This document is an editable template.

Please make sure to customize all highlighted areas for your district before distributing.

All sections (including the appendices) have areas that need customization.

Student Perception Survey: Building Coordinator Guide

PAPER/PENCIL ADMINISTRATION
This guide describes the building survey coordinator’s role in administering the Student Perception Survey (SPS). It includes general information about communicating the survey’s purpose to key stakeholders and working with teachers and proctors to administer the survey. In addition, this guide includes recommendations for administering the survey to students who need accommodations (Appendix A) along with the survey questions for grades 3-5 (Appendix B) and grades 6-12 (Appendix C).

The main activities of the building coordinators are:

* Communicating and providing training, as needed, to teachers and administrators about the purpose of the survey, the administration schedule, and duties during the administration
* Coordinating administration day materials and activities
* Helping to facilitate any make-up surveys

The building coordinator’s key responsibilities are to:

* [Inform all stakeholders](#inform)
* [Verify survey administration plan](#verify)
* [Check survey materials](#check)
* [Distribute materials and support survey administration (on the day the survey is administered)](#distribute)

Details about each of these responsibilities are provided in the following sections.

INFORM ALL STAKEHOLDERS

**Teachers**

* Before administering the SPS, brief all instructional staff about the survey and its purpose, the administration plans and associated timeline(s), and how results will be used.
* For transparency, provide all instructional staff with access to the survey questions and proctor guides even if they are not proctoring the survey.

**Students**

* Inform students about the survey in advance and talk explicitly with them about the process and purpose. It may be helpful to teach a mini-lesson that explains what a survey is, why opinions matter and why feedback is important.
* Assure students that their answers will be kept private. Internal and external research has shown that student confidentiality is essential for students to feel comfortable and respond honestly to survey items**.** Administrators and teachers should communicate with students in both words and actions that their responses will be kept private.
* Share a sample Student Information Sheet, available at The Colorado Education Initiative’s (CEI’s) website in [English](http://www.coloradoedinitiative.org/wp-content/uploads/2014/09/SPS_Planning_comms_student-one-pager-CEI.docx) and [Spanish](http://www.coloradoedinitiative.org/wp-content/uploads/2014/09/SPS_Planning_comms_student-one-pager-Spanish-CEI.docx), with students before the survey is administered.

**Parents**

* Inform parents about the survey’s purpose and process before it is administered. CEI’s website provides helpful communication resources, including a sample parent letter (in [English](http://www.coloradoedinitiative.org/wp-content/uploads/2014/09/SPS_Planning_comms_parent-one-pager-CEI.docx) and [Spanish](http://www.coloradoedinitiative.org/wp-content/uploads/2014/09/SPS_Planning_comms_parent-one-pager-spanish-CEI.docx)) and [drop-in articles](http://www.coloradoedinitiative.org/wp-content/uploads/2014/09/SPS_Planning_comms_drop-in-articles-CEI.docx) for school and district newsletters.

VERIFY SURVEY ADMINISTRATION PLAN

You have probably received guidance or an administration plan from your district. Review those guidelines and the process as soon as possible to ensure the survey is administered successfully. If you have questions about the district plan, contact your district survey coordinator.

**Considerations for Administration Planning**

To help guarantee the success of the survey administration, review your administration plan to ensure the following:

* There is a plan in place for ensuring that all students have adequate time to complete the survey(s) they are assigned.
	+ Grades 3-5 will need 30 minutes per survey.
	+ Grades 6-12 will need 45 minutes for two surveys.
	+ Elementary schools that have decided to include survey specialists in grades 3-5 will need to administer surveys in two separate sittings.
* All elementary school homeroom teachers are not proctoring their own surveys.
* All proctors have thoroughly reviewed the proctor protocol **before** survey administration.
* There is a plan in place for administering the survey to students who need the survey directions and/or the entire survey read in Spanish.
* There is a plan in place for administering the survey to students who need accommodations. If students with disabilities will not take the survey, make alternate arrangements ahead of time. Appendix A provides suggestions for accommodations.

CHECK SURVEY MATERIALS
[Districts, please update this section to reflect what materials building coordinators will have.]

Please review the survey administration materials that you have received to ensure you have the following:

* Building coordinator materials
	+ Master list of student assignments
* Proctor materials for each proctor in your building, including:
	+ A proctor guide.
	+ A master list of the students who each proctor will supervise. This list can also be used to indicate any students who do not participate or are absent and need to take the survey at a later time.
	+ A corresponding list of the teachers assigned to the students in the proctor’s group. This does not mean that the proctor should know which teachers are assigned to particular students. The proctor should only know if students are reviewing multiple teachers during the same sitting or just one teacher.
	+ Student materials.
		- Paper surveys.

