

Educator Preparation Advisory

Student Feedback Surveys & CAP



Feedback from students plays a key role in teaching and learning in the Commonwealth and can be a critical source of evidence in understanding candidate performance. According to the [Candidate Assessment of Performance \(CAP\) Guidelines](#), student feedback must be collected using the ESE model Student Feedback Surveys. These surveys have been carefully crafted for alignment to the Standards for Effective Teaching practice (these mirror the [Professional Standards for Teachers](#)) and items have been validated for use in the Educator Evaluation Framework. Based on feedback received from the field, ESE has created student feedback surveys that are more tailored to CAP: in addition to modifying the Massachusetts ESE Model Feedback Surveys for CAP-specific purposes, we have also created new mini forms that target the 6 Essential Elements. This advisory provides guidance on the appropriate use and modification of these surveys within CAP and is designed to support providers in implementing the surveys successfully with teacher candidates and their students.

Purpose of Student Feedback Surveys

Student feedback is one of the [four required categories of evidence](#) used to assess candidate readiness in CAP. The purpose of collecting feedback from students is two-fold: (1) to promote reflection and improved practice based on the analysis of the feedback, and (2) to provide assessors with an important source of evidence in determining candidate's performance relative to the CAP [readiness thresholds](#).

When taken together with other information sources, staff and student feedback helps to provide a more accurate and detailed picture of an educator's practice (Bill & Melinda Gates Foundation, January 2013). Multiple studies have demonstrated the strong correlation between student feedback and student achievement gains (Wilkerson, et al., 2000; Kyriakides, 2005; Peterson, K., Wahlquist, C., & Bone, K., 2000) as well as student engagement and self-efficacy (Balch, 2012). In fact, when administered well, student surveys can yield information that's more consistent with teacher effectiveness than observational data (Ripley, 2012).¹

Given this body of research, embedding the use of surveys as one source of evidence in CAP serves to strengthen the assessment as well as set a precedent for novice teachers to use surveys to inform their practice throughout their career as an educator.

Varied Options: Which Survey to use?

ESE expects all candidates to use the ESE model feedback surveys². There are, however, several variations of the student feedback surveys that individual providers and candidates may choose to implement. The chart below outlines the various survey forms as well as the most appropriate application of each survey.

¹ Links to cited research can be found at:

<http://www.doe.mass.edu/eeval/feedback/?section=additionresearch#additionresearch>

² The ESE model surveys are valid measures of teacher practice. Full details about the validity and reliability of the surveys can be found in the [ESE Model Student Feedback Survey: Technical Report](#). It is important to note, however, that the validation study did not examine the performance of items in measuring teacher candidate performance. ESE will continue to engage in research to better understand the use of these surveys in this modified form.

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Grades 3-5 & 6-12

Survey Form	Survey Specs	Considerations
<p>Standard Form</p> <p>Grades 3-5</p> <ul style="list-style-type: none"> • Paper • Google Templates <p>Grades 6-12</p> <ul style="list-style-type: none"> • Paper • Google Templates 	<ul style="list-style-type: none"> • 40-45 questions • Requires approximately 20-30 minutes 	<ul style="list-style-type: none"> • Recommended • Provides the most substantial information • Greatest coverage of Professional Standards for Teachers and essential elements • May be most appropriate for extended and in-depth placements
<p>Short Form</p> <p>Grades 3-5</p> <ul style="list-style-type: none"> • Paper • Google Templates <p>Grades 6-12</p> <ul style="list-style-type: none"> • Paper • Google Templates 	<ul style="list-style-type: none"> • 20 questions • Requires approximately 15-20 minutes 	<ul style="list-style-type: none"> • May be most appropriate for special populations or particularly accelerated placements
<p>Mini Form</p> <p>Grades 3-5</p> <ul style="list-style-type: none"> • Paper • Google Templates <p>Grades 6-12</p> <ul style="list-style-type: none"> • Paper • Google Templates 	<ul style="list-style-type: none"> • 10 questions • Requires approximately 5-10 minutes 	<ul style="list-style-type: none"> • Designed specifically for use in CAP as items focus exclusively on the 6 essential elements • Provides limited information • The mini form has not been validated for use in the Educator Evaluation Framework • May be appropriate for split practicums or placements that work with an inconsistent student population

