



Digging Deeper: Using the Student Perception Survey with the Colorado State Model Evaluation System for Teachers

The Colorado Student Perception Survey is a powerful tool that teachers and administrators can use for reflection and guided professional growth. Should you want to view your results in the specific context of the Colorado State Model Evaluation System, you can use this document as a way to identify particular professional practices from the Rubric for Evaluating Colorado Teachers that correspond to survey results.

The survey is organized into four elements¹:

- 1) **Student Learning:** *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*
- 2) **Student-Centered Environment:** *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*
- 3) **Classroom Management:** *How teachers foster a respectful and predictable learning environment.*
- 4) **Classroom Community:** *How teachers cultivate a classroom learning community where student differences are valued.*

In this document, we have provided examples of professional practices from the Rubric for Evaluating Colorado Teachers². They are linked to the four survey elements and provide a guide for focused exploration between teachers and their evaluators. The first element, **Student Learning**, primarily relates to Standards I and III and the associated professional practices in the Rubric. **Student Learning** is comprised of fifteen of the survey items, more than any other element, and they relate to both content and pedagogy. Through the survey development process, we learned that students experience instruction in a way that blends these two concepts together. As such, you will want to explore both of these aspects of teacher practice as you use survey results from this element to identify strengths and inform opportunities for professional growth.

The remaining three elements, **Student-Centered Environment**, **Classroom Management**, and **Classroom Community**, primarily relate to Standard II, as these are all crucial aspects of establishing a safe, inclusive, and respectful learning environment for a diverse population of students. These survey elements capture multiple aspects of classroom climate, from mutual respect and community-building to establishing routines that result in maximizing on-task behavior.

¹ For a complete list of elements with survey items for grades 3-5 and 6-12, see pages 5 and 6. A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² Rubric for Evaluating Colorado Teachers updated August 1, 2013.

It is important to note that the survey elements are not mutually exclusive. Teaching is a complex profession, and you will find that statements from the survey apply to multiple professional practices across the Quality Standards. Likewise, you will find that not every professional practice for a given element in the Rubric for Evaluating Colorado Teachers applies directly to a survey element. This document provides a starting point for you to think about how to use the survey to inform conversations about educator effectiveness, and we encourage you to go through a process in your district or school to identify how the survey will work best for you.

Example Professional Practices for Focused Exploration of Student Perception Survey Results

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve³.*

THE TEACHER:	STUDENTS:
<p>1D</p> <ul style="list-style-type: none"> - Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. - Uses instructional materials that are accurate, appropriate, and relevant for the lesson being taught. - Employs a variety of instructional strategies to address student needs. - Provides explanations of content that are: <ul style="list-style-type: none"> o Accurate. o Clear. o Concise. o Comprehensive. - Engages students in a variety of explanations and multiple representations of concepts and ideas. - Engages students in a variety of inquiry methods to explore new ideas and theories. 	<ul style="list-style-type: none"> - Develop a variety of explanations and multiple representations of concepts. - Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and theories. - Use a variety of inquiry tools and strategies to: <ul style="list-style-type: none"> o Learn content. o Understand central concepts. o Answer complex questions. o Problem solve. - Routinely: <ul style="list-style-type: none"> o Choose challenging tasks and instructional materials. o Apply newly learned content skills to unique situations and different disciplines. o Discuss ideas and content that are intellectually challenging to them.
<p>1E</p> <ul style="list-style-type: none"> - Implements instructional strategies to ensure that instruction: <ul style="list-style-type: none"> o Articulates content and interdisciplinary connections o Integrates literacy skills across content areas - Clarifies and elaborates on interdisciplinary connections for students - Provides instructional strategies that include literacy, numeracy, and language development across content areas. 	<ul style="list-style-type: none"> - Make connections between: <ul style="list-style-type: none"> o Prior learning and the current lesson. o Other disciplines and/or content areas and the current lesson. - Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.
<p>3B</p> <ul style="list-style-type: none"> - Has explicit student outcomes in mind for each lesson. - Aligns instruction with academic standards and student assessment results. - Encourages students to take academic risks. - Makes sure students meet learning objectives while increasing mastery levels. 	<ul style="list-style-type: none"> - Monitor their level of engagement. - Confer with the teacher to achieve learning targets. - Initiate activities: <ul style="list-style-type: none"> o To address their learning strengths and next steps. o To take academic risks.
<p>3E</p> <ul style="list-style-type: none"> - Has high expectations for all students. - Holds students accountable for their learning. - Sets student expectations at a level that challenges 	<ul style="list-style-type: none"> - Help set their learning objectives. - Apply higher-order thinking and problem-solving skills to address challenging issues.

