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A Teacher’s Guide to Using Student Perception Survey Results

Your Student Perception Survey (SPS) results will give you a powerful tool for understanding your students’ experience in your classroom. These results will likely confirm some things that you knew about your classroom, surprise you with some things that you didn’t know, and open up new questions about things you want to explore further.

This data is a unique source of actionable feedback on your instructional practice that you can apply immediately to build upon your strengths and accelerate your professional development. The survey is aligned to Colorado’s Teacher Quality Standards and includes items[[1]](#footnote-1) that research has found to be strongly correlated with student learning outcomes.

**HOW TO READ YOUR REPORT**

**THINGS TO KEEP IN MIND**

* Your students were asked to give their honest responses to the survey, and there is a lot of evidence that by and large, students answer truthfully and do not give dishonest answers for the purposes of attacking their teachers.
* The survey gives you data on how your students perceive their learning experiences in your classroom, but it might not give you much insight into WHY they feel that way. Apply what you know about the context of your classroom and your students to better understand the data, pinpoint strengths to build upon, and identify ways to improve areas in which your students may have responded less positively.
* This survey provides powerful data on your instructional practice, but it’s just one data source. As you reflect on your results, pull in other sources of data about your strengths and areas of growth so you can build a holistic picture of your performance that resonates with you as authentic and meaningful.

[Insert specific information here depending on the report format.]

**HOW TO USE YOUR RESULTS**

The following are recommendations for how to make the most of your SPS results:

* Set aside sufficient time to review and reflect on the results. With 34 survey items, there is a lot of information to process. This review could take anywhere from a few hours to a couple of days, depending on the approach you take.
* Collaborate with a trusted colleague to help you think about how to use the results. You might consider consulting with a team teacher, instructional coach, administrator, master/mentor teacher, or friend.
* When reflecting on your results individually or as a group, ask the following questions:[[2]](#footnote-2)
* What observations do you have about these results?
* Does anything surprise you?
* What are you most proud of?
* What can you learn from the results?
* How can you improve on this data next year?
* Are you making progress on your vision for your students/school?
* What interventions or support do you need in order to improve?
* Use the data to reflect on your strengths as a teacher and your greatest opportunities for growth. To do this, pull in survey data and other data points, such as observation data from an evaluator or coach, your self-assessment of your professional practice, and data about your students’ learning outcomes. There are many possible approaches to analyzing your SPS data, including:
	+ Focus on one survey item in each element.
	+ Focus on all the survey items in a single element.
	+ Focus on the three or four items with the lowest scores and three or four items with the highest scores.
* Identify two or three immediate next steps that you can take to improve in your development areas, and infuse what you learn from the survey into other activities in which you reflect on your performance and how to improve.
* Use team time or professional development time to explore school-wide summary results and identify trends, strengths, and opportunities for all-staff professional development.
* Use SPS results as a tool to inform your self-assessment and reflection, goal setting, and feedback conversations.

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)
2. Kanold, T.D. *The Five Disciplines of PLC Leaders*. Bloomington, IN: Solution Tree Press, 2011. [↑](#footnote-ref-2)