

Exhibit 5.5.C My Student Survey

Survey of Teacher Practice (STeP)

Teacher Name: _____

- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the oval completely.

CORRECT INCORRECT

Teacher ID						School ID					
X	X	X	X	X	X	X	X	X	X	X	X
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

Thank you for taking this survey. It will ask you questions about your teacher. You will find the name of the teacher you are being asked about at the top of this page. Please answer each question carefully and honestly.

Each question will ask you about how often a teacher does things in your class. This is not a test and there are no 'right' or 'wrong' answers. Please read each question carefully and take some time to think about how often your teacher does or does not do the things that are described.

Most of the questions ask you about how often a teacher does something.

For example: Always: Every class, many times per class, or every time possible
 Almost Always: Almost every class, or almost every time that it is possible
 Often: During most classes, or most times that it is possible
 Sometimes: Once a week, or some of the times that it is possible
 Never: Never happens

GRADE

Please choose **only one** of the following:

- 6th 7th 8th 9th
 10th 11th 12th

HOW LONG HAVE YOU BEEN IN THIS CLASS WITH THIS TEACHER?

Please choose **only one** of the following:

- Less than one month This whole semester (about 3 months)
 About 2 months More than a semester (more than 3 months)

	Never	Sometimes	Often	Almost Always	Always
1. When teaching us new things in class, my teacher tells us about mistakes that students might make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Students in this class behave the way the teacher wants them to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My teacher shows respect for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My teacher tells me when I am doing a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My teacher seems to enjoy teaching this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teacher is able to answer our questions about the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. When we learn something new, my teacher does a few examples with the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teacher corrects students when they do not follow the rules of the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I respect my teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teacher gives me helpful comments (or feedback) on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My teacher helps me understand why the things we are learning in class are important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. We waste time in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My teacher connects new lessons to things we have already learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My teacher tells us when we are behaving well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My teacher explains how we will be graded on our work (rubrics, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My teacher helps me believe that I can do well in this class if I work hard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My teacher is excited about the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My teacher explains things in a way that I can understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. We are learning or working during the entire class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My teacher checks to make sure I understand what we are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. My teacher grades our work in a reasonable amount of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My teacher encourages us to ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. My teacher tells us facts about what we are studying that are not in our book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. My teacher explains things in a way that keeps me interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Sometimes	Often	Almost Always	Always
25. My teacher has something for me to do if I finish my classwork before other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I learn from my mistakes in this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I look forward to coming to this class (compared to other classes I've had in this subject)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. My teacher asks me to explain how I come up with my answers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. The way my teacher explains things is hard to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. My teacher tells us about the learning goals/objectives of the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. We start working right when class begins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. If I do not understand something in class, my teacher explains it in a different way to help me understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. My teacher shows us examples of student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. My teacher encourages all students to participate, not just those who raise their hand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. My teacher asks questions in class that make me really think about the information we are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. We learn in different ways during class (teacher explaining, class discussions, working in groups, doing projects, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. My teacher has everything ready for the next activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. My teacher walks around the room to check on students when we are doing work in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. When my teacher asks a question, s/he gives us a few seconds to think before calling on students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. I have a chance to practice new things that we learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. When I answer a question wrong in class, my teacher helps me figure out the right answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. My teacher encourages me to share my ideas or opinions about what we are learning in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. My teacher gives me chances to show what I know in different ways (tests, projects, presentations, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Before the end of the lesson, the teacher reviews what we have just learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. We are learning or working until the very end of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. If I do not understand something in class, my teacher works with me until I understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. My teacher expects me to do my best on assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. The activities we do in class keep me interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. The activities we do in class help me understand what we're learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. My teacher thinks I can do well in this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Guide to Accessing Teacher Reports

Your student survey data results provide a unique source of formative and actionable feedback on your instructional practice. This guide will walk you through the features of the report that translate results into action. In tandem with other measures of your teaching practice, you can apply these results immediately to build upon your strengths and accelerate your professional growth. These results will likely confirm many things you already know about your students' as well as call attention to some teaching practices you may need to alter or change. Whatever the data reveals, it will give you a greater understanding of how your students perceive the frequency of your teaching practices and provide opportunities for growth as an educator.

