



# Georgia Department of Education Teacher Keys Effectiveness System

## Surveys of Instructional Practice Teacher Quick Guide

### USING STUDENT SURVEYS FOR CLASSROOM IMPROVEMENT: HOW WILL IT IMPACT MY TEACHING?

Students are the customers of the teacher and have direct knowledge of the day-to-day activities in the classroom. Research by Stronge and Ostrander (2006) found students' ratings were the best predictor of student achievement, thus demonstrating that students provide valid feedback on teacher performance. 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, the data should be referenced by the teacher to help improve daily classroom instruction.

Teachers 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 survey data, the related TAPS, and the TAPS

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

rubric, teachers should develop goals and strategies for improvement in daily classroom instruction.

Survey data should be analyzed by the individual teacher and the school leader, and should be discussed with the teacher during conferencing. The data serves as a tool to help teachers continuously improve and set independent learning goals for themselves and their instructional practice. Additional resources for professional development regarding the four standards surveyed are found within the electronic platform and will be available as a required or recommended resource for your teachers.

### HOW TO USE STUDENT PERCEPTION DATA:

#### Ways to review data:

- Analyze perception data to look for patterns of strengths and weaknesses.
- Compare student perception data with observation data (walkthroughs, formative, summative) and look for trends between the data.
- Compare student perception data with the teacher's Self-Assessment. Look for similarities and differences between the data

#### How to use the data once it has been reviewed:

- Review the rubrics and descriptors that align with the four standards and consider where you see yourself as a teacher. How does that align with student perception?
- Use as a reference to identify instructional strategies your students perceive as going well in your classroom and what learning activities you may want to improve in the future.
- Set S.M.A.R.T. (Specific, Measureable, Attainable, Relevant, Time-Bound) goals that align with these four standards and that can improve daily classroom instruction.