DISTRIBUTE MATERIALS AND SUPPORT SURVEY ADMINISTRATION

(ON THE DAY THE SURVEY IS ADMINISTERED)

**Distributing Survey Materials to Proctors**
Building coordinators are responsible for ensuring that materials are distributed to the appropriate area or classroom. Please consider the following recommendations:

* For elementary schools that have chosen to use survey specialists, separate the materials for grades 3-5 into two packets for each homeroom: one packet for core teachers and one packet for specialist teachers. Students in these grades will take surveys at two separate times.
* Remind proctors to:
	+ Read through the proctor protocol and familiarize themselves with the content of the survey ***before*** survey administration.
	+ Verify that the packet they have received includes the appropriate student materials for the class they will be proctoring.

**Survey Administration**

To help teachers and proctors in your building administer the survey, be available to field questions that may come up during survey administration. If teachers do not already have your contact information, please ensure they receive it before administration so that they can call you directly if any questions or concerns arise during the administration period.

**Post-Administration**

[Districts, please update this section with information about how to return or dispose of survey materials.]

APPENDIX A: TESTING ACCOMMODATIONS

The Student Perception Survey (SPS) is not an academic assessment, so any student can receive testing accommodations as he or she takes the survey. For example, you might want to read the survey out loud to a student or groups of students if it will facilitate their understanding of the survey items. Additionally, all students who receive accommodations on standardized tests such as TCAP and district benchmark assessments should receive those same accommodations during the SPS. This includes but is not limited to students with disabilities who have testing accommodations listed in their Individualized Education Plans (IEPs). Before the survey is administered, the district and/or building coordinator should work with instructional staff at each school to identify any students who need support and make arrangements to receive the accommodations. If a student requires one-on-one assistance, make sure the teacher assigned to help this student is not the teacher being assessed on the survey.

Decisions to exclude students from the survey should be made on a case-by-case basis when the nature and severity of a student’s disability are such that the student likely would not be able to meaningfully complete the survey. Alternate arrangements should be made for these students before administration day.

Below is a list of suggested standard accommodations. Please feel free to use other supports as needed and document these supports in the summary form. Please note that all surveys are printed in both English and Spanish.

## Standard Presentation Accommodations

* Reading directions aloud
* Signing directions
* Presenting the entire survey orally
* Translating the oral presentation of the entire survey
* Signing the presentation of the entire survey
* Breaks or extended timing for students

## Standard Response Accommodations

* Using a scribe to write oral responses or fill in bubbles on the survey form[[1]](#footnote-1)
* Reading questions and responses aloud
* Signing questions and responses
* Using signing as an alternative response (must also then enter responses on the survey form)
* Using assistive technology to communicate responses to survey items

APPENDIX B: PROCTOR VERSION OF SURVEY QUESTIONS[[2]](#footnote-2) FOR GRADES 3-5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. The schoolwork we do helps me learn.
 | Never | Some of the time | Most of the time | Always |
| 1. The schoolwork we do is interesting.
 | Never | Some of the time | Most of the time | Always |
| 1. What I learn in this class is useful to me in my real life.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher knows what makes me excited about learning.
 | Never | Some of the time | Most of the time | Always |
| 1. In this class, we learn a lot almost every day.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher makes sure that we think hard about things we read and write.
 | Never | Some of the time | Most of the time | Always |
| 1. When the work is too hard, my teacher helps me keep trying.
 | Never | Some of the time | Most of the time | Always |
| 1. In this class, it is more important to understand the lesson than to memorize the answers.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher uses a lot of different ways to explain things.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher knows when we understand the lesson and when we do not.
 | Never | Some of the time | Most of the time | Always |
| 1. Our classroom materials and supplies have a special place, and things are easy to find.
 | Never | Some of the time | Most of the time | Always |
| 1. In this class, we learn to correct our mistakes.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher tells us what we are learning and why.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher wants us to share what we think.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher asks questions to be sure we are following along.
 | Never | Some of the time | Most of the time | Always |
| 1. Students feel comfortable sharing their ideas in this class.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher talks to me about my work to help me understand my mistakes.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher writes notes on my work that help me do better next time.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher talks about things we learn in other classes, subjects, and years.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher cares about me.
 | Never | Some of the time | Most of the time | Always |
| 1. If I am sad or angry, my teacher helps me feel better.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher would notice if something was bothering me.
 | Never | Some of the time | Most of the time | Always |
| 1. Our class stays busy and does not waste time.
 | Never | Some of the time | Most of the time | Always |
| 1. Students in my class are respectful to our teacher.
 | Never | Some of the time | Most of the time | Always |
| 1. My classmates behave the way my teacher wants them to.
 | Never | Some of the time | Most of the time | Always |
| 1. All of the kids in my class know what they are supposed to be doing and learning.
 | Never | Some of the time | Most of the time | Always |
| 1. The people we learn and read about in this class are like me.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher teaches us to respect people’s differences.
 | Never | Some of the time | Most of the time | Always |
| 1. In this class, I feel like I fit in.
 | Never | Some of the time | Most of the time | Always |
| 1. I feel like an important part of my classroom community.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher knows what my life is like outside of school.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher knows what is important to me.
 | Never | Some of the time | Most of the time | Always |
| 1. I ask for help when I need it.
 | Never | Some of the time | Most of the time | Always |
| 1. I feel like I do a good job in this class.
 | Never | Some of the time | Most of the time | Always |