How Was the Survey Developed?

The survey questions were developed using research based teaching practices and nationally recognized standards for teaching. The items have gone through extensive testing, revision, and validation using teacher focus groups to ensure fairness and student interviews to confirm that items are interpreted correctly. Finally, the survey has been piloted nationally and found to be a strong predictor of student achievement, student engagement, and student academic self-efficacy.

How Do We Know Students Are Taking the Survey Seriously?

Important steps are taken to ensure that students are providing accurate feedback. As part of this we have advanced algorithms that identify and eliminate invalid surveys. If a student's response is far away from the class average then this answer will be flagged. For instance, if a teacher's average was 4.1 for a question and a student rated them as a 1 or 2, this answer would be flagged. If a student has more than half of their answers flagged, this student's survey will be removed from the study.

KEEPING STUDENTS IN MIND

No one has a bigger stake in their education than students. It can be argued that student feedback is an important measure of teaching practice as students have the most contact with teachers. Research supports that student surveys have been shown to have a strong relationship to student achievement, student academic engagement and evaluator's ratings. (Kane & Cantrell, 2010; Met Studies, 2012; Balch 2012)

The survey provides data on your students' perceptions of your observable teaching behaviors and how they experience your classrooms. You can use this data to reflect on your practice and discuss strategies with your instructional leader and/or colleagues. See the end of this guide for more suggestions and ideas for getting the most of your student survey results.



How to Access Your Report

1. Go to survey and click on 'Login by Teacher' link.



Login

Username / Email

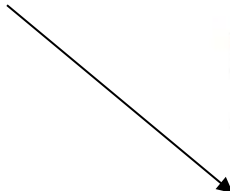
Password

Language

Login

[Login by Teacher](#)

[Forgot Your Password?](#)





Sign in form

Teacher email address

Teacher password

Sign in

Create/Reset Password

4. You will then enter your email address and an email will be sent to you with a link to login.

What Do The Results Look Like?

The image below shows the main overview screen for the report. It outlines how a teacher did within each of the categories in comparison to the school and district average for each category. The questions are organized into six larger categories of teacher roles. For elementary school teachers, there are four categories. Teachers are asked to play many roles within the classroom beyond just presenting information, ranging from counseling students to motivating students to being a manager of the classroom. The survey is organized in a manner that provides feedback on how teachers are doing within each of these areas.

TOTAL SCORE 4.41	PRESENTER 4.41	MANAGER 4.41	COUNSELOR 4.41	COACH 4.41	MOTIVATOR 4.41	EXPERT 4.41
---------------------	--------------------------	-----------------	-------------------	---------------	-------------------	----------------

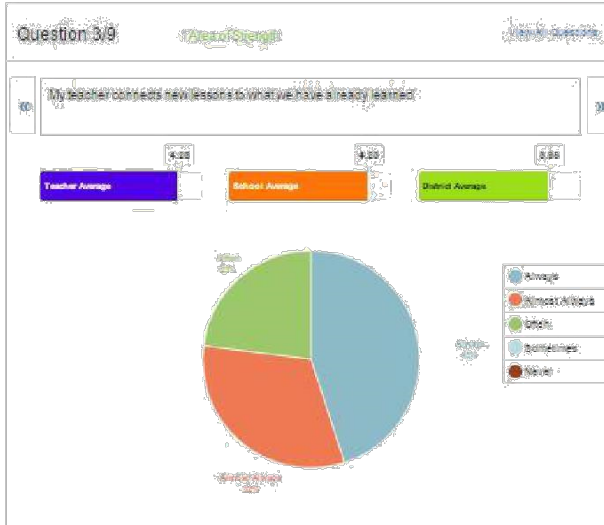
Select year
Select a year to view results from
spring - 2014 -

