluation
Fall 2018

— TRAINING OBJECTIVES —

- Understand the background and purpose of the Student Perception Survey.
- Understand your role as a coordinator.

AGENDA

1. Student Perception Survey Overview
2. Survey Administration
3. Your Role as a Survey Coordinator
4. Survey Results and Reporting
5. Best Practices
6. Q&A

STUDENT PERCEPTION SURVEY OVERVIEW

OVERVIEW

What is the Student Perception Survey?

- The Panorama Student Survey is a research-based, anonymous student survey used across the country to provide teachers with students' feedback about their classroom experiences.
- The Student Perception Survey will continue to be used for formative purposes, and **not** as a part of *Advance*, New York City's system for teacher development and evaluation.



OVERVIEW

What is the Student Perception Survey?

PANORAMA **NYC** Department of Education
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Student Perception Survey

For the following questions, we are interested in learning about how you think about your classroom and your teacher listed below. With your thoughtful feedback, we can work to make your classroom a better place for learning. This survey is confidential.

Your Teacher:

- How excited are you about going to this class?
 Not at all excited Slightly excited Somewhat excited Very excited Extremely excited
- How often does this teacher take time to make sure you understand the material?
 Almost never Once in a while Sometimes Frequently Almost always
- In this class, how eager are you to participate?
 Not at all eager Slightly eager Somewhat eager Very eager Extremely eager
- How welcoming does this teacher make the classroom?
 Not at all welcoming Slightly welcoming Somewhat welcoming Very welcoming Extremely welcoming
- How often does this teacher make you explain your answers?
 Almost never Once in a while Sometimes Frequently Almost always
- How fair or unfair are the rules for the students in this class?
 Very unfair Somewhat unfair Slightly unfair Neither unfair nor fair Slightly fair Somewhat fair Very fair
- How much does this teacher encourage you to do your best?
 Does not encourage me at all Encourages me a little Encourages me some Encourages me a lot Encourages me a tremendous amount
- In this class, how much does the behavior of other students hurt or help your learning?
 Hurts my learning a tremendous amount Hurts my learning some Hurts my learning a little bit Neither helps nor hurts my learning Helps my learning a little bit Helps my learning some Helps my learning a tremendous amount
- How often do you get so focused on class activities that you lose track of time?
 Almost never Once in a while Sometimes Frequently Almost always
- Overall, how high are this teacher's expectations of you?
 Not high at all Slightly high Somewhat high Very high Extremely high
- How often does your teacher seem excited to be teaching your class?
 Almost never Once in a while Sometimes Frequently Almost always
- When you are not in class, how often do you talk about ideas from class?
 Almost never Once in a while Sometimes Frequently Almost always
- When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?
 Not at all likely Slightly likely Somewhat likely Very likely Extremely likely

Print PDF Form

- 27 questions measuring 5 different scales:
 - Pedagogical Effectiveness
 - Classroom Climate
 - Rigorous Expectations
 - Classroom Engagement
 - Teacher-Student Relationships

- Can be completed in less than 30 minutes.

OVERVIEW

What is the Panorama Student Survey?



- The Panorama Student Survey was developed by Panorama Education in partnership with the Harvard Graduate School of Education.
- The Panorama Student Survey is used in diverse cities across the country with student populations that mirror the NYC Department of Education.
- This is the fourth year the Panorama Student Survey will be administered citywide across all schools with *Advance* eligible teachers and students in grade 6-12.

SURVEY ADMINISTRATION

SURVEY ADMINISTRATION

When will the survey be administered?

- The survey administration window is **December 3 - January 18**.
- Schools can choose to administer on any day(s) within that survey administration window.
- Note that the winter recess is scheduled from December 24 to January 1. If your school does not plan to complete survey administration prior to the winter recess, please ensure that survey materials are stored in a secure location to prevent items from being misplaced or discarded.

December						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January						
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SURVEY ADMINISTRATION

How will the survey be administered?

- The Student Perception Survey is available on paper and online.
- Based on the preferences principals selected in September, schools will administer to one or two classes for each teacher.
- More information on survey preferences can be found on the Student Perception Survey website at StudentPerceptionSurvey.nyc.

SURVEY ADMINISTRATION

Which teachers are eligible to participate?

ONE class per teacher, the following teachers are eligible to participate in the survey:

- Teachers of grades 6-12 with at least 10 students present across two periods, regardless of which class periods.
- If the teacher cannot meet this 10 student minimum across two classes, they are not eligible to participate in the survey.

