# Overview: Student Feedback Form Focused on Inclusive Instruction

icon of pen in ink jar to represent author **CONTRIBUTOR**

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Icon of a document with lines of text and a folded corner**WHAT is this resource?**

This is an example of a completed, required Student Feedback Form completed by a Teacher Candidate. The feedback for this example focused on the Teacher Candidate’s inclusive instruction practices.

Icon of a calendar with multiple blocks to represent time **WHEN could this resource be used?**

This required form is used during the practicum, around the time of the second three-way meeting as the Teacher Candidate begins to prepare for administering the student feedback survey.

Icon with a group of five people standing together  **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.

**icon with a checkmark in a circle 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 all the necessary components of designing, administering and analyzing student feedback to inform instruction.

***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.*

**Candidate Name:**

**Date Completed:**

Selected Feedback Instrument and Protocol

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| **Description of Feedback Instrument** |
| The feedback instrument was a google form that included 20 questions regarding my teaching and how students felt in the classroom. When creating this form I also included pictures with smiley faces and stars (out of 5), so students were provided a visual to aid their decision making process. |

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| **Description of Administration Protocol** |
| I administered this feedback survey on three separate occasions, two being a small group (5 students and 3 students) and one being individual. This was because my caseload of students are never all in the same class at the same time, so to create the least amount of disruptions to students' work and schedule I broke it up into multiple occasions.  When administering the assessment I told students that this was a survey that reflects how I teach and how each student feels about my teaching, what we do in the classroom and how prepared they feel with what we learn. I also told students that this is something that will be seen by my professor and future principals who would be looking to hire me when I try to get a teaching job next year. I wanted students to take this seriously and not rush through it. I told students to respond honestly and let me know if I need to clarify a question to rephrase it so they can better understand what the question is asking.  I gave students as much time as they needed to complete. One student had the survey read aloud to them and then they pointed to the answer they wanted to select. I made sure to stay at my seat instead of my usual circulating when students are working, so students could feel they can answer how they want to without feeling pressured if I was in close proximity to them. |

Candidate Reflection on Student Feedback

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| **Question** | **Response** |
| What patterns or trends do you notice? | One pattern I noticed is that students feel they can demonstrate their learning in many ways (either strongly agree or agree). This is a skill that is used in not just their resource class, but across all subject areas. I make sure to provide students with various methods to demonstrate their learning, so they are able to show what they know, but also as their teacher I can truly understand how they are progressing towards lesson objectives. If some students cannot write their answer I usually have students then explain out loud to get their ideas out and then together we formulate sentences to capture what they know.  I also noticed that students felt if they did not understand something, they believed I would try to help or show them a new way (strongly agreed or agreed).  Students also all said that they felt safe to make a mistake around me because it is a part of learning (strongly agreed or agreed). I believe that I have done a good job at cultivating a safe learning environment where students feel they can take academic risks to further their learning. I can see in the classroom and am happy to see that students feel comfortable to make mistakes around me as well. |
| Are there patterns in this feedback that may indicate inequitable experiences for students based on their background or identity? | One pattern I noticed was that not all students agreed that I bring up their interests to explain diﬃcult ideas. With various backgrounds and identities there may be some interests that are not brought up as frequently in school to help explain concepts that are harder to grasp. I do believe that I use all students' interests in my teaching, so all students are able to make connections between things they know and new class material. I also think some of these students may have thought since we read books they do not always love or work on harder math concepts they do not have their interests brought up in class. |
| What practices may have contributed to these results? | As mentioned above, a main goal for me in my teaching practices is to create a safe learning environment where students feel comfortable enough to make mistakes to improve their learning but also feeling emotionally/mentally safe by building strong relationships. In many classes students are also asked to show/model/explain how they got their answer. I provide students many ways to demonstrate their learning whether it is explaining it out loud, working with a partner, typing, etc. so students are provided personalized opportunities in the classroom. During my lessons I provide frequent check-ins to see how students are doing during the lesson both academically and emotionally/mentally (offering a fidget, to move to an alternative seat, talk it out). I like to get feedback from my students to see if I need to make necessary adjustments to my teaching practices to better explain, review, and reinforce concepts. |
| Based on the results, what next steps will you take? | One adjustment I will make based on these results is emphasizing that other students can help push us to be better learners. The survey statements, *"In this class, students review each other's work and provide each other with helpful advice on how to improve, In this class, students work together to help each other learn difficult content, In this class, other students take the time to listen to my ideas”* highlights this need. Although we collaborate frequently in classes I can also emphasize the point of working together is so our peers can help us grow, do better, and gain new perspectives on topics. This may help/improve students' understanding that we all help each other learn. It is not just the teacher who encourages learning.  Another adjustment I will make based on these results is providing students with more challenging work if they finish their tasks early. The survey statement, *"If I finish my work early in class, my teacher has me do more challenging work,"* highlights this need. In resource classes (and others), many students do not complete their assigned tasks, so they are not given additional challenges. Additionally, those who do finish early often have missing work to complete, making it a priority over new activities. However, there are instances where resource lessons finish a few minutes early, where I could incorporate challenge problems or extension activities to deepen student learning. This approach is especially useful in math, where readiness levels vary widely. Providing advanced problems to students with stronger math skills can ensure they remain engaged while their peers continue working. |