Responses
Number of students included in this report
22

[Click Here for Next Steps](#)

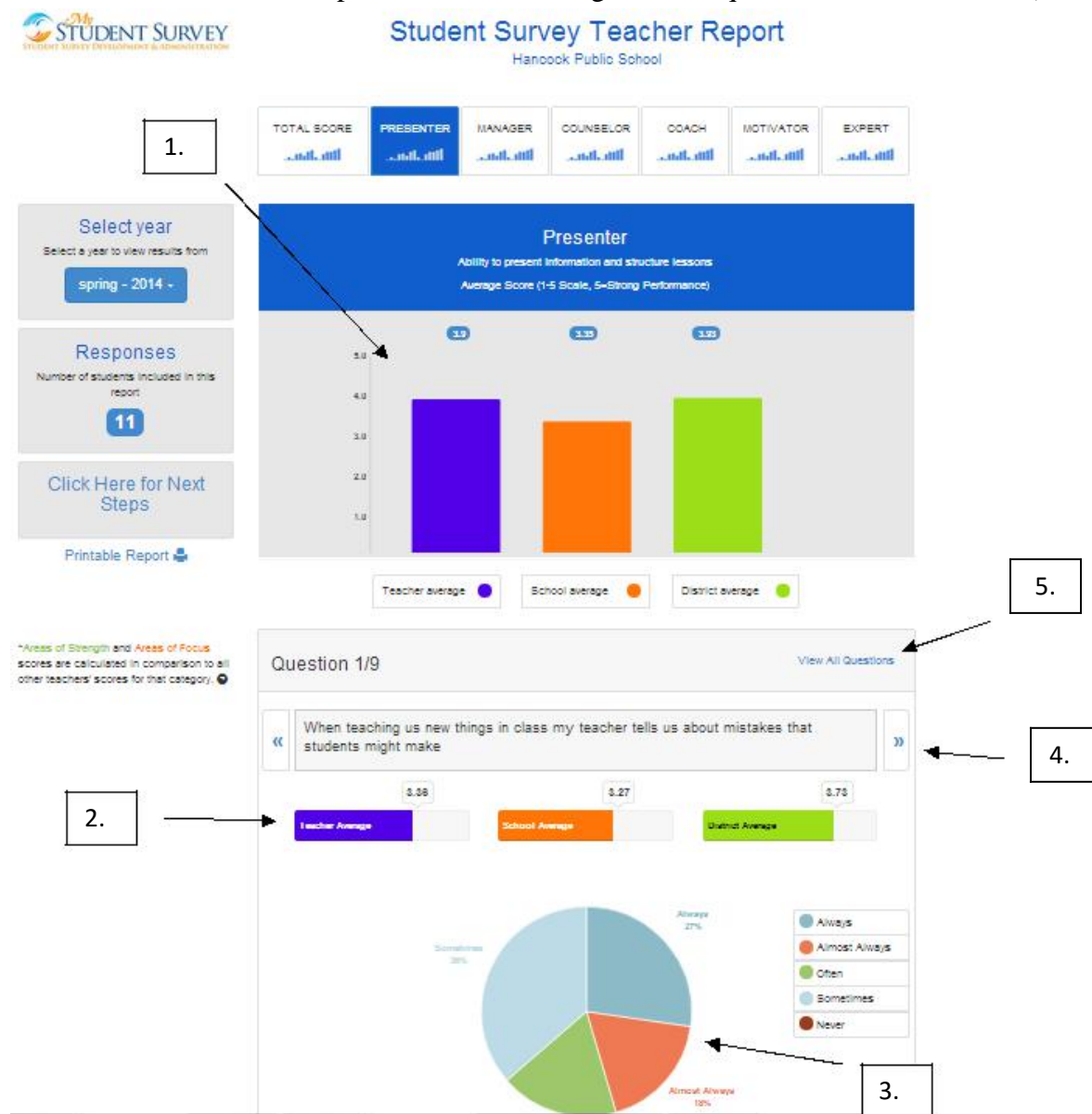
[Student Comments](#)
[Printable Report](#)

Percent of Strength and Growth Scores are calculated in combination to all present teacher's scores for that category.