TWO classes per teacher, the following teachers are eligible to participate in the survey:

- Teachers of grades 6-12 with at least 10 students present across two periods, regardless of which class periods.
- If the teacher cannot meet this 10 student minimum across two classes, they can administer the survey to students in up to four class periods, or whatever is feasible for the teacher to meet the 10 student minimum.

SURVEY ADMINISTRATION

Which teachers are eligible to participate?

- SETSS, 6:1:1, Push-In, Pull-Out, and AIS teachers if they teach at least 10 students.
- For D75, only teachers of students in grades 6-12 who are in a 12:1:1 class and who take standardized assessments.
- Teachers with students who take alternative assessments will not participate in the Student Perception Survey.

SURVEY ADMINISTRATION

Which students are eligible to participate?

- Students in grades 6-12.
- Students should be taught by the teacher for at least 4 weeks prior to survey administration.
- For teachers who teach students less than five days per week, an effort should be made to survey students who have had at least 10 class meetings with the teacher.

SURVEY ADMINISTRATION

When will materials arrive?

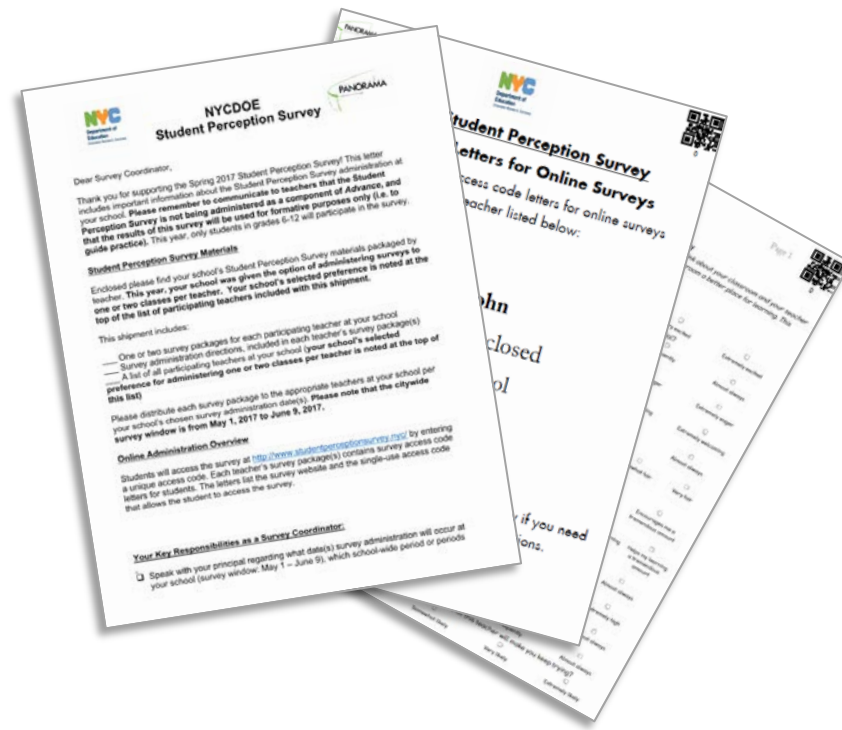
- All materials will arrive between November 15-20.

November						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

SURVEY ADMINISTRATION

What is included in the survey shipment?

- Survey welcome letter for survey coordinators
- A roster of all eligible teachers
- Shrink-wrapped survey packs for every eligible teacher that include the surveys (paper administration) or access code letters (online administration)
- Survey administration instructions for proctors
- A bundle of translation guides for schools administering the paper version of the survey



SURVEY ADMINISTRATION

How many surveys can you expect to receive for each teacher?

Largest class period of student enrollment greater than 40	75 surveys
Largest class period of student enrollment is between 10-40	40 surveys
Largest class period of student enrollment is less than 10	20 surveys
Gym teachers	75 surveys

SURVEY ADMINISTRATION

How many surveys can you expect to receive for each teacher?

- Teachers will likely receive more surveys than needed.
- Extra survey materials do not need to be used, held, or returned.
- Please recycle or discard any unused survey materials.

