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Student Perception Survey: Proctor Guide

GRADES 3-5 PAPER/PENCIL SURVEY  
**Thank you for agreeing to proctor the Student Perception Survey (SPS)!** This guide is for individuals who will proctor the paper/pencil version of the SPS for students in grades 3-5.

Please note that elementary teachers should ***not*** administer surveys to their own students. If you are a teacher, this means that you may be swapping classes with another teacher to administer the survey. If you are an administrator, you may be conducting the survey for a teacher or group of teachers.

Please read this entire proctor protocol before administering surveys to your students. Also review Appendix A, which includes specific questions that may arise while proctoring the survey. For more information about the purpose, content, or development of the SPS, please visit [www.coloradoedinitiative.org/resources/studentsurvey/](http://www.coloradoedinitiative.org/resources/studentsurvey/).

The key responsibilities for proctoring the survey are outlined below.

**Before survey administration:**

* [Verify survey administration plan](#verify).
* [Check survey materials](#check).

**Day the survey is administered:**

* [Travel to the survey administration setting](#travel).
* [Prepare for survey administration](#prepare).
* [Distribute survey materials to students](#distribute).
* [Read survey instructions aloud](#read).
* [Ensure that students complete the surveys](#complete).
* [Collect and deliver survey materials](#after).

VERIFY SURVEY ADMINISTRATION PLAN

As a proctor, you are critical to the success of the SPS administration. When you receive materials from your building coordinator, please take some time to ensure that everything is in order, including the following:

* Verify whether you are proctoring a survey for a homeroom teacher or a specialist teacher(s). **Note:** Schools that have chosen to include survey specialists in grades 3-5 will receive materials in to two packets: one packet for core teachers and one packet for specialist teachers. Students in these grades will take surveys at two separate times.
* Verify that adequate time (approximately 30 to 45 minutes) has been set aside for the survey administration.

CHECK SURVEY MATERIALS

In addition to this protocol, each proctor packet contains:

* A proctor guide
* A master list of the students you 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 your group. This does not mean that you should know which teachers are assigned to particular students. You should only know if students are reviewing multiple teachers during the same sitting or just one teacher.
* Student materials

TRAVEL TO THE SURVEY ADMINISTRATION SETTING

As noted above, you may be swapping classrooms with another teacher or you may be an administrator who is proctoring the survey for a classroom or grade. Research has shown that students are more comfortable taking a survey about their teacher when their teacher is not in the room. For this reason, only the designated proctor should remain in the room during the survey administration.

PREPARE FOR SURVEY ADMINISTRATION

Please plan for the following as you prepare to administer the survey:

# ACCOMMODATIONS

The SPS is not an academic assessment, so any student can receive testing accommodations as he or she takes the survey. If a student needs special accommodations to complete the survey, please refer to Appendix E.

* Students should be able to complete **one survey** in approximately **30 minutes.** Before the survey is administered, plan for students to have “silent work” ready at their desks if they finish the survey earlier than other students. Class should not resume until all students have completed their surveys.
* Students will have the option to complete the survey in English or in Spanish. This guide includes instructions in English (Appendix B) and in Spanish (Appendix C).

**Note:** Students taking the survey in Spanish will also need to have instructions and survey items read in Spanish. Please contact your building coordinator or principal to make arrangements for individual students who may need this accommodation.

* Students in grades 3-5 should have the ***entire*** survey read aloud to the class. Refer to Appendix D for a read-aloud version of the survey.

**Note:** Due to the selection criteria it is possible that all students in one proctor period will not be assessing the same specialist. Review the list of teacher(s) who students are assessing ***before*** administration; if all students are reviewing the same teacher, you can insert the teacher’s name when you are reading the questions out loud.

* The district coordinator should work with teachers to identify students requiring accommodations and create a plan for them to participate in the survey.
* [Districts, please outline any additional information here about the format of the survey materials, pre-questions, etc.]

DISTRIBUTE SURVEY MATERIALS TO STUDENTS

[Districts, please describe how the survey materials will be organized for proctors and how they should be passed out to students.]

Once you begin distributing survey materials, students should remain silent until all surveys have been completed unless they have a question.

[Districts, please insert contact information for building coordinators here in case proctors have questions or students don’t receive surveys.]