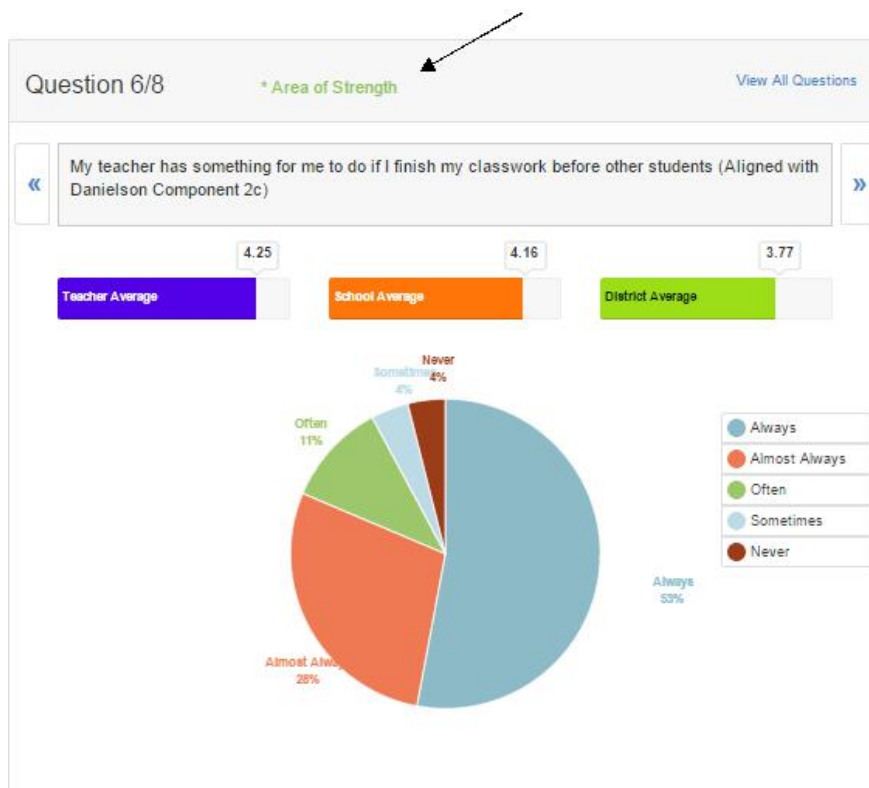
When you click on any of the categories links (such as 'Presenter') or category graphs, the report will take you to responses for each item similar to what is pictured below. The following represent key information written within the report.

1. Teacher average for the Presenter Category
2. Teacher average for Question 1 within the Presenter Category
3. Percent of students that responded with each answer for Question 1
4. Click here to scroll through all of the questions.
5. Click here to view all questions within the category at the same time (you can also click on the 'Printable Report' to see ALL categories and questions at the same time)



The report highlights Areas of Strength and Areas of Focus. Within each category, one question is noted as an Area of Strength and one question is noted as an Area of Focus (see below). This is determined by how a teacher's score compares to OTHER teachers for the same item. This is intended to help teachers identify areas of their practice that are working well for their current students and to help identify areas of their practice that may need to be improved or altered for their current students.