APPENDIX C: PROCTOR VERSION OF SURVEY QUESTIONS[[3]](#footnote-3) FOR GRADES 6-12

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. My teacher makes learning enjoyable.
 | Never | Some of the time | Most of the time | Always |
| 1. What I learn in this class is useful to me in my real life.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher teaches things that are important to me.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher knows the things that make me excited about learning.
 | Never | Some of the time | Most of the time | Always |
| 1. In this class, we learn a lot every day.
 | Never | Some of the time | Most of the time | Always |
| 1. In this class, it is more important to understand the lesson than to memorize the answers.
 | Never | Some of the time | Most of the time | Always |
| 1. When the work is too hard, my teacher helps me keep trying.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher accepts nothing less than my best effort.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher knows when we understand the lesson and when we do not.
 | Never | Some of the time | Most of the time | Always |
| 1. If I don’t understand something, my teacher explains it a different way.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher explains difficult things clearly.
 | Never | Some of the time | Most of the time | Always |
| 1. My classroom is organized, and I know where to find what I need.
 | Never | Some of the time | Most of the time | Always |
| 1. Students feel comfortable sharing their ideas in this class.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher respects my opinions and suggestions.
 | Never | Some of the time | Most of the time | Always |
| 1. In this class, we have a say in what we learn and do.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher talks to me about my work to help me understand my mistakes.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher writes notes on my work that help me improve.
 | Never | Some of the time | Most of the time | Always |
| 1. When we study a topic, my teacher makes connections to other subjects or classes.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher cares about me.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher pays attention to what all students are thinking and feeling.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher would notice if something was bothering me.
 | Never | Some of the time | Most of the time | Always |
| 1. Our class stays busy and does not waste time.
 | Never | Some of the time | Most of the time | Always |
| 1. Students in this class treat the teacher with respect.
 | Never | Some of the time | Most of the time | Always |
| 1. The students behave the way my teacher wants them to.
 | Never | Some of the time | Most of the time | Always |
| 1. Our classroom materials (books, articles, videos, art, music, posters, etc.) reflect my cultural background.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher respects my cultural background.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher respects me as an individual.
 | Never | Some of the time | Most of the time | Always |
| 1. Students in this class respect each other’s differences.
 | Never | Some of the time | Most of the time | Always |
| 1. In this class, I feel like I fit in.
 | Never | Some of the time | Most of the time | Always |
| 1. I feel like an important part of this classroom community.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher knows what my life is like outside of school.
 | Never | Some of the time | Most of the time | Always |
| 1. My teacher knows what is important to me.
 | Never | Some of the time | Most of the time | Always |
| 1. I ask for help when I need it.
 | Never | Some of the time | Most of the time | Always |
| 1. I feel like I do a good job in this class.
 | Never | Some of the time | Most of the time | Always |

1. Students who require a scribe may have someone write their answers on the survey form or fill in bubbles on the survey form if necessary. However, the teacher who assists with this accommodation should not be the teacher being assessed. [↑](#footnote-ref-1)
2. A number of items on the Colorado SPS were adapted from items made available for noncommercial use through the Measures of Effective Teaching (MET) project, funded by the Bill & Melinda Gates Foundation.   [↑](#footnote-ref-2)
3. A number of items on the Colorado SPS were adapted from items made available for noncommercial use through the Measures of Effective Teaching (MET) project, funded by the Bill & Melinda Gates Foundation.   [↑](#footnote-ref-3)