# TIPS FOR MAINTAINING STUDENT CONFIDENTIALITY

* Avoid looking at students’ surveys.
* If a student has a question, refer to your survey printout to answer the question rather than looking at the student’s survey.
* Only answer questions about individual words or survey items. Do not answer questions related to the teacher being assessed.
* Maintain a comfortable distance from students while they are completing surveys.

READ SURVEY INSTRUCTIONS ALOUD

* **Read the survey instructions script (Appendix B) aloud to the whole class.** Students can follow along silently on their survey sheet.

**Note:** You can find the Spanish script in Appendix C. If you don’t feel comfortable reading the instructions in Spanish but feel that it might be necessary for all or part of your class, work with your building coordinator to make other arrangements.

* Ask students to wait until you have read the survey instructions aloud before beginning the survey.

ENSURE THAT STUDENTS COMPLETE THE SURVEYS

Once you have read the instructions, students may begin the surveys. To accommodate all reading levels in grades 3-5, read the ***entire*** survey aloud to students (as a class). Refer to Appendix D for all questions and responses. Although the survey will be read aloud, students can still proceed at their own pace if they choose.

Refer to the list of teacher(s) that students are reviewing so that you know whether or not the students are reviewing multiple teachers. If all students are reviewing the same teacher, insert that name into each question; for example, Mrs. Smith knows what makes me excited about learning.

**Additional Notes about Survey Administration**

* If students finish before the rest of the class they can work silently at their desks.
* If a student has a question, you may answer to the best of your ability as long as it relates to a student’s understanding of individual words or survey items. Do not answer questions related to the teacher being assessed.
* To ensure that students answer questions honestly, it is important for them to know that teachers will not see their responses. See the sidebar on page 4 for ways to ensure student confidentiality.

COLLECT AND DELIVER SURVEY MATERIALS

* [Districts, please insert instructions about returning survey materials to the building coordinator.]

APPENDIX A: PROCTOR FAQ

This FAQ is intended to help you answer specific questions that may arise while proctoring the survey. If you would like more information about the purpose, content, or development of the Student Perception Survey, visit [www.coloradoedinitiative.org/resources/studentsurvey/](http://www.coloradoedinitiative.org/resources/studentsurvey/).

**If students don’t understand the meaning of a word on the survey, can I try to define it for them?**

Yes. The survey is not designed to assess students’ vocabulary or academic achievement in any way, so feel free to help with words that students don’t know.

**If students don’t understand the meaning of a question, can I try to elaborate for them?**

Yes. You can help students understand a question’s meaning but be careful not to coach them on the answer.

**What should I instruct students to do if they were asked to assess a teacher they don’t have or don’t feel that they can adequately assess (such as teacher aides and student teachers)?**

Students do not have to complete a survey for these teachers. They can sit out or you can work with your survey coordinator to get them reassigned to a different teacher.

**What should I instruct students to do if they were asked to assess a teacher they no longer have?**

Students do not have to complete a survey for these teachers. They can sit out or you can work with your building coordinator to get them reassigned to a different teacher.

**What should I instruct students to do if they have only had their teacher for a short period of time?**

If they are assigned to a teacher that they have had for less than six weeks, they do not have to complete a survey on that teacher. They can sit out or you can work with your building coordinator to get them reassigned to a different teacher.

**How should students assess teachers they have for multiple courses?**

The survey materials will indicate the class that students have with that assigned teacher. Please ask them to focus on this class as much as possible.

**How long will the survey take?**

* In grades 3-5, students should be able to complete one survey in 30 minutes. If students are also surveying specialists, they will need two 30-minute periods or a longer period with a break in between the surveys.
* In grades 6-12, students should be able to complete two surveys in 45 minutes.

**What if one of my students did not receive a survey?**

Please contact your survey coordinator.

**What should I instruct students to do if they do not speak or read English or Spanish very well?**

If students are taking the survey in Spanish, it is strongly recommended that the survey instructions and questions are read in Spanish. [Please update this section to reflect how languages other than Spanish will be handled.]

**Is the survey anonymous?**

[Please update this section to reflect how student-teacher links will be used in your district.]

**How is students’ confidentiality protected?**

Students’ responses to the survey will be confidential, and teachers will not see individual students’ survey results. Teacher survey data reports will only include aggregate survey results, where individual responses will be totaled and reported at the class level. Teachers with fewer than 10 student responses will not receive individual reports to protect student confidentiality.