SURVEY ADMINISTRATION

English Language Learners

Schools with paper survey administration will receive translated copies of the survey in the 9 DOE supported languages. Schools with ELLs, should copy the required translation copies as part of your accommodation plan from the following languages:

- Arabic
- Bengali
- Chinese (Traditional and Simplified)
- French
- Haitian Creole
- Korean
- Russian
- Spanish
- Urdu

SURVEY ADMINISTRATION

English Language Learners (continued)

- Students will be able to use a translated copy of the survey side-by-side with the English version of the survey. Students will bubble in responses only on the English version of the survey.

NYC Department of Education		Student Survey - Grades 6-12 - Korean		PANORAMA		QR Code	
학생 인식 조사							
다음의 질문에서는, 당신이 학습과 아래에 표시된 선생님에 대해 어떻게 생각하는지 알고자 합니다. 당신의 사려 깊은 의견을 통해서 우리가 학습을 위해 더 나은 학습을 만들도록 노력할 수 있습니다. 이 설문은 비밀로 진행됩니다.							
당신의 선생님: 선생님의 이름은 영어 설문지에서 확인하여 주십시오							
1	당신은 이 수업에 가는 것에 대해 얼마나 신이 납니까?						
	전혀 신이 나지 않음	약간 신이 남	어느 정도 신이 남	매우 신이 남	매우 많이 신이 남		
2	당신이 내용을 이해했는지 확실히 하기 위해 선생님이 얼마나 자주 시간을 씁니까?						
	거의 쓰지 않음	아주 가끔씩	가끔씩	자주	거의 항상		
3	당신은 이 수업에서 참여에 얼마나 열심입니까?						
	전혀 열심이 아님	약간 열심	어느 정도 열심	매우 열심	매우 많이 열심		
4	이 선생님은 학습을 얼마나 환영 받는 분위기로 만듭니까?						
	전혀 환영 받지 않음	약간 환영 받음	어느 정도 환영 받음	매우 환영 받음	매우 많이 환영 받음		
5	이 선생님이 얼마나 자주 당신에게 당신의 답변을 설명하도록 합니까?						
	거의 하지 않음	아주 가끔씩	가끔씩	자주	거의 항상		
6	이 수업에서 학생들을 위한 규칙은 얼마나 공평 혹은 불공평합니까?						
	매우 불공평	어느 정도 불공평	약간 불공평	공평하지도 않음	약간 공평	어느 정도 공평	매우 공평
7	이 선생님은 당신이 최선을 다하도록 얼마나 격려합니까?						
	전혀 격려하지 않음	약간 격려함	어느 정도 격려함	많이 격려함	엄청나게 많이 격려함		
8	이 수업에서 다른 학생들이 하는 행동이 당신의 학습을 얼마나 돕거나 혹은 방해합니까?						
	엄청나게 방해함	어느 정도 방해함	약간 방해함	방해하지도 돕지도 않음	약간 도움	어느 정도 도움	엄청나게 도움
9	수업 활동에 너무 집중하여 시간이 흐르는 것을 잊는 일이 당신에게 얼마나 자주 있습니까?						
	거의 없음	아주 가끔씩	가끔씩	자주	거의 항상		
10	전반적으로, 이 선생님이 당신에게 가지는 기대는 얼마나 높습니까?						
	전혀 높지 않음	약간 높음	어느 정도 높음	매우 높음	매우 많이 높음		

PANORAMA		NYC Department of Education		Page 1		QR Code	
Student Perception Survey							
For the following questions, we are interested in learning about how you think about your classroom and your teacher listed below. With your thoughtful feedback, we can work to make your classroom a better place for learning. This survey is confidential.							
Your Teacher:							
1.	How excited are you about going to this class?						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all excited	Slightly excited	Somewhat excited	Very excited	Extremely excited		
2.	How often does this teacher take time to make sure you understand the material?						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Once in a while	Sometimes	Frequently	Almost always		
3.	In this class, how eager are you to participate?						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all eager	Slightly eager	Somewhat eager	Very eager	Extremely eager		
4.	How welcoming does this teacher make the classroom?						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all welcoming	Slightly welcoming	Somewhat welcoming	Very welcoming	Extremely welcoming		
5.	How often does this teacher make you explain your answers?						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Once in a while	Sometimes	Frequently	Almost always		
6.	How fair or unfair are the rules for the students in this class?						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
7.	How much does this teacher encourage you to do your best?						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Does not encourage me at all	Encourages me a little	Encourages me some	Encourages me a lot	Encourages me a tremendous amount		
8.	In this class, how much does the behavior of other students hurt or help your learning?						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount
9.	How often do you get so focused on class activities that you lose track of time?						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Once in a while	Sometimes	Frequently	Almost always		
10.	Overall, how high are this teacher's expectations of you?						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not high at all	Slightly high	Somewhat high	Very high	Extremely high		

SURVEY ADMINISTRATION

English Language Learners (continued)

- Students at schools with online survey administration can complete the survey online in English or any of the 9 DOE supported languages.



