1. As a team, brainstorm how the following groups of educators will use student feedback information.

- How will **teachers** use student feedback information?

- How will **evaluators** use student feedback information?

- How will **districts** use student feedback information?
2. Based on the role of student feedback in your district, where might it enter into the 5-step evaluation cycle?

[Diagram showing the 5-step evaluation cycle with placeholders for student feedback entry points]

NOTES:
3. **S.W.O.T. Activity.** The collection and use of student feedback will look different from district to district. Based on the role of student feedback in your district, complete the S.W.O.T. analysis below to help determine the Strengths, Weaknesses, Opportunities, and Threats associated with 1) letting individual teachers determine how they will collect feedback from their students, and 2) identifying district-wide feedback instruments (e.g. large-scale surveys) for most or all teachers in the district.

**Individual Feedback Instruments**

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<th>Strengths</th>
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**District-wide Common Feedback Instrument**

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Next Steps: Identifying Feedback Instruments

Below is a suggested process by which districts may identify and/or develop feedback instruments for educators. These steps are not intended to be comprehensive but rather to serve as guideposts for the identification and development of appropriate feedback instruments.

1. **Confirm district-level approach to feedback.** Key questions include:
   - Will feedback instruments be district-wide or educator-specific? (consider feasibility, district culture and climate, experience with surveys or other feedback instruments)
   - How will feedback be incorporated into the 5-step cycle of evaluation?

2. **Conduct a needs assessment.** Identify feedback instruments already in place; identify those educators for whom feedback instruments are needed in order to ensure everyone has the ability to collect student and/or staff feedback.

3. **Create a team(s) to confirm/develop feedback instruments.** Teams should consist of individuals responsible for identifying feedback instruments for specific educators (superintendent, district- and school-level administrators, teachers, specialized instructional support personnel, etc.). Key considerations when establishing team(s) include:
   - Will feedback instruments be district-wide or educator-specific (see question 1)?

4. **Establish principles of effective feedback instruments.** Key questions include:
   - Is the feedback instrument meaningful? (aligned to observable practices within MA Standards and Indicators for Effective Teaching Practice or Effective Administrative Leadership)
   - Is the feedback useful/actionable? (Can an educator learn from the feedback and make adjustments to practice in a timely manner?)
   - Is the feedback instrument accessible to students/staff? (Can everyone provide concrete feedback to the educator? Do the items or prompts make sense to the respondent?)

5. **Confirm Potential Feedback Measures.**

6. **Implement/Analyze/Refine.** Districts should remain open to modifying and refining feedback instruments as needed in order to ensure meaning, utility, and accessibility.