

# Student Perception Survey

## Helpful Tips to Support Survey Administration

Survey coordinators from across the city have shared some of the strategies they use to guarantee a successful survey administration at their schools. Review and use any of the following tips and resources to support survey administration at your school this year.



### Plan Ahead

Plan ahead to ensure that your school is prepared for a seamless survey administration. Provide your school with ample time to identify all teachers who are eligible to participate in the survey, build a schedule to find appropriate class periods to administer the survey, and make provisions for English Language Learners, Students with Disabilities, and absent students.

Resources: [Quick Reference Guide](#) | [Accommodations Guide](#) | [Ethics Reference Guide](#)



### Recruit Support

Recruit members of your school community to support you while planning and scheduling survey administration. Your survey planning committee can discuss the importance of the survey with teachers and students, distribute survey materials to proctors, and provide assistance with any questions that may come up during administration.



### Communicate

Ensure that teachers and students understand the purpose of the survey and how the survey results can be used to inform day-to-day practice. Prior to survey administration, meet with students and teachers to share how the Student Perception Survey is an opportunity to empower student voice. Discuss how student feedback can serve as a formative tool to guide professional learning.

Resources: [Promotional Poster](#)



### Track Progress

Monitor survey administration at your school to ensure that surveys are administered for all eligible teachers. Use the Student Perception Survey dashboard to check your school's participation rates online or create a tracker that allows you to mark when your school has completed survey administration for individual teachers.

Resources: [Student Perception Survey Dashboard](#) | [Ethics Reference Guide](#)

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## School Spotlights

*Schools with high Student Perception Survey participation rates share their strategies for a successful survey administration below. An overarching practice that these schools have in common is a strong culture of collaboration and communication within their school communities.*

### Plan Ahead

**M.S. 324 – Patria Mirabal (06M324)** begins planning as soon as they receive the first NYC DOE Student Perception Survey email notification. The survey coordinator then begins putting together a proctoring schedule, working with the appropriate staff to plan for administration, and communicating key information about the survey to school staff.

At **Talent Unlimited High School (02M519)**, early planning allows their school to build an administration plan that works best with each teacher’s schedule, minimizing the impact of survey administration on instructional time. In agreement with their teachers, they administer the survey to two classes per teacher to capture more representative feedback. Planning ahead allows them to schedule two different grades or subjects for each teacher that administers to two classes.

Similarly, **Queens Collegiate: A College Board School (28Q310)** sends a survey well ahead of the survey administration start date to have teachers select three class periods during which it would be least disruptive to administer the survey. Using a spreadsheet, they then build out a two week schedule that pairs teachers who can swap classes to serve as proctors for one another.

### Recruit Support

After creating an administration and proctoring schedule, **The Brooklyn School For Math And Research (32K168)** and **Bronx High School Of Science (10X445)** begin recruiting each department’s Assistant Principal to help with survey administration. The Assistant Principals are responsible for monitoring survey administration for a group of teachers. This structure allows them to distribute responsibility and achieve high participation rates.

**M.S. 324 - Patria Mirabal** starts by creating a survey planning team who makes a schedule and notifies the teachers and students about when they will be proctoring or taking

the survey. They then meet with each class for five minutes during their advisory periods to explain how the survey is structured and how it will be administered. During the administration period, one team member is responsible for walking each class to the computer lab, serving as a proctor, and then bringing them back to their classroom.

### Communicate

**I.S. 181 Pablo Casals (11X181)** holds a conference with students and teachers to share information about the Student Perception Survey. This ensures that the students and teachers know how and when the survey is going to be administered. They also share the timeline of when teachers will receive the Student Perception Survey results and how the school plans to use the results.

**I.S. 181 Pablo Casals** also includes all survey related information in their weekly digest emails to teachers about the administration timeline and how they will be involved as proctors. They attach resources including the FAQ, Quick Reference Guide, and Ethics Reference Guide to assist proctors with the survey administration process. Finally, they display “Student Voice Counts” posters around their school to serve as a reminder that it is survey time!

### Track Progress

**Bronx High School of Science (10X445)** utilizes the Student Perception Survey dashboard which allows them to track teachers for whom surveys have been completed. Each department’s Assistant Principal is responsible to schedule and administer the surveys for the teachers in their departments. By monitoring the dashboard, the survey coordinator is able to send reminders to their Assistant Principals to administer the survey to their remaining classes.