³ See pages 5 and 6 for a list of survey items that correspond to this element.

<p>students.</p> <ul style="list-style-type: none">- Incorporates critical thinking and problem-solving skills.- Challenges all students to learn to their greatest ability.- Explicitly teaches higher-order thinking and problem-solving skills.- Ensures that students perform at levels meeting or exceeding expectations.	<ul style="list-style-type: none">- Monitor their progress toward achieving teacher's high expectations.- Seek opportunities to test their problem-solving and higher-order skills.
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Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests⁴.

THE TEACHER:		STUDENTS:
1E	<ul style="list-style-type: none"> - Emphasizes key concepts and connects them to other powerful ideas within the content area. - Connects lessons to other disciplines and/or content areas. - Implements instructional strategies to ensure that instruction: <ul style="list-style-type: none"> o Articulates content and interdisciplinary connections. o Integrates literacy skills across content areas. -Clarifies, and elaborates, on interdisciplinary connections for students. -Provides instructional strategies that include literacy, numeracy, and language development across content areas. 	<ul style="list-style-type: none"> - Make connections between: <ul style="list-style-type: none"> o Prior learning and the current lesson. o Other disciplines and/or content areas and the current lesson. - Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content and/or with other disciplines.
2C	<ul style="list-style-type: none"> - Implements lessons that reflect student interests. - Uses results of student interest inventories to design lessons and materials. - Encourages students to expand and enhance their learning. - Acknowledges students for their accomplishments. - Asks appropriately challenging questions of all students. - Scaffolds questions. - Gives wait time equitably. - Ensures that all students participate in class activities. 	<ul style="list-style-type: none"> - Actively engage in classroom activities. - Discuss content and make connections between current lessons and their interests. - Encourage fellow students to participate and challenge themselves. - Actively engage in collaborative learning and group processes.
2E	<ul style="list-style-type: none"> - Maintains respectful relationships with students, their families, and/or significant adults. - Uses a variety of methods to initiate communication with families and significant adults 	<ul style="list-style-type: none"> - Communicate freely and openly with teachers.

Classroom Management: How teachers foster a respectful and predictable learning environment³.

THE TEACHER:		STUDENTS:
2A	<ul style="list-style-type: none"> - Creates a classroom environment that features: <ul style="list-style-type: none"> o Mutual Respect. o Positive relationships between and among students. o Empathy for each student. - Creates a classroom environment which values diverse perspectives. - Establishes a nurturing and caring relationship with each student. 	<ul style="list-style-type: none"> - Respect their classmates and teacher(s). - Engage in respectful and open dialogue with each other and their teacher.
2F	<ul style="list-style-type: none"> - Provides clear expectations to guide student classroom behavior. - Holds students accountable for adherence to school and/or class rules. - Puts procedures in place to maximize instructional time. 	<ul style="list-style-type: none"> - Stay on task during class periods. - Work without interruption. - Abide by school and class rules. - Accept responsibility for their behavior and use of time. - Help other students stay on task.

⁴ See pages 5 and 6 for a list of survey items that correspond to this element.

- Makes maximum use of instructional time. - Maintains a safe and orderly environment.	
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Classroom Community: How teachers cultivate a classroom learning community where student differences are valued⁵.