Welcome! Click "Start Surveys" to begin.

SURVEY ADMINISTRATION

Students with Disabilities

- If required, an accommodation plan should be made to assist students with disabilities. Accommodations used in the classroom and/or on assessments should also be implemented on the Student Perception Survey.
- Accommodations should not compromise survey confidentiality. For example: If a student provides responses orally, a teacher who is not the subject of the survey must proctor the survey.
- Additional guidance for assisting students with disabilities in completing the Student Perception Survey is available at [StudentPerceptionSurvey.nyc](https://www.nyc.gov/studentsurvey).

SURVEY ADMINISTRATION

Scheduling Administration

- We recommend that students take the survey during third period for their third period teacher, proctored by a different teacher or school staff.
- Schools that are administering to two classes could:
 - Administer during two class periods in a given day, or
 - Administer to one or two classes of students per day over the course of a designated “survey week.”

SURVEY ADMINISTRATION

Scheduling Administration

- Teachers who do not teach third period should administer the survey in the school's second to last period.
- Teachers who teach neither periods should administer the survey in whatever period would be least disruptive to instruction time.
- Survey may be administered during another period chosen by the principal or school leader ensuring that all students are surveyed at the same time.

SURVEY ADMINISTRATION

Scheduling Administration

Co-Teachers:

- Co-teachers should have students take the survey for one co-teacher at the scheduled survey period and complete the survey for the other co-teacher during another class period.

SURVEY ADMINISTRATION

Proctoring

- The best practice is for a different pedagogue or administrator other than the teacher who is the subject of the survey to proctor the survey.
- In all instances, proctors should clearly communicate to students which teacher is the subject of the survey.
- Ensure that all proctors are prepared to administer the survey following the instructions provided in the survey packs.



Exception:

- If a principal determines that, it is not feasible to implement this best practice based on scheduling, then the school may administer the survey with teachers proctoring their own classes.


SURVEY ADMINISTRATION

Proctoring

- Proctors should communicate to students that they should be careful to avoid coloring or drawing over the QR code on the survey.

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Student Perception Survey

For the following questions, we are interested in learning about how you think about your classroom and your teacher listed below. With your thoughtful feedback, we can work to make your classroom a better place for learning. This survey is confidential.

Your Teacher: John Doe

- How excited are you about going to this class?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all excited	Slightly excited	Somewhat excited	Very excited	Extremely excited
- How often does this teacher take time to make sure you understand the material?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always
- In this class, how eager are you to participate?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all eager	Slightly eager	Somewhat eager	Very eager	Extremely eager

SURVEY ADMINISTRATION

Collecting and Returning Paper Surveys

- Proctors should wait until all students complete the survey before having one student collect the completed surveys.
- Proctors must ensure all individual envelopes have been sealed.
- Completed surveys must be returned to the survey coordinator.
- The proctor can discard or recycle all unused survey materials and translation guides.
- Survey coordinators should use the pre-paid FedEx return label included in your survey shipment for shipping completed surveys to Panorama. Please save the original box in which the materials were shipped to your school so that you may use it to return your surveys to Panorama.

SURVEY ADMINISTRATION

Survey Ethics

- Respondents may fill out the survey in a totally confidential manner without any influence over their responses from anyone.
- School leaders and other school personnel should avoid any breach, or the appearance of a breach, in survey confidentiality for students.
- School leaders and school staff should avoid taking any steps that influence or suggest – or have even the appearance of attempting to influence or suggest – the survey answers that respondents provide.
- Please review the Student Perception Survey Ethics Reference Guide included in each survey pack and also available at [StudentPerceptionSurvey.nyc](https://www.nyc.gov/studentsurvey).

YOUR ROLE AS A SURVEY COORDINATOR

SURVEY COORDINATOR

What are your primary responsibilities?

