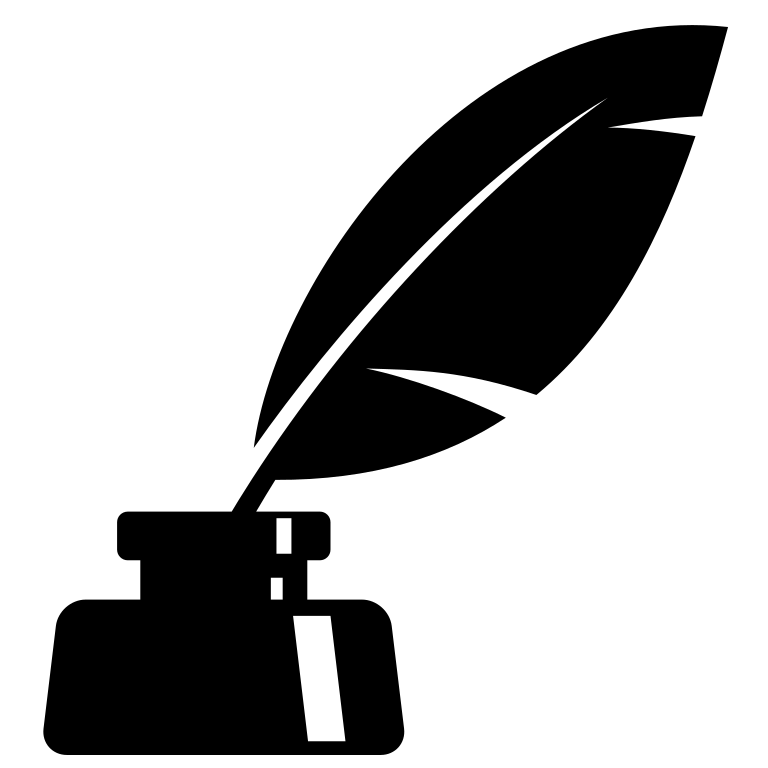
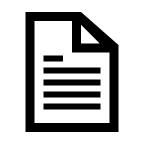
# Overview: Student Feedback Focused on High Expectations and Support



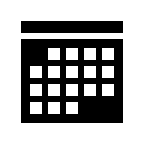
**CONTRIBUTOR**

Anonymous contributor in an Educator Preparation Program in Massachusetts, with input from a DESE sponsored Community of Practice



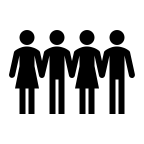
**WHAT is this resource?**

This resource is an extract from the last section of DESE’s required Student Feedback CAP form, in which the focus is on the Teacher Candidate’s reflection on the student feedback. The reflection indicates a recognition of the importance of providing high expectations and support for all students.



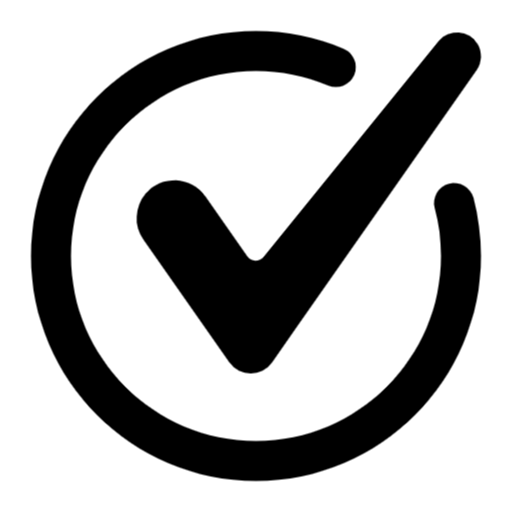
**WHEN could this resource be used?**

This resource could be used during the practicum semester to show a Teacher Candidate an example of what a response to student feedback, with a focus on the Essential Element of High Expectations and Support could look like. It could also be used during professional development sessions for Program Supervisors and Supervising Practitioners so that they can calibrate their consistency of expectations and guidance to Teacher Candidates for the High Expectations and Support Essential Element.



**WHO could use this resource?**

The faculty member responsible for preparing Teacher Candidates for the practicum, as well as the **Program Supervisor, Supervising Practitioner** and **Teacher Candidate** could all use this resource.

** HOW could this resource best be used?**

Towards the second half of the practicum, this resource can be reviewed by the Teacher Candidate, Supervising Practitioner and Program Supervisor to see an example of a Teacher Candidate’s reflection on student feedback (part of the required CAP Measure of Student Learning form.) This resource is not only helpful for Teacher Candidates to understand the importance of High Expectations and Support, but this resource can also be used in the training of Program Supervisors and Supervising Practitioners so that they can calibrate their expectations and support of Teacher Candidates in terms of High Expectations and Support.

***Note:*** *This resource was submitted for inclusion in the Candidate Assessment of Performance (CAP) Resource Hub. It is intended to serve as a reference and source of guidance for others engaged in the CAP process. While it reflects one approach, users should adapt its content to fit the specific context and needs of their own evaluations.*

## Student Feedback Focused on High Expectations and Support

**Excerpts from Student Feedback Survey Reflection**

I created a student feedback survey for my students to respond to. Each question was set up with a likert scale with the words agree, neutral, and disagree. Students responded to each question by circling one of these three words. My SP explained the survey to the students and had them complete the survey while I was out of the room. Because I have some ML students in my class I tried to use language that would be easy to understand, but my teacher also helped explain questions if students were confused.

Some of the questions aligned with the element High Expectations and Support. I chose these four questions because I thought they would highlight whether students feel appropriately challenged and supported and whether they are growing as independent learners.

**My teacher shows us what good work looks like.** 12/15 agree; 3/15 neutral

**My teacher wants me to explain my answers – why I think what I think.** 15/15 agree

**My teacher asks me to improve my work when she knows I can do better.** 10/15 agree; 2/15 neutral; 3/15 disagree

**When I feel stuck, my teacher helps me to keep trying.** 14/15 agree; 1/15 disagree

**My teacher encourages us to help each other while we are learning.** 13/15 agree; 2/15 neutral

I am so glad that the majority of students responded positively to these questions. 15/15 students agree that I ask them to explain their answers. That’s probably because in the math unit I just taught, I was always asking them to explain their thinking. This is one way of challenging students because it asks them to think beyond the surface. I was hoping there wouldn’t be any disagrees on this survey, but three students disagreed that I ask them to improve their work, and one disagreed that I help them keep trying when they are stuck. This is important food for thought. I wish I knew which students these were, but that’s the downside of an anonymous survey! One thing I’m wondering is if there are students who could really do better but I’m not recognizing it! I think I would like to start asking students to self-assess whether they have done their best work. Maybe I could ask them verbally. Or maybe I could have them put some kind of symbol on the bottom of their paper indicating whether it was their best work or not. Maybe when students finish early, I could ask them to go back and find a piece of work that they can go back and make better. We do this in writing. I want to think about how we could do it in other content areas. I think that kind of self-reflection is an important characteristic of an independent learner.

**Note from Community of Practice participants:** At least one institution asks TCs to do the student feedback survey twice so that there is opportunity for evidence of making adjustments that lead to growth.