Data Protocol: Review & Use Your Student Perception Survey Results

Since 2016, the New York City Department of Education (DOE) has partnered with Panorama Education to offer the Student Perception Survey (SPS), a research-based, confidential student survey used across the country to provide teachers with students' feedback about their classroom experiences. The survey is designed to measure students' perceptions on teaching and learning in a particular class by asking a range of questions that focus on five topics: Pedagogical Effectiveness, Classroom Climate, Classroom Rigorous Expectations, Classroom Engagement, and Classroom Teacher-Student Relationships. Teachers participating in the Student Perception Survey have access to their student feedback through online survey reports. Results from the SPS are intended to support professional learning and guide practice.

Consider using the following protocol adapted from the NSRF "ATLAS: Looking at Data" protocol. It is designed to help principals and teachers examine the student feedback captured by the Student Perception Survey and reflect on how the results can help inform planning and professional learning.

Who can use this protocol?

- **Field and school support staff** – e.g. executive superintendents, superintendents, Performance and Assessment Leads (PALs), and coaches – can use this protocol to facilitate a structured discussion with principals about their SPS results and to develop a plan for using the results to guide professional learning at their schools.
- **Principals** can use this protocol to facilitate discussions with teachers about their individual SPS results and to reflect on implications for their practice.

When should this data protocol be used?

Due to the confidential nature of the SPS data, this protocol is not recommended for leading group discussions at the District, Borough/Citywide Office, or school levels. To create a safe environment for sharing and reflection, field and school support staff and principals using this protocol are advised to review and discuss SPS results individually with principals and teachers respectively.

As a reminder, results from the survey are for formative purposes only and were not used as evidence for *Advance* ratings.

Share & Discuss the Data

1. Get Started

At the beginning of your discussion, ensure that the participant has access to their online report <u>or</u> provide the participant with a print-out of their results. If you would like the participant to consider other reports or information – e.g. student achievement data or observation notes on the Danielson rubric – make sure that they have access to those resources and materials as well. If necessary, briefly introduce the data you are reviewing, but avoid explaining your own conclusions about the data.

2. Describe the Data

Ask the participant to share what they see when looking at the SPS results. If judgments or interpretations arise during these share-outs, ask the participant to describe the evidence on which they are based.

3. Interpret the Data

Once the participant has had the opportunity to share their initial reaction to the data, ask them to consider what the data suggests and why. The participant should consider different interpretations of the data and evaluate them against the kind and quality of evidence.

- ☐ Do the results from the survey confirm or challenge any assumptions the participant has about their school on any survey topics or specific questions?
- ☐ Do the results from the survey confirm or challenge any assumptions the participant has about their individual performance on any survey topics or specific questions?
- ☐ If the participant has more than one year of survey results, do they observe any trends over time across topics or questions?
- ☐ Based on the student feedback, what questions or topics indicate strengths of the participant's school? Which questions or topics highlight opportunities for improvement?
- ☐ Based on the student feedback, what questions or topics indicate strengths of the participant's teaching practice? Which questions or topics highlight opportunities for improvement?
- ☐ How do the survey results correspond with the data in other reports and data tools – e.g. the Growth Explorer, student achievement data, or observation notes on the Danielson rubric?

4. Implications for Planning and Practice

Based on the observations and interpretations shared, discuss the implications of the data for teaching and learning. As a suggestion, consider the following questions:

- ☐ Consider the questions or topics you identified for improvement. *If the participant is a principal:* How can your school support teachers' professional learning in these areas? *If the participant is a teacher:* On what aspects of your instructional practice does this make you reflect? How might this feedback inform your professional learning goals?
- ☐ Consider the questions or topics you identified as indicating school or individual strengths. *If the participant is a principal:* How is your school supporting teachers' success in these areas? *If the participant is a teacher:* What are you doing that is leading to positive feedback in these areas?
- ☐ What steps could be taken next?
- ☐ What strategies might be most effective?
- ☐ What other information would help you understand your survey results better? How could you gather that information?

ADDITIONAL RESOURCES

Playbook: Available through the online Student Perception Survey reports
WeTeachNYC: WeTeachNYC.org
Student Perception Survey website: StudentPerceptionSurvey.nyc

Accessibility Report

Filename: 2020-quick-reference-guide-for-survey-coordinators_ADA.pdf

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