

Directions: *Project SUCCESS --- Student Survey*

The **Project SUCCESS** program vision is to improve student learning and success in classrooms and schools. This is an opportunity for you as a mentor to assist your new teacher in getting firsthand feedback from his/her students. The information from the students will be compiled and given to you so that you can discuss the students' responses with the new teacher during a quality conversation.

The survey results will assist you in helping the new teacher learn:

- 1) Who the students are through background information questions
- 2) How the students perceive their relationship with the new teacher and other students
- 3) How they respond to the learning environment the new teacher is creating
- 4) How the new teacher's teaching impacts student learning based on their perceptions

All of this information is designed to show trends and general reactions from one class so the teacher can improve her practice. It is not meant to highlight individual students. You and the new teacher will not see individual responses. No student names will be on the questionnaires. If the new teacher wants to see a word version of the survey please share the survey link prior to administering the survey to the students. It can be easily printed. NOTE: The elementary survey may reveal students' needs by individuals and does not have to be anonymous if the novice teacher needs to know what a particular student thinks.

Here is how YOU the Mentor-- can make this work!

Step 1: Assist the teacher in selecting a class that she would like to survey. The new teacher is encouraged to select a class that she finds challenging so she can learn more about students' needs in this class. This information may provide you both with valuable insights to help you as a mentor discuss how this teacher may better engage her students.

Step 2: Assist the new teacher in telling the class what this questionnaire is about and why you both are requesting student participation. **Encourage ALL students to participate.** I found most students were willing to participate, especially when told the information was going to help the new teacher become a better, more effective teacher. One teacher last year, told her 6th graders that it was for her college class and that her professor wanted to hear from them how they thought she was doing – they loved the opportunity to “grade” a teacher!!! See her comments on page 3 of this document.

As the mentor, it would be great if you could be in the room and give the directions. Ask students to answer truthfully and state that they will have the option to explain answers by writing comments if they want to do that. Remind students that their answers are anonymous and that you or the new teacher will not see individual responses. Explain your role as a mentor and how you will use the information to talk about ways in which the new teacher can improve. They can also share what the new teacher is doing well in the questionnaire.

If students are absent the day you decide to complete the on-line questionnaire, perhaps they can go to the computer lab individually when they return to class, or if you have computers in your classroom they can complete the survey there. You do not have to have all students in the one class participate. You will have to decide how long you want to keep it open for absent students.

Step 3: Select an option for completing the survey electronically. Discuss which option is easiest for you and the new teacher. **You will be emailed a LINK.** You can decide how to give the students the link.

NOTE: all students need to be sure to type their teacher's name and the class correctly at the beginning of the survey to ensure the new teacher gets her students' responses.

Assist the new teacher in selecting the option from one below and be with the new teacher to assist in having students complete the questionnaire if that is possible.

Option #1:

Bring the entire class to the computer lab and have them type in the website for the survey. Print out the web address on slips of paper so the students can have it in front of them to type in.

Write on the board the information needed for them to fill in the teacher's name and the title of the class so everyone has the exact same information. This is how the survey information will be organized so it is VERY important.

Option #2:

Use the computer(s) in the classroom, set up as many students as possible on the computer(s) to take the survey. Either pull up the website or create slips with the website address on it for them to type in. Also, write down the information needed for them to fill in the teacher's name and the name of the class.

While students are completing the survey, the rest of the class could be watching a video, engaged in a group activity, or working individually on an assignment. Students should be able to complete the survey without your help. As a Lead Mentor you could call the students up one at a time to do this.

Option #3 – elementary survey – paper pencil

Interview each student and circle the smile face that reflects that student's response to the question. Tall the responses and share the aggregated data responses with the novice teacher. As the interviewer you may ask students some questions and include that data in your session with the novice teacher.

Elementary survey responses may not always be anonymous because the mentor is the interviewer and the novice teacher may need to know what one particular student says.

Asking students their opinions helps our teaching practices...

Michelle (a new teacher) was part of the pilot group last year. This is one thing she learned from the data she received when all the questionnaires were compiled and summary information was presented.

I had a regular education 6th grade class take the survey for me last June. Almost all of the students chose to participate. I presented it to them as a way for me to become a better, more effective teacher and that I wanted to know what they thought about my class. They were pretty eager to participate. After looking over the data this past fall, I discovered some things about my classroom and teaching that were enlightening.

On Fridays I have my students fill out a “Friday Do Now” which consists of three questions: What is one thing you learned in class this week? What is one thing you’re still confused about? What is one thing you want me to know about you? I have been doing this since about October with the students and had started to feel like they didn’t like it; I’d get a lot of “nothing” and “IDK” responses, especially as the year went on. I was surprised to see in the data how many students cited that as a way for them to talk to me about their concerns and problems, school related or not. And several students had commented they wished all the teachers did this because it was a way for the teacher to get to know things about them and sometimes for them to know things about me. I had debated doing this Friday Do Now again, and after seeing that data decided it was worth it for those students who needed a way to communicate with me but didn’t want to do it face to face.

I also found that almost all of my students responded they liked coming to my class. Most of their comments were along the lines of, ‘because my teacher makes learning fun and she relates what we’re doing to real world stuff.’ It showed me that trying to find and plan lessons that link the curriculum to real world applications is extremely valuable for the students to see why it all matters.”

The important part of the process is DISCUSSING the data and using it to forward the teacher’s practice to improve student learning!

Watch the videos in the student perspectives category to understand why this is important.

Watch the Seven Step Protocol to learn how to unpack the data and share it with a novice teacher.

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