# Overview: Student Feedback Form Focused on Subject Matter Knowledge

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 Subject Matter Knowledge.

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** |
| I administered the Grades 6-12 Standard Form of the DESE CAP student survey. Since all my students are in 10th-12th grade and I have been at my placement since August 2024, the Standard Form was the most appropriate in order to collect the most in-depth information. |

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| **Description of Administration Protocol** |
| * The survey was administered on February 24, 2025, for students in the following classes Algebra II, Government, and Spanish. * All the students who took the survey had me as their primary instructor, or co-teacher for at least 6 weeks prior to the administration of the survey. * The survey was administered using Google Form, and students took it on their school laptops. * Since all three classes are co-taught, the survey was administered by my co-teachers who introduced the survey using the CAP Student Feedback Survey Script, shared the link to the survey on Google Classroom, and reminded the students that all of their responses would be anonymous. * If at any point the students had any questions, they were able to ask my co-teachers for clarification; if the student ask for the teacher’s opinion, they would remind the student to answer each question honestly and to the best of their ability. * The students had the full 45 minutes to complete the survey, they were able to take an in-class or a mobility break at any point during the survey administration, and after they were done, they worked silently at their desks. |

Candidate Reflection on Student Feedback

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| **Question** | **Response** |
| What patterns or trends do you notice? | According to the results of the survey, most of my students  find the work appropriately challenging, and feel that they are able to apply what they have learned to new and challenging problems; this demonstrates my ability to hold my students to high expectations and reinforce their effort with demanding problems and tasks. Another way I have reinforced high expectations is by providing timely feedback to my students; I pay particular attention to providing timely written and oral feedback, and I was glad to see that my students recognized that. Additionally, all students agree that they can apply what they have learned in class to other subjects, demonstrating my ability to support them in acquiring cross-curricular knowledge. Furthermore, my students either agree or strongly agree that I regularly demonstrate that mistakes are a part of learning; this underscores my ability to create a safe classroom, where students feel comfortable taking academic risks. Finally, throughout my practicum, I have focused on making sure that I explain the material clearly, and use multiple means of representation; it appears that my students have recognized this and appreciate my ability to provide instruction in multiple ways. In terms of areas of potential growth, some of my students noted that I am not always using materials that reflect the cultural diversity of our classes. This has been a challenge for me, in particular, while teaching Algebra II, because I don’t typically use resources outside of the course textbook. In addition, a number of students noted that they did not have an opportunity to review each other’s work; peer-review and peer tutoring are both valuable teaching strategies, and in the past I have foregone them in favor of explicit instruction. Finally, some other constructive feedback involved the ability of some of my classes to stay on task; a few students noted that they did not agree with the statement that our class always stays on task. As someone who aims to create a supportive and safe environment, I am always working on finding an appropriate balance between letting my students express themselves, and setting firm boundaries to ensure they are staying productive. |
| Are there patterns in this feedback that may indicate inequitable experiences for students based on their background or identity? | In the past, I have had a difficult experience finding math and personal finance resources that reflect the cultural and socioeconomic diversity of the student body I teach. This may result in certain students, in particular, low-income students or students of color not seeing themselves in my teaching material. Reflecting back on my teaching, I try to pay attention to representing various races and genders in my materials - however, I often forget to ensure that different socioeconomic status are represented in my teaching. This is particularly problematic since SES is one of the main sources of diversity in my placement’s student body.  Additionally, my students noted that they don’t always have opportunities for peer feedback and peer engagement; in particular, I tend to do less peer work in classes where students have less academic maturity, and tend to behave in louder/more active ways. As a result, students may have access to less in-class activities based on their prior behavioral record. |
| What practices may have contributed to these results? | The primary contributors to these results is me being less aware of culturally relevant educational materials and practices for math & finance, and sticking to the current educational materials too much. For instance, in Algebra II, I almost exclusively teach from the textbook and rarely use word problems, so I miss out on valuable opportunities to incorporate student diversity into my teaching.  In terms of limiting peer feedback and peer work, I think my primary limiting factor has been lacking confidence in my behavioral management skills when it comes to larger and more behaviorally challenging classes. When students work together, it can sometimes be hard for me to know when to set boundaries before students escalate; on the other hand, when working independently or in pre-set pairs, I find it much easier to discern what level of background noise is appropriate. |
| Based on the results, what next steps will you take? | * In the future, I will aim to bring in supplemental materials to math and personal finance, as well as to review word problems and consider whether they should be rewritten to better reflect the diversity of my placement’s student body.   + I will intentionally set time to co-plan with my co-instructor and dedicate time to reviewing our teaching materials and considering whether they need to be adjusted or supplemented.   + I will review my Algebra and Personal Finance units to consider where an incorporation of conversations around identity and diversity is particularly appropriate (e.g., Statistics). * I will incorporate more peer review and peer grading into my lesson plans.   + I will come up with agreed-upon behavioral expectations for peer work and enforce them consistently for all of my students.   + I will also solicit feedback from my SP and co-teachers on my behavioral management practices. * Moving forward, I will overall establish clearer behavioral expectations, and will make sure to apply them consistently so that my students continue to work hard and stay on task. |