APPENDIX B: ENGLISH SURVEY INSTRUCTIONS FOR READ-ALOUD

***To be read to the class before they begin taking the survey***

You will be completing a survey that will provide important information about your teacher. A survey is different from a test. On a survey, you are asked for your opinion or point of view; there are **no right or wrong answers**, and you will not be graded. The reason you are taking this survey is to share how you feel about your teacher and what happens in your class. Participation in this survey is **voluntary**. Please read each question carefully and answer it based on **what you really think or feel**.

While answering the questions on the survey, it is important to **only** think about the teacher and class you have been asked to assess and **not** other teachers. Your responses to the survey will be **private**. Your teacher and your principal will not know how you answered the questions. If you come to any question in the survey that you do not want to answer, you can leave it blank and move to the next question. If you come to a question you don’t understand or a word you don’t know, please raise your hand and wait for help.

For each question, choose just one answer that best fits what you think or feel. Then fill in the circle for that answer. Don’t pick an answer just because you think that’s what someone wants you to say.

[Districts, update this section to reflect administration procedures in your district, for example, if students do not have codes, if students are only completing one survey, etc.] If you have more than one survey code, you will be completing surveys for more than one teacher. If you did not receive more than one survey code, you will only be completing one survey. Once you have completed the survey for one teacher, you can start the next survey.

Thank you for your honest feedback! You may begin.

APPENDIX C: SPANISH SURVEY INSTRUCTIONS FOR READ-ALOUD

***To be read to the class before they begin taking the survey***

Estarás llenando una encuesta que proveerá información importante sobre tu maestro/a. Una encuesta es diferente a un examen. En una encuesta, se te pregunta sobre tu opinión o punto de vista; **no** existen respuestas **correctas ni incorrectas** y no será calificada. El propósito de esta encuesta es compartir tus sentimientos sobre tu maestro/a y sobre lo que sucede en tu clase. La participación en esta encuesta es **voluntaria**. Favor de leer cada pregunta cuidadosamente y contesta basado en lo que **realmente piensas o sientes.**

Cuando contestes las preguntas en la encuesta, es importante que **solamente** te enfoques en el/la maestro/a y clase de la cual te estamos preguntando, y **no** en otros maestros/as. Tus respuestas en la encuesta se mantendrán **privadas.** Tu maestro/a y director/a no sabrán como contestaste las preguntas. Si encuentras alguna pregunta que no quieres contestar, puedes dejar esa respuesta en blanco y seguir a la siguiente pregunta. Si hay una pregunta que no entiendes o una palabra que no sabes, favor de levantar la mano y esperar por ayuda.

Para cada pregunta, elije solamente una respuesta que corresponde con lo que sientes o piensas, y llena el círculo adecuado para esa respuesta. No elijas ninguna respuesta solamente porque piensas que es lo que alguien quiere que digas.

[Districts, update this section to reflect administration procedures in your district, for example, if students do not have codes, if students are only completing one survey, etc.] Si tienes más de un código de encuestas, estarás llenado una encuesta sobre más de un/a maestro/a. Si no recibiste más de un código de encuesta, solo llenarás una encuesta. Cuando termines la encuesta para el primer/a maestro/a, podrás comenzar la próxima encuesta para el/la siguiente maestro/a.