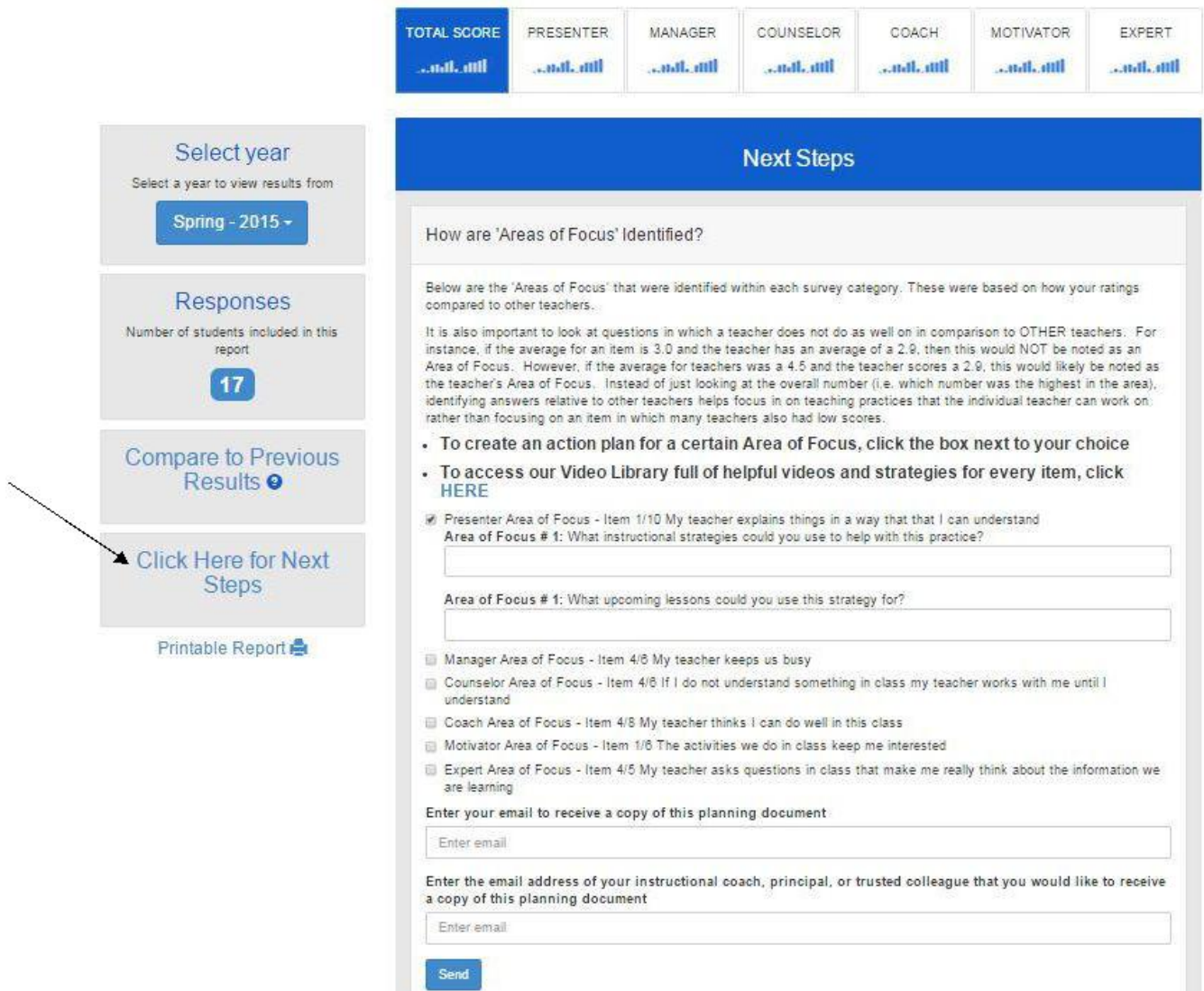
- Area of Strength: For instance, if the school average for an item is 3.0 and a teacher receives a 4.0, this would likely be their Area of Strength. At the same time, if the school average for an item was 4.5 and the teacher receives a 4.0, this would likely not be noted as an Area of Strength since their average is below the average for other teachers on that item.
- Area of Focus: It is also important to look at questions in which a teacher does not do as well on in comparison to OTHER teachers. For instance, if the average for an item is 3.0 and the teacher has an average of a 2.9, then this would NOT be noted as an Area of Focus. However, if the average for teachers was a 4.5 and the teacher scores a 2.9, this would likely be noted as the teacher's Area of Focus. Instead of just looking at the overall number (i.e. which number was the highest in the area), identifying answers relative to other teachers helps focus in on teaching practices that the individual teacher can work on rather than focusing on an item in which many teachers also had low scores.



