What role will student feedback play in your district next year?
Student Feedback: Incorporating Student Feedback in Educator Evaluation

Spring Convening
May 28th and 29th, 2014
Agenda

- The Role of Student Feedback in Educator Evaluation
- Principles of Effective Feedback
- ESE Model Surveys
- District Presenters
- What will student feedback look like in your district?
Why student feedback?
One more piece of evidence...
Why is student feedback so important?

- Student feedback is valuable
- Comprehensive picture of an educator’s practice
- Supports professional growth and development
Principles of Effective Feedback

**Meaningful**
- Aligned to one or more performance Standards
- Aligned to content

**Actionable**
- Information is useful – educators know what to do in response to what students say
- Information is timely

**Accessible**
- All students have the opportunity to give feedback
- Students understand what is being asked
Two Key Questions

1. What will feedback look like in your districts? (common/district-wide and/or educator-specific?)

2. Where does feedback enter into the 5-step evaluation cycle? (formative and/or summative)
You’re already doing this...

★ Student feedback can take many forms, including:
  ★ Surveys (bi-yearly, ongoing)
  ★ Focus groups/interviews
  ★ Written narratives (journals, letters, stories)
Excerpts from student letters to next year’s 4th graders:

★ “Do you remember the scavenger hunt, the writing contest and the sculpture contest? That’s what our class put together. But all this is work that gets you prepared.”

★ “Reading in Mrs. Anderson’s room works on strategies. She measures our fluency and comprehension. She pushes you in discussions.”

★ “One thing that can be improved is the organization in her room.”

★ “Mrs. Anderson has high expectations. Mrs. Anderson will help you reach your goals. She helped me. She will always make you feel a part of the class.”
ESE Model Surveys

GENERAL INFORMATION:

⭐ Optional resource for schools/districts
⭐ Release date: July 2014
⭐ Developed for classroom teachers
⭐ Grade spans: Grades K-2*, 3-5 and 6-12
ESE Model Surveys: meaningful

★ Aligned to observable practices in:
  ★ Standard I: Curriculum, Planning & Assessment
  ★ Standard II: Teaching All Students
ESE Model Surveys: *actionable*

- Survey items linked to the new MA curriculum frameworks and can be used in a meaningful way to help inform instruction

### Grade 6 – 12 Student Survey Items

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<tr>
<th>Item</th>
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<td>My teacher uses a variety of ways to assess our understanding.</td>
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<tr>
<td>My teacher helps me understand the importance of one idea in relation to another</td>
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<tr>
<td>My teacher asks us to summarize what we have learned in a lesson.</td>
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<tr>
<td>In this class, I learn how to use technology well (e.g. Internet, tools) to support my learning.</td>
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ESE Model Surveys: accessible

★ Over 400 items underwent extensive reviews by teachers, administrators, and students
  ★ 10,000 students participated in the pilot survey project (February—April 2014)
  ★ 10 expert review sessions
  ★ Cognitive student interviews

★ Grade-level bands include developmentally appropriate items
Key Considerations for Surveys

★ Communication with Stakeholders
★ Advance Planning & Logistics
  ▪ When, where and how will surveys be administered?
  ▪ How up-to-date is student roster / enrollment data?
★ Timeliness of Reports
★ Usefulness and Impact of Reports
ESE Model Surveys

- Administration: paper or online
- Long form and short forms

NOTE: all feedback data is confidential; ESE does not collect evidence that informs an educator’s evaluation, including feedback data
Two Key Questions

1. What will feedback look like in your districts? (common/district-wide and/or educator-specific?)

2. Where does feedback enter into the 5-step evaluation cycle? (formative and/or summative)
Where does feedback live in the evaluation cycle?

- **Evaluator considers feedback and responses to feedback**, alongside other pieces of evidence, in relation to practice under Standards and Indicators.

- **Educator/evaluator may review feedback data alongside other pieces of evidence and discuss related instructional shifts/strategies.**

- **Feedback can inform an educator’s self-assessment alongside other pieces of information.**

- **Feedback data can help shape individual goals and serve as benchmarks for goal progress.**

- Collect and incorporate feedback into practice.
Key Messages for Educators

★ Feedback is one more piece of evidence used to inform the Summative Performance Rating (alongside artifacts of practice, observations, and multiple measures of student learning)

★ Feedback should be informative and actionable

★ Schools and districts can use ESE model surveys, existing surveys, or other feedback instruments already in place (surveys aren’t required)

★ Feedback can be used for formative purposes