¡Gracias por tus honestas respuestas! Puedes empezar

APPENDIX D: ENGLISH AND SPANISH PROCTOR VERSION OF SURVEY QUESTIONS[[1]](#footnote-1) FOR READ-ALOUD

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. El trabajo escolar que hacemos en clase me ayuda a aprender. | Nunca | A veces | Casi siempre | Siempre |
| 2. El trabajo escolar que hacemos es interesante. | Nunca | A veces | Casi siempre | Siempre |
| 3. Lo que aprendo en esta clase es útil en mi vida diaria. | Nunca | A veces | Casi siempre | Siempre |
| 4. Mi maestro/a sabe que es lo que me emociona sobre aprender. | Nunca | A veces | Casi siempre | Siempre |
| 5. En esta clase, aprendemos bastante casi todos los días. | Nunca | A veces | Casi siempre | Siempre |
| 6. Mi maestro/a se asegura que nosotros pensemos sobre las cosas que leemos y escribimos. | Nunca | A veces | Casi siempre | Siempre |
| 7. Cuando el trabajo es muy difícil, mi maestro/a me ayuda a seguir intentando. | Nunca | A veces | Casi siempre | Siempre |
| 8. En esta clase, es más importante entender la lección que memorizarse las respuestas. | Nunca | A veces | Casi siempre | Siempre |
| 9. Mi maestro/a usa diferentes maneras para explicar las cosas. | Nunca | A veces | Casi siempre | Siempre |
| 10. Mi maestro/a sabe cuándo nosotros entendemos la lección y cuando no la entendemos. | Nunca | A veces | Casi siempre | Siempre |
| 11. Los materiales y útiles escolares se mantienen en su lugar y las cosas son fáciles de encontrar. | Nunca | A veces | Casi siempre | Siempre |
| 12. En esta clase, aprendemos como corregir nuestros errores. | Nunca | A veces | Casi siempre | Siempre |
| 13. Mi maestro/a nos dice lo que estamos aprendiendo y por qué. | Nunca | A veces | Casi siempre | Siempre |
| 14. Mi maestro/a quiere que nosotros compartamos lo que pensamos. | Nunca | A veces | Casi siempre | Siempre |
| 15. Mi maestro/a nos pregunta para asegurar que entendemos la información. | Nunca | A veces | Casi siempre | Siempre |
| 16. Los estudiantes se sienten comodos compartiendo sus ideas en esta clase. | Nunca | A veces | Casi siempre | Siempre |
| 17. Mi maestro/a habla conmigo sobre mi trabajo para ayudarme a entender mis errores. | Nunca | A veces | Casi siempre | Siempre |
| 18. Mi maestro/a escribe comentarios en mi trabajo que me ayudan a mejorar para la próxima vez. | Nunca | A veces | Casi siempre | Siempre |
| 19. Mi maestro/a habla sobre las cosas que hemos aprendido en otras clases, materias y años escolares. | Nunca | A veces | Casi siempre | Siempre |
| 20. Le importo a mi maestro/a. | Nunca | A veces | Casi siempre | Siempre |
| 21. Si estoy enojado/a o triste, mi maestro/a me ayuda a sentirme mejor. | Nunca | A veces | Casi siempre | Siempre |
| 22. Mi maestro/a notaría si algo me estuviera molestando. | Nunca | A veces | Casi siempre | Siempre |
| 23. Nuestra clase se mantiene ocupada y no pierde tiempo. | Nunca | A veces | Casi siempre | Siempre |
| 24. Los estudiantes en esta clase son respetuosos hacia nuestro maestro/a. | Nunca | A veces | Casi siempre | Siempre |
| 25. Mis compañeros se comportan como mi maestro/a quiere. | Nunca | A veces | Casi siempre | Siempre |
| 26. Todos los niños en esta clase saben lo que tienen que estar haciendo y aprendiendo. | Nunca | A veces | Casi siempre | Siempre |
| 27. Las personas de las cuales aprendemos y leemos en esta clase son como yo. | Nunca | A veces | Casi siempre | Siempre |
| 28. Mi maestro/a nos enseña a respetar las diferencias de otras personas. | Nunca | A veces | Casi siempre | Siempre |
| 29. Me siento parte de esta clase. | Nunca | A veces | Casi siempre | Siempre |
| 30. Me siento como una parte importante de la comunidad de mi clase. | Nunca | A veces | Casi siempre | Siempre |
| 31. Mi maestro/a sabe como es mi vida fuera de la escuela. | Nunca | A veces | Casi siempre | Siempre |
| 32. Mi maestro/a sabe lo que es importante para mí. | Nunca | A veces | Casi siempre | Siempre |
| 33. Yo pido ayuda cuando la necesito. | Nunca | A veces | Casi siempre | Siempre |
| 34. Yo creo que hago un buen trabajo en esta clase. | Nunca | A veces | Casi siempre | Siempre |

APPENDIX E: 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 Transitional Colorado Assessment Program (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
* Reading questions and responses aloud
* Signing questions and responses
* Using signing as an alternative response (must also then enter responses onto the survey form)
* Using assistive technology to communicate responses to survey items

1. 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-1)