THE TEACHER:		STUDENTS:
2A	<ul style="list-style-type: none"> - Creates a classroom environment that features: <ul style="list-style-type: none"> o Mutual Respect. o Positive relationships between and among students. o Empathy for each student. - Creates a classroom environment which values diverse perspectives. - Establishes a nurturing and caring relationship with each student. 	<ul style="list-style-type: none"> - Respect their classmates and teacher(s). - Engage in respectful and open dialogue with each other and their teacher.
2B	<ul style="list-style-type: none"> - Creates a classroom environment in which diversity is respected. - Uses instructional approaches and materials that reflect students' backgrounds. - Acknowledges the value of each student's contributions to the quality of lessons. - Is welcoming to diverse family structures. - Establishes processes that result in: <ul style="list-style-type: none"> o A sense of community among students. o Effective interactions among students. o Respect for individual differences. o Positive social relationships. 	<ul style="list-style-type: none"> - Respect the uniqueness of fellow students. - Actively seek a variety of perspectives to complete group assignments.
2C	<ul style="list-style-type: none"> - Implements lessons that reflect student interests. - Acknowledges students for their accomplishments. - Ensures that all students participate in class activities. 	<ul style="list-style-type: none"> - Encourage fellow students to participate and challenge themselves. - Actively engage in collaborative learning and group processes.

⁵ See pages 5 and 6 for a list of survey items that correspond to this element.

Colorado's Student Perception Survey - Grades 3-5

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

- The schoolwork we do helps me learn.
- What I learn in this class is useful to me in my real life.
- In this class, we learn a lot almost every day.
- My teacher makes sure that we think hard about things we read and write.
- When the work is too hard, my teacher helps me keep trying.
- In this class, it is more important to understand the lesson than to memorize the answers.
- My teacher uses a lot of different ways to explain things.
- My teacher knows when we understand the lesson and when we do not.
- Our classroom materials and supplies have a special place and things are easy to find.
- In this class, we learn to correct our mistakes.
- My teacher tells us what we are learning and why.
- My teacher asks questions to be sure we are following along.
- My teacher talks to me about my work to help me understand my mistakes.
- My teacher writes notes on my work that help me do better next time.
- The schoolwork we do is interesting.

Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*

- My teacher wants us to share what we think.
- My teacher teaches us to respect people's differences.
- My teacher knows what makes me excited about learning.
- My teacher talks about things we learn in other classes, subjects, and years.
- If I am sad or angry, my teacher helps me feel better.
- My teacher would notice if something was bothering me.
- The people we learn and read about in this class are like me.
- My teacher knows what my life is like outside of school.
- My teacher knows what is important to me.
- Students feel comfortable sharing their ideas in this class.

Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*

- My teacher cares about me.
- In this class, I feel like I fit in.
- I feel like an important part of my classroom community.
- I ask for help when I need it.
- I feel like I do a good job in this class.

Classroom Management: *How teachers foster a respectful and predictable learning environment.*

- Our class stays busy and does not waste time.
- Students in my class are respectful to our teacher.

- My classmates behave the way my teacher wants them to.
- All of the kids in my class know what they are supposed to be doing and learning.

Colorado's Student Perception Survey - Grades 6-12

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

- My teacher makes learning enjoyable.
- What I learn in this class is useful to me in my real life.
- My teacher teaches things that are important to me.
- My teacher knows the things that make me excited about learning.
- In this class, we learn a lot every day.
- In this class, it is more important to understand the lesson than to memorize the answers.
- When the work is too hard, my teacher helps me keep trying.
- My teacher accepts nothing less than my best effort.
- My teacher knows when we understand the lesson and when we do not.
- If I don't understand something, my teacher explains it a different way.
- My teacher explains difficult things clearly.
- In this class, we have a say in what we learn and do.
- My teacher talks to me about my work to help me understand my mistakes.
- My teacher writes notes on my work that help me improve.
- When we study a topic, my teacher makes connections to other subjects or classes.

Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*

- My classroom is organized and I know where to find what I need.
- Students feel comfortable sharing their ideas in this class.
- My teacher respects my opinions and suggestions.
- My teacher cares about me.
- My teacher pays attention to what all students are thinking and feeling.
- My teacher respects my cultural background.
- My teacher respects me as an individual.

Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*

- My teacher would notice if something was bothering me.
- Our classroom materials (books, articles, videos, art, music, posters, etc.) reflect my cultural background.
- In this class, I feel like I fit in.
- I feel like an important part of this classroom community.
- My teacher knows what my life is like outside of school.
- My teacher knows what is important to me.
- I ask for help when I need it.
- I feel like I do a good job in this class.

Classroom Management: *How teachers foster a respectful and predictable learning environment.*

- Our class stays busy and does not waste time.

- Students in this class treat the teacher with respect.
- The students behave the way my teacher wants them to.
- Students in this class respect each other's differences.