

## CAP Student Feedback Forms Advisory

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 ESE's CAP Student Feedback Surveys for students in grades 3-5 and 6-12, or the ESE Model K-2 Discussion Protocol for students in grades K-2.

The CAP student feedback instruments are derived from the Massachusetts ESE Model Feedback Surveys, which were carefully crafted for alignment to the Standards for Effective Teaching practice (these mirror the [Professional Standards for Teachers](#)) and validated for use in the Educator Evaluation Framework. CAP student feedback instruments also include mini forms that target the Six Essential Elements.

This advisory provides guidance on the appropriate use and modification of these instruments within CAP and is designed to support providers in implementing the instruments successfully with Teacher Candidates and their students.

### *Purpose of Student Feedback Surveys*

Student feedback is one of the five 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, 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).<sup>1</sup>

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

### *Varied Options: Which Instrument To Use?*

All candidates are required to use the ESE model feedback instruments as part of CAP<sup>2</sup>. There are several variations of the student feedback surveys that individual providers and candidates may choose to implement. The chart below outlines the various student feedback instruments as well as the most appropriate application of each survey.

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<sup>1</sup> Links to cited research can be found at:

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

<sup>2</sup> 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.