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Student Perception Survey: Proctor Guide

GRADES 6-12 PAPER/PENCIL SURVEY  
**Thank you for agreeing to proctor the Student Perception Survey (SPS)!** This guide is for individuals who will be proctoring the paper/pencil version of the student survey.

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 student survey, visit [www.coloradoedinitiative.org/resources/studentsurvey/](http://www.coloradoedinitiative.org/resources/studentsurvey/).

**Note:** Because students were assigned randomly to two of their teachers, it is possible that you are proctoring a class where some students are completing a survey about you. Please make sure you pay special attention to the information about protecting student anonymity in this process.

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:**

* [Prepare for survey administration](#prepare).
* [Distribute survey materials to students](#distributre).
* [Read survey instructions aloud](#read).
* [Ensure that students complete the surveys](#compalte).
* [Return survey materials to district](#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. We recommend that you 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 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.

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 D.

* Students should be able to complete **two surveys** in approximately **45 minutes**.Before the survey is administered, plan for students to have “silent work” ready at their desks if they finish the survey(s) earlier than other students. Class should not resume until all students have completed their surveys.
* Students should read the questions to themselves and quietly complete the survey(s) individually unless they require specific accommodations. Students requiring accommodations should be identified by your district coordinator, principal, and/or special education coordinator or staff, and may take the survey in a different location.

**Note:** Because this is not an academic assessment, please feel free to help students with specific words or questions, if needed.

* Students will have the option to complete the survey(s) 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.

* [Districts, please outline any 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.]

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

# TIPS FOR MAINTAINING STUDENT CONFIDENTIALITY

* Avoid looking at students’ surveys.
* If a student has a question, please refer to your survey printout to answer the question rather than looking at the student’s survey.
* Only answer questions related to a student’s understanding of 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.

Once you have read the instructions, students may begin the surveys. It may be helpful for you to read some or all of the questions from the survey aloud. A read-aloud version of the survey is available in Appendix E.

**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 it 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 for ways to ensure student confidentiality.

RETURN SURVEY MATERIALS TO DISTRICT

* [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 on 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 for 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 you 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: 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 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 a 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 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 on the survey form)
* Using assistive technology to communicate responses to survey items

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.  Mi maestro/a me hace disfrutar el aprendizaje. | Nunca | A veces | Casi siempre | Siempre |
| 2. Lo que aprendo en esta clase es útil en mi vida diaria. | Nunca | A veces | Casi siempre | Siempre |
| 3. Mi maestro/a enseña cosas que son importantes para mí. | Nunca | A veces | Casi siempre | Siempre |
| 4. Mi maestro/a sabe las cosas que me emocionan del aprendizaje. | Nunca | A veces | Casi siempre | Siempre |
| 5.  En esta clase, aprendemos mucho todos los días. | Nunca | A veces | Casi siempre | Siempre |
| 6. En esta clase, es más importante entender la lección que memorizar las respuestas. | 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.  Mi maestro/a solamente acepta mi mejor esfuerzo. | Nunca | A veces | Casi siempre | Siempre |
| 9. Mi maestro/a sabe cuando entendemos la lección y cuando no. | Nunca | A veces | Casi siempre | Siempre |
| 10. Si no entiendo algo, mi maestro/a lo explica de otra manera. | Nunca | A veces | Casi siempre | Siempre |
| 11. Mi maestro/a explica claramente cosas que son difíciles de entender. | Nunca | A veces | Casi siempre | Siempre |
| 12. Mi salón de clase está organizado y sé donde encontrar lo que necesito. | Nunca | A veces | Casi siempre | Siempre |
| 13. Los estudiantes se sienten comodos compartiendo sus ideas en esta clase. | Nunca | A veces | Casi siempre | Siempre |
| 14. Mi maestro/a respeta mis opiniones y sugerencias. | Nunca | A veces | Casi siempre | Siempre |
| 15. En esta clase, tenemos voz y voto en lo que aprendemos y hacemos. | Nunca | A veces | Casi siempre | Siempre |
| 16. Mi maestro/a habla conmigo sobre mi trabajo para ayudarme a entender mis errores. | Nunca | A veces | Casi siempre | Siempre |
| 17. Mi maestro/a escribe comentarios en mi trabajo que me ayudan a mejorar. | Nunca | A veces | Casi siempre | Siempre |
| 18. Cuando estudiamos un tema, mi maestro/a lo conecta con otros temas o clases. | Nunca | A veces | Casi siempre | Siempre |
| 19. Mi maestro/a se preocupa por mí. | Nunca | A veces | Casi siempre | Siempre |
| 20. Mi maestro/a presta atención a los pensamientos y sentimientos de todos los estudiantes. | Nunca | A veces | Casi siempre | Siempre |
| 21. Mi maestro/a se daría cuenta si algo me estuviera molestando. | Nunca | A veces | Casi siempre | Siempre |
| 22. Nuestra clase se mantiene ocupada y no pierde tiempo. | Nunca | A veces | Casi siempre | Siempre |
| 23. Los estudiantes en esta clase tratan al maestro/a con respeto. | Nunca | A veces | Casi siempre | Siempre |
| 24. Los estudiantes se comportan de la manera que el maestro/a quiere. | Nunca | A veces | Casi siempre | Siempre |
| 25. Nuestras cosas en el salón de clase (libros artículos, videos, arte, música, etc.) reflexionan mi historia cultural. | Nunca | A veces | Casi siempre | Siempre |
| 26. Mi maestro/a respeta mi historia cultural. | Nunca | A veces | Casi siempre | Siempre |
| 27. Mi maestro/a me respeta a mí como un individuo. | Nunca | A veces | Casi siempre | Siempre |
| 28. Los estudiantes en esta clase respetan las diferencias de cada quien. | 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 esta 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 |

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)