- Primary point of contact
- Oversee
 - Distribution of surveys to teachers
 - Coordination of survey administration
 - Return of completed paper surveys to Panorama Education

SURVEY COORDINATOR

Start planning for survey administration by speaking with your principal or school leader about:

- What date(s) survey administration will occur at school (survey window: December 3 – January 18).
- Which school-wide period or periods will be surveyed.
- Who will proctor those corresponding course sections.

SURVEY COORDINATOR

To best prepare for administration you should:

- Create a communications plan and proctoring schedule for the Student Perception Survey.
- Communicate the survey administration timeline to your teachers, proctors, and students. Remind them that the results of this survey are used for formative purposes (i.e. to guide practice).
- Create an accommodations plan for English Language Learners and Students with Disabilities using the Accommodations Guide available at [StudentPerceptionSurvey.nyc](https://www.schools.nyc.gov/student-perception-survey).
- Ensure that your school has received survey materials for all eligible teachers. All materials should arrive between November 15-20. If you do not receive your school's survey materials by Monday, December 3, email StudentPerceptionSurvey@schools.nyc.gov.

SURVEY COORDINATOR

During survey administration:

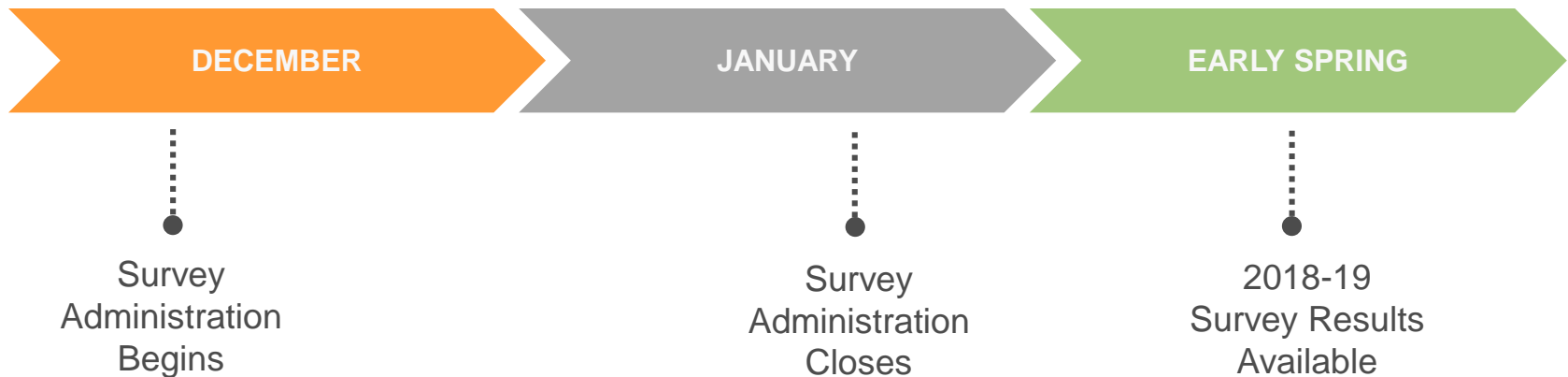
- Distribute survey packs to the proctors.
- Monitor survey administration and ensure an ethical administration of the survey. Review the Student Perception Survey Ethics Reference Guide included in each survey pack and also available at StudentPerceptionSurvey.nyc.
- Answer any questions that may arise about survey administration and provide support to proctors.
- Ship the completed surveys back to Panorama Education for processing and analysis. Surveys need to be shipped on or before Friday, January 18.

SURVEY RESULTS & REPORTING

RESULTS AND REPORTING

Survey Results

- Teachers, principals, and administrators will receive reports of the results in early spring of 2019.



RESULTS AND REPORTING

Survey Reports













Student Perception Survey

About the Classroom and Teaching

Grades 6-12

30 students responded to this survey

 Save as PDF

Topic	⇅ Percent Favorable	Compared to School	Change since 2016-17	
Rigorous Expectations	75% 	+8 Greatest strength	▲ 7	
Pedagogical Effectiveness	75% 	+3	▲10 Greatest increase	
Teacher-Student Relationships	60% 	-7	▼ 2	
Classroom Engagement	50% 	-6	▼ 1	
Classroom Climate	50% 	-10 Greatest opportunity	▼ 8	

 View all questions

RESULTS AND REPORTING

Professional Development Opportunity

- Playbook is a dynamic online professional development platform.
- Playbook enables teachers to find strategies to use in their classes that are aligned with each survey scale measured on the survey
- Each strategy, or “move”, on Playbook comes from a successful classroom teacher. Teachers validate the content with ratings and are encouraged to contribute their own moves to Playbook.