Grades K-2

Recognizing the unique nature of working with students in early grades, ESE has developed [Model Discussion Prompts](#) for use in grades K – 2. Teacher candidates should discuss with their Supervising Practitioner the most appropriate method of administering these prompts and collecting feedback from

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the discussion. Due to the time-consuming nature of conducting interviews of K-2 students, Supervising Practitioners may solicit feedback from a representative sample of students.

Administering the Surveys: CAP-Specific Tips

Each of the CAP Student Feedback Surveys is accompanied by a detailed Administration Protocol that guides educators in preparing for, delivering, and analyzing the survey. Below are some specific modifications providers and teacher candidates should consider in implementing the surveys in their practicum placement. Teacher candidates should discuss with both their Supervising Practitioner and Program Supervisor which survey is most appropriate for their students and how to best administer the surveys to students.

- **Embed the teacher candidates name directly into the survey.** All of the forms are provided in editable format. It is recommended that teacher candidate replace all references to “my teacher” in the survey to with their name (e.g. “Ms. Smith,” or whatever name the students would refer to the candidate by). This way it is clearer to students that the survey is asking them about the work with the teacher candidate and results are not conflated by the influence of the supervising practitioner as the official teacher.
- **Use the Google Templates for easier administration and post-survey analysis.** ESE has created these templates so that candidates can quickly create their own forms of the surveys electronically. Directions for how to download and use these templates can be found [here](#). By using these templates, candidates can more efficiently collect the data and will not have to hand count and analyze the data once complete. Particularly for candidates working with a large number of students, this is a compelling option. Once the surveys are complete, the candidate can also easily share the data directly with the program supervisor and supervising practitioner.
- **Use visual rating scales in early grade or for specialized populations.** In an attempt to collect data from students who may be non- or emergent readers, candidates may consider creating a visual rating scale (e.g. smiley faces or other emoticons) for their students. The survey questions or discussion prompts could be read verbally to students who then select their choice using the visual cues. If pursuing this options, candidates should maintain the same 4-point rating scale used in the surveys to maintain the fidelity of the survey.
- **If possible, have the supervising practitioner administer the survey.** In the [CAP Student Feedback Survey Administration Protocol](#), it is suggested that, to the extent that is feasible, someone other than the teacher candidate proctor the survey with students. This helps to ensure that students can ask any necessary questions they may have and will not be influenced by the presence of the individual they are being asked to rate.
- **Administer the survey close to the end of the practicum experience.** This will allow students to have the maximum experience with the teacher candidate before being asked to provide feedback, thus providing more informed perceptions. The survey should be administered prior to the summative evaluation and with enough time for the candidate to reflect on his/her data.

Survey Results: What to do with them?

As stated above, the surveys serve to inform the candidates ‘own practice as well as the assessors’ summative judgments on CAP. According to the CAP Guidelines, results from the surveys should be used as a source of evidence for at least the following essential elements:

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- 2.B.1 Safe Learning Environment
- 2D.2 High Expectations

Students are uniquely positioned to offer perspective relative to these elements specifically. All of the surveys also address other elements and therefore may serve as a source of evidence for other CAP elements. Providers may also consider requiring a reflection from candidates following the administration of this survey, this then could be used as a source of evidence for essential element 4.A.1 Reflective Practice.

Like all other sources of evidence collected through CAP (observations, candidate artifacts, and measures of student learning), survey results are just one measure of a candidate's readiness. Providers should continue to calibrate assessors' professional judgments in considering these different facets of a candidates practice.