Surveys of Instructional Practice: Using Perception Data
Principal / School Leader Quick Guide

USING STUDENT SURVEYS FOR CLASSROOM IMPROVEMENT IN MY SCHOOL

Students are the primary customers of the teacher and have direct knowledge of the day-to-day activities in the classroom. Student surveys provide information that may not be accurately obtained in classroom observations, and students have the ability to provide perspectives that the principal or evaluator may not be able to offer. As a result, student perceptions should be critical information for teacher improvement. Surveys of Instructional Practice will be utilized by evaluators to inform Teacher Assessment on Performance Standards (TAPS) ratings, but more importantly should be referenced by the teacher and evaluator, to help improve daily classroom instruction.

Teachers and evaluators should carefully consider and review the data collected for the four TAPS that are referenced in the surveys: Standard 3-Instructional Strategies; Standard 4-Differentiated Instruction; Standard 7-Positive Learning Environment; and Standard 8-Academically Challenging Learning Environment. After careful analysis of the data, meaningful conversations and targeted professional learning to improve daily classroom instruction can begin.

Individually, teacher data should be meaningfully analyzed with the teacher during conferencing and used as a tool to help teachers continuously improve and set independent learning goals for themselves and their instructional practice. It is critical that the survey data is reviewed and used in school wide planning, as it can provide specific information about the behaviors and instructional strategies needing further support in your building. Additional resources for professional development regarding the four standards surveyed can be found within the electronic platform and will be available as a required or recommended resource for your teachers.

THE PURPOSE OF A STUDENT PERCEPTION SURVEY IS TO PROVIDE TEACHERS AND ADMINISTRATORS WITH MEANINGFUL FEEDBACK ABOUT HOW THEIR PRACTICE IMPACT STUDENT LEARNING AND TO INCORPORATE STUDENT VOICE AND EXPERIENCE INTO EFFORTS TO IMPROVE LEARNING IN ALL CLASSROOMS AND SCHOOLS ACROSS THE STATE OF GEORGIA

HOW TO USE STUDENT PERCEPTION DATA:

Ways to review data:
• **Individual teachers** - Inform, provide feedback, and assist your teachers in developing personal improvement goals based on the ratings.
• **School-wide** - Analyze data to look for patterns of strengths and weaknesses through the building.

How to use the data once it has been reviewed:
• Share school wide data with leadership teams and/or department teams as a valuable tool for school improvement planning.
• Identify areas for improvement and develop strategies and/or action steps to address those needs in the School Improvement Plan. Collect evidence and monitor implementation throughout the year for continual growth in individual classrooms and school wide.
• Review the rubrics and sample indicators that are associated with the applicable standards to determine any need for further professional learning support in the building.