QUESTION

› When you are not in class, how often do you talk about ideas from class?

72%
responded favorably

▲ 24
from Spring 2016

QUESTION

› How interesting does this teacher make what you are learning in class?

94%
responded favorably

▲ 16
from Spring 2016

PLAYBOOK Strategies for Improving Classroom Engagement

Engage Students with Team Points



Amanda Mitchell



Engage Students While Reading Aloud



Megan Jacobson



Reward Students for Meeting Class Goals



Amanda Mitchell



Keep Students Engaged with Tangents



James Schafer



Improve Fluency with Readers' Theater



Megan Jacobson



Teach Reading with Movies



Megan Jacobson



[See more on Playbook](#) →

RESULTS AND REPORTING

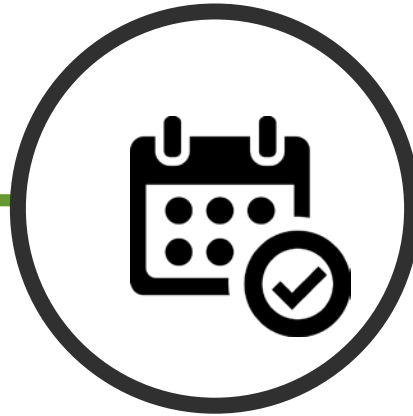
- Resources that teachers can use to meaningfully engage with their results can be found in the “2017-18 Student Perception Survey” collection at WeTeachNYC.org.
 - **Report User Guide**
Learn how to understand and act on Student Perception Survey results.
 - **Playbook User Guide**
Learn how to take action by exploring the online professional learning tool, Playbook.
 - **Reflection Guide**
Examine the feedback in the Student Perception Survey Report and use the information to set goals and guide practice.
 - **Danielson Crosswalk**
Review how the Student Perception Survey aligns to the Danielson Framework.

BEST PRACTICES

BEST PRACTICES



Communication



Scheduling



**Useful Tools and
Methods**

BEST PRACTICES

Communication

Communicate to teachers at a faculty conference or in smaller groups prior to administration:

- The purpose of the survey and the opportunity for using student perceptions as a formative tool for professional development.

Include survey related information in your weekly digest or emails to teachers and proctors about:

- When the survey will be administered so they can plan their schedule accordingly.
- How they will be involved as proctors.
- How and when the results from the survey are reported.
- What resources are available to understand and use the survey results.



BEST PRACTICES

Communication (continued)

Communicate to students prior to administration at a conference or in their classes:

- The purpose of the survey and the opportunity for empowering student voice.
- Which teacher is the subject of the survey.
- How and when the survey will be administered and what kinds of questions will be asked.

Display posters around the school to spread awareness about the upcoming survey.



BEST PRACTICES

Scheduling

Work with school leadership and teachers to create a master schedule to:

- Find appropriate class periods to administer the survey.

Collaborate with teachers to:

- Ensure the period the survey will be administered suits their schedule by asking them to submit three classes during which they could administer the survey.

Prepare a shared calendar to:

- Capture all teachers who are eligible for the survey.



BEST PRACTICES

Scheduling (continued)

Prepare a proctoring plan and support proctors by:

- Communicating what class they will be proctoring, as well as which teacher the survey is for.
- Ensuring they know which instructions to follow and have access to all necessary materials.
- Pairing teachers by classroom location and having them swap classes to administer the survey.
- Making a week-long schedule for the computer lab if administering the survey online.



BEST PRACTICES

Useful Tools and Methods

Work with school leadership and teachers to:

- Develop a Student Perception Survey committee to assist with administration.

While administering the survey to two classes per teacher, get more representative feedback by:

- Choosing two different grades or subjects for each teacher.

When administering the survey online:

- Review the online administration process with students prior to the administration day.
- Track your school's completion rates by using the Student Perception Survey Dashboard.

Use resources to support a smooth survey administration by:

- Sending the FAQ, Quick Reference Guide, Ethics Guide to all teachers and proctors.



RESOURCES

- **Student Perception Website:** StudentPerceptionSurvey.nyc
 - FAQ
 - Survey Ethics Reference Guide
 - Accommodations Guide
 - Poster
- **E-mail:** StudentPerceptionSurvey@schools.nyc.gov
- **Panorama Education:** Panoramaed.com



Q&A