Next Steps

Your student survey results provide results about your practice, but an important step is being able to translate this into action. On the left side of the report (see arrow below) is a link that says 'Click Here for Next Steps'. When you click on this link, you will be taken to a template that helps you plan out what practices you'd like to focus on and the upcoming lessons where

you might use this new skill. The page displays all of your Areas of Focus. Click the box next to the ones on which you want to work. Now you will see a text box where you can enter in the strategies you'd like to try as well as the upcoming lessons where you would like to try them. You can do this for as many Areas of Focus as you would like. When you're finished, you can enter in the email of your instructional coach, a colleague, or anyone else you would like to see this template (this is optional). You then enter in your own email and click 'Send'. For ideas on some strategies, see the section below on our Video Library.



TOTAL SCORE PRESENTER MANAGER COUNSELOR COACH MOTIVATOR EXPERT

Select year
Select a year to view results from
Spring - 2015

Responses
Number of students included in this report
17

Compare to Previous Results

Click Here for Next Steps

Printable Report

Next Steps

How are 'Areas of Focus' Identified?

Below are the 'Areas of Focus' that were identified within each survey category. These were based on how your ratings compared to other teachers.

It is also important to look at questions in which a teacher does not do as well on in comparison to OTHER teachers. For instance, if the average for an item is 3.0 and the teacher has an average of a 2.0, then this would NOT be noted as an Area of Focus. However, if the average for teachers was a 4.5 and the teacher scores a 2.0, this would likely be noted as the teacher's Area of Focus. Instead of just looking at the overall number (i.e. which number was the highest in the area), identifying answers relative to other teachers helps focus in on teaching practices that the individual teacher can work on, rather than focusing on an item in which many teachers also had low scores.

- To create an action plan for a certain Area of Focus, click the box next to your choice
- To access our Video Library full of helpful videos and strategies for every item, click [HERE](#)

Presenter Area of Focus - Item 1/10 My teacher explains things in a way that that I can understand
Area of Focus # 1: What instructional strategies could you use to help with this practice?

Area of Focus # 1: What upcoming lessons could you use this strategy for?

Manager Area of Focus - Item 4/8 My teacher keeps us busy

Counselor Area of Focus - Item 4/6 If I do not understand something in class my teacher works with me until I understand

Coach Area of Focus - Item 4/8 My teacher thinks I can do well in this class

Motivator Area of Focus - Item 1/6 The activities we do in class keep me interested

Expert Area of Focus - Item 4/5 My teacher asks questions in class that make me really think about the information we are learning

Enter your email to receive a copy of this planning document:

Enter the email address of your instructional coach, principal, or trusted colleague that you would like to receive a copy of this planning document

Send

Video Library

To help give you some ideas for teaching practices for survey items, we have created an extensive Video Library. From within your 'Next Steps' page, you'll see the link that takes you to the Video Library just above your Areas of Focus. From the main page of the Video Library (displayed below), you can click on any category to see videos aligned with each item on the survey within that category. These can help you plan out your next steps.

Video Library

Congrats! You've taken the next step in accelerating your professional growth.

Welcome to the Video Library!

Below are links for each of the six categories on the STeP survey (the six Roles of a Teacher). When you click on the link you will find information for each item within that category. We have videos produced by the Teaching Channel as well as other helpful teaching strategies and ideas. We have gone through each item on the STeP survey and provided a crosswalk to relevant videos and strategies.

