



Digging Deeper: Linking Colorado's Student Perception Survey with Your Local Evaluation System

The Colorado Student Perception Survey (CSPS) can be used with any rubric for evaluating teacher effectiveness that aligns with the Colorado Teacher Quality Standards. Survey results can be used as a formative tool, wherein teachers use their results to reflect on their practice, complete self-reflection, and create goals for their growth. The CSPS can also be used as a summative component of teacher evaluations. It can be used as an artifact for determining ratings for professional practices for Quality Standards 1-3, and it can also be considered as one of the multiple measures required as part of the Colorado evaluation system. This is not a mutually exclusive choice; results can be used formatively by teachers to inform their practice during the year and also be included as a part of the formal evaluation at your school or district's discretion.

No matter how you plan to use survey results, we recommend that you engage in a process to link the survey to your district's teacher evaluation rubric, as survey results will be more tangible and actionable to educators when they see the explicit connections. You can use this process with any teacher evaluation rubric, whether it is the rubric associated with the Colorado State Model Evaluation System or your own locally-developed rubric aligned to the Colorado Teacher Quality Standards.

STEP 1: CREATE A COMMITTEE

The first thing you need to do as part of a meaningful process to link the student survey with your evaluation rubric is decide who will be involved. It is imperative that you have both teachers and evaluators at the table, but there may be others in your district that you want to include as well. We recommend that you select at least three experienced teacher leaders and two experienced evaluators, but you may also want to include district coaches, instructional superintendents, district superintendents, or others. The first time you engage in this process, we recommend that you limit the group to no more than ten participants.

To do this well, you need to devote enough time to the process. We recommend a minimum of half a day be set aside for your committee to complete the exercises. Make sure that you have copies of the Colorado Student Perception Survey, your rubric, and the glossary of terms on page 4 of this guide available for all participants.

STEP 2: BECOME FAMILIAR WITH THE STUDENT PERCEPTION SURVEY ELEMENTS

The survey is organized into four elements:

- 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.*

Take time as a group to investigate the survey elements and the items that comprise each one (see pages 5 and 6 for the survey items broken down into the four elements). Key questions to guide your thinking and discussion:

- How do survey items within each element relate to each other?
- Where do we see overlap between the elements?
- What are things we might observe in classrooms for each survey element?

STEP 3: MATCH SURVEY ELEMENTS TO STANDARDS

There are five Colorado Teacher Quality Standards for teachers’ professional practices, and a sixth standard for student growth. The SPS primarily relates to Quality Standards I, II, and III, which address content, learning environment, and pedagogy respectively. If you are using the Colorado State Model Evaluation System, these three standards appear in the same order in the Rubric for Evaluating Colorado Teachers. If you are using your own locally-developed system, you should identify where you have cross-walked content, learning environment, and pedagogy to your rubric.

The first SPS element, **Student Learning**, primarily relates to content and pedagogy, or Colorado Teacher Quality Standards I and III. 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. **Student Learning** is comprised of fifteen of the survey items, which is more than any other element.

The remaining three SPS elements, **Student-Centered Environment**, **Classroom Management**, and **Classroom Community**, primarily relate to Colorado Teacher Quality 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.

If you are using a locally-developed system, you can fill in the following chart to map your standards to the Colorado Teacher Quality Standards:

Survey Element	Colorado Teacher Quality Standard(s)	Our Standard(s)
Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.	<u>Quality Standard I:</u> Teachers demonstrate mastery of and pedagogical expertise in the content they teach. <u>Quality Standard III:</u> Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
Student-Centered Environment: How teachers create an environment that responds to individual students’ backgrounds, strengths, and interests.	<u>Quality Standard II:</u> Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.	
Classroom Management: How teachers foster a respectful and predictable learning environment.	<u>Quality Standard II:</u> Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.	
Classroom Community: How teachers cultivate a classroom	<u>Quality Standard II:</u> Teachers establish a safe, inclusive, and	

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learning community where student differences are valued.	respectful learning environment for a diverse population of students.	
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STEP 4: IDENTIFY HOW SURVEY ELEMENTS SUPPORT PROFESSIONAL PRACTICES

Depending on what rubric you are using and how you plan to use survey results, there are many options for your next step, identifying how the survey elements map to teachers' professional practices. An important caveat to understand before you embark on this work is that, whatever rubric you use, teaching is a complex profession, and as such you will find that statements from the survey apply to multiple professional practices and vice versa. No survey item or rubric component exists in a vacuum, and it is likely that survey items and elements will transcend whatever category you put them in.

Just as the CSPS is organized into two levels (element and item), rubrics for evaluating teachers come in various levels as well. It will ultimately be up to your school or district to decide how deep into the rubric you would like to go. The most important piece of the process is to ensure that your decisions are transparent and understandable to both educators and evaluators.

The following is an example of how it could look to match the survey with a rubric at various levels of depth. We have used the Rubric for Evaluating Colorado Teachers, which is organized into three distinct levels: Standard, Element, and Professional Practices. In Step 3, you matched the survey elements to the standard level, but you may want to go deeper. The following chart provides the different levels of depth you may choose to pursue with an example for each one.

Example one: Matching at the survey element level:

Survey Element	Level of the Colorado Rubric	Example
Classroom Management: How teachers foster a respectful and predictable learning environment.	Element	2F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.
	Professional Practices	2F: THE TEACHER: - 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. - Makes maximum use of instructional time. - Maintains a safe and orderly environment.

Example two: Matching at the survey item level:

Survey Item ¹	Level of the Colorado Rubric	Example
• My teacher knows what my life is like outside of school.	Element	2C: Teachers engage students as individuals with unique interests and strengths.
• My teacher knows what is important to me.	Professional Practices	2C: THE TEACHER: - Uses results of student interest inventories to design lessons and materials.

¹ 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.

		STUDENTS: - Discuss content and make connections between current lessons and their interests.
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Glossary of Terms

Colorado Student Perception Survey: A 34-item survey administered to students once or twice a year. The survey is available for grades 3-5 or grades 6-12.

Colorado Teacher Quality Standards: The six standards adopted by the State Board of Education pursuant to SB 10-191, Colorado’s educator evaluation law. The first five standards reflect professional practices of educators, and the sixth standard reflects student growth.

Professional Practices: The most detailed level of the Rubric for Evaluating Colorado Teachers, professional practices describe the elements of each standard. They exist as both teacher and student behaviors.

Rubric Elements: The components of each Colorado Teacher Quality Standard.

Rubric for Evaluating Colorado Teachers: The rubric developed by the Colorado Department of Education to evaluate Colorado Teacher Quality Standards I – V.

State Model Evaluation System: The comprehensive educator evaluation system developed by the Colorado Department of Education for full implementation of SB 10-191, Colorado’s educator evaluation law.

Standards: Locally-developed standards that have been cross-walked to the Colorado Teacher Quality Standards.

Survey Element: One of four categories of the Colorado Student Perception Survey. These categories include: Student Learning, Student-Centered Environment, Classroom Management, and Classroom Community.

Survey Item: One of the 34 statements in the Colorado Student Perception Survey to which students respond. Example: “Our class stays busy and does not waste time.”

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.