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Student Perception Survey Coaching Conversations Guide

Student Perception Survey (SPS) results can be difficult to interpret due to the unique nature of the data. Items on Colorado's SPS are designed to have varying levels of difficulty, so it is not as easy as simply looking at the highest and lowest items to identify strengths and areas of improvement. Teachers and coaches should think carefully about the priorities of their school, classroom, and discipline, and then identify relative strengths and weaknesses in comparison to school, district, and statewide norming data.

Throughout this conversation, teachers may be dismissive of the data or have a hard time interpreting the results. When orienting teachers to the data:

- **Always consider comparison groups.** Teachers may identify an area of strength that may actually be much lower than the school average or an area of growth that is actually much higher. Use comparison groups to help them think through their results in relation to aggregate data.
- **Look at the distribution of responses.** Two questions may have the same percent favorable score but one could have many more “never” responses than “most of the time.” To prioritize questions where a majority of students are answering “never,” ask teachers to look at the distribution of responses.
- **Reinforce the quality of the survey instrument.** Many teachers will be dismissive of survey results because they do not think students understood the items or took the survey seriously. Colorado's SPS has gone through a rigorous development process, and [The Colorado Education Initiative has many resources](#) to inform teachers about the survey's reliability, validity, and fairness. See the [Overview of Student Feedback on Instruction](#) in particular to help teachers understand how students interact with the survey.
- **Reassure teachers that the survey was implemented with fidelity.** By itself, a reliable and valid instrument does not ensure that teachers will receive good feedback. The instrument must be implemented with careful planning and thorough communication. Be prepared to address survey implementation concerns such as how students were assigned to teachers, how the survey was proctored, accommodations for ELL students and students with disabilities, etc.

Information from this conversation can be used to (1) build goals based on SPS results, (2) incorporate SPS data into existing professional growth plans, (3) use data as an artifact for meeting teacher standards as outlined in your district's rubric, or (4) pair teachers with complementary areas of strength and areas of growth. This document includes guidelines for coaches who have access to teacher-level results as well as guidelines for those who don't have access.



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GUIDING QUESTIONS FOR COACHES WHO HAVE ACCESS TO TEACHER-LEVEL RESULTS

Before engaging in a conversation with a teacher, review the teacher's results on your own using the following questions and sentence stems so that you can compare your findings to the teacher's findings. You may also wish to consider additional sources of data, such as observation ratings or notes, student achievement data, or a professional growth plan. When facilitating this conversation with a teacher, let the teacher discuss his or her feelings and reflections about the survey.

Facilitate an initial reflective conversation:

- How are you feeling about the results?
 - How did you feel when you first looked at them?
 - Have your feelings changed since then?
- What do you want to share about the results?
 - What surprises you?
 - What are you most proud of?
 - One area of strength I see is:
 - What are you concerned about?
 - One area of growth I see is:
 - What are you still wondering about?
 - What are you confused about?

Dig in to the data:

- How do your results compare to your perceptions of your classroom from your self-assessment (see CEI's website for self-assessment tools grades [3-5](#) and [6-12](#))?
 - One area I saw that aligned with your self-assessment was:
 - One area that was different from your self-assessment was:
- What can you learn from the results? Consider the factors that would lead students to answer in the way they did:
 - Which items have scores that are higher than the school/district average?
 - Which items have scores that are lower than the school/district average?
 - Which items have the most "always" responses?
 - Which items have the most "never" responses?
 - If data are available about different content, periods, or grades that you teach, how does this information help you understand your practice?
 - If data are available about student subgroups (e.g., gender, ELL, FRL), how does this information help you understand your practice?
- How does this data align with other data you have about your practice?
 - How do your SPS results align with or reinforce your professional growth goals?
 - When I compared these results to the goals from your professional growth plan, I noticed:



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- How do your SPS results align with the rubric we use in this district?
 - How does this help you demonstrate proficiency on various standards and elements?
 - Your results reinforce what I have seen in classroom observations because:
- How do these results help you understand your students' learning outcomes?
 - When I compared these results to your students' growth data, I noticed:
- What do you think are the next steps for our school/district as a whole based on your results and school/district results?
 - Some of the next steps I see for our school are:

Draw conclusions and create next steps:

- Here are the areas of strength we have identified:
 - Let's review the teacher rubric together and see if there are areas where we can provide evidence to a professional practice.
 - Would you be willing to mentor another teacher who needs help on [insert an area of strength]?
- Here are the areas of growth we have identified:
 - What are some action steps you can take to address this area?
 - Here are some action steps I would suggest:
 - [Another teacher] is really strong in this area; let's set up a time for you to observe her.
 - Let's get together in [period of time] and review the effectiveness of these action steps.



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GUIDING QUESTIONS FOR COACHES WHO DO NOT HAVE ACCESS TO TEACHER-LEVEL RESULTS

Before engaging in this conversation with a teacher, ask the teacher to choose two or three areas to discuss. Some suggestions might include:

- One area of strength and one area of growth.
- One question where the teacher's score was higher than the school average and one where it was lower.
- One item that was consistent with the teacher's self-assessment (see CEI's website for self-assessment tools grades [3-5](#) and [6-12](#)) and one item that surprised the teacher.
- One item that has a lot of "always" responses and one item that has a lot of "never" responses.
- Data about specific content, periods, or grades, if available.
- Data about student subgroups (e.g., gender, ELL, FRL), if available.

Even though you do not have access to teachers' SPS results, you can come prepared to talk about school-level results in relation to the data teachers share. You may also wish to consider additional sources of data to compare such as observation ratings or notes, student achievement data, or a professional growth plan. When facilitating this conversation with a teacher, let the teacher discuss his or her feelings and reflections about the survey.

Facilitate an initial reflective conversation:

- How are you feeling about the results?
 - How did you feel when you first looked at them?
 - Have your feelings changed since then?
- What do you want to share about the results?
 - What surprises you?
 - What are you most proud of?
 - What are you concerned about?
 - What are you still wondering about?
 - What are you confused about?

Dig in to the data:

- These questions can be used for the specific data you asked the teacher to bring:
 - What can you learn from the results? Consider the factors that would lead students to answer in the way they did:
 - Which items have scores that are higher than the school/district average?
 - Which items have scores that are lower than the school/district average?
 - Which item(s) have the most "always" responses?



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- Which item(s) have the most “never” responses?
- If data are available about different periods or grades that you teach, how does this information help you understand your practice?
- If data are available about student subgroups (e.g., gender, ELL, FRL), how does this information help you understand your practice?
- I agree/disagree with your findings because:
- These questions can be used to discuss the data more generally:
 - How do these results align with other data you have about your practice?
 - How do your SPS results align with or reinforce your professional growth goals?
 - When I compared these results to the goals from your professional growth plan, I noticed:
 - How do your SPS results align with the rubric we use in our district?
 - How does this help you demonstrate proficiency on various standards and elements?
 - Your results reinforce what I have seen in classroom observations because:
 - How do these results help you understand your students’ learning outcomes?
 - When I compared these results to your students’ growth data, I noticed:
 - What do you think are the next steps for our school/district as a whole based on your results and school/district results?
 - Some of the next steps I see for our school are:

Draw conclusions and create next steps:

- Here are the areas of strength we have identified:
 - Let’s review the teacher rubric together and see if there are areas where we can provide evidence to a professional practice.
- Here are the areas of growth we have identified:
 - What are some action steps you can take to address this area?
 - Here are some action steps I would suggest:
 - Let’s get together in [period of time] and review the effectiveness of these action steps.