Click on the category below that you would like to learn more about!

Presenter



Manager



Counselor



Coach



Motivator



Expert



Presenter



We learn in different ways during class (teacher explaining, class discussions, working in groups, doing projects etc.)

Video #1: The Evolution of a Project

Video #2: Socratic Seminar: Supporting Claims and Counterclaims

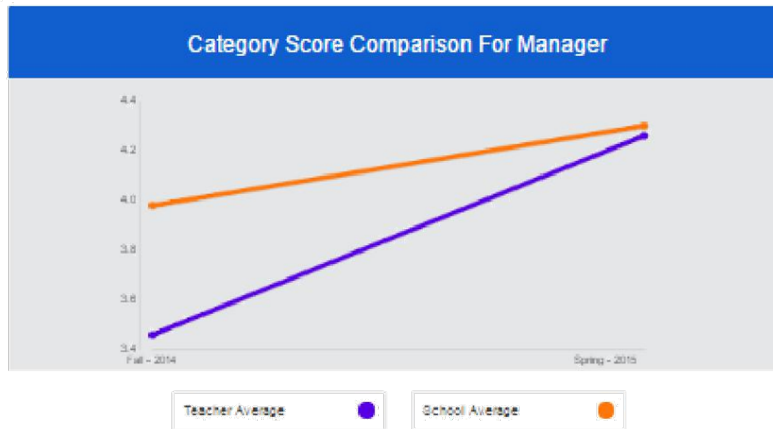
Longitudinal Data Display

Another feature of the reports is that they can track data over time. This is available following the **second** administration of the survey. As shown in the screen shot below, teachers can click on 'Compare to Previous Results' and graphs for both category scores and item scores are displayed in comparison to school average over time. For questions on how to see category and item scores over time, click on the question mark button next to the link.

Student Survey Teacher Report

Stars And Stripes Academy

TOTAL SCORE 	PRESENTER 	MANAGER 	COUNSELOR 	COACH 	MOTIVATOR 	EXPERT
-----------------	---------------	--------------------	---------------	-----------	---------------	------------



Responses
Number of students included in this report
29

[Compare to Previous Results](#)

[Click Here for Next Steps](#)

[Printable Report](#)



What should I do now with my student survey results?

When reflecting on your results individually, ask the following questions:

- What kind(s) of feedback was I expecting from my students?
- What did I discover about my students and/or the classroom environment that was most surprising?
- How does what I learned about my students confirm what I already knew?



Consider partnering with a colleague(s) to discuss your results. Choose a colleague(s) from the same grade level or subject area, your mentor or instructional coach, or a trusted colleague who you can have honest and candid conversations with. While it can sometimes be a “risky” thing to talk about your professional practice with another person, there are enormous benefits - improving classroom practices, and creating a culture of collaboration - to engaging in reflective dialogue with colleagues about your work. Here are some questions to think about with your colleagues?

- Share some of your practices that you use for your ‘Areas of Strength’. What is something that works for you?
- Ask your colleague(s) about an ‘Area of Strength’ that they had. What strategies or techniques do they use for that practice?
- What did teachers do in my ‘Areas of Focus’ that I could either collaborate with or observe?

Although challenging, some teachers have found it helpful to ask their students for help. Here are some sample questions you could ask your students:

- I saw in my results that you noted I need to do X more often. Does that seem right?
- What have you seen other teachers do for X that worked well?
- It was surprising to see that X was noted as my Area of Focus because I do Y (describe things that you do that seem to address the item). Is there a way that I could do X better?

What opportunities will you need for differentiated professional learning to support improvements or changes in teaching practice?

- How will I use the feedback data to inform future instruction and my professional practice?
- What professional learning opportunities would help you to enhance your practice?
- Identify two or three immediate next steps that you can take to enhance your practice.