Seeking Feedback from Students: Expanding Student Voice and Building Democracy

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Welcome!

Please introduce yourself to a neighbor, and discuss:

How do you get feedback from students?
Student Feedback in the Literature

- School districts across the country are beginning to use student surveys as a teacher evaluation tool (Farhad, 2014)


- MET project found surveys are a reliable measure of teacher effectiveness (MET Project, 2010, 2013)

- Wessling (2012), the 2010 National Teacher of the Year used student surveys to improve her practice, but found the comments to be most helpful and recommends care when surveys are a part of high stakes evaluation
Student Feedback Nationally

- 33 states permit student surveys
  - Student surveys are required in Connecticut, Georgia, Hawaii, Iowa, Kentucky, Massachusetts and Utah.
  - 21 states permit parent surveys
  - 8 states permit peer surveys
  - 1 state prohibits surveys
  - 15 states have no policy
    - Massachusetts requires all new teacher candidates collect feedback surveys from students
      - Link to Massachusetts feedback surveys

Source: 2015 State Teacher Policy Yearbook: National Summary, National Council on Teacher Quality (see Figure 50, page 81)
Conferring with Students Project

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What does it mean to confer?

In Latin,

Con = together

Ferre = bring

Bring together = confer
A comparison of the models

<table>
<thead>
<tr>
<th>States using surveys</th>
<th>Conferring with Students Project</th>
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<tbody>
<tr>
<td>■ Once a year</td>
<td>■ Ongoing</td>
</tr>
<tr>
<td>■ Preexisting template (lengthy, bureaucratic)</td>
<td>■ Teacher designs (short, with students)</td>
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<tr>
<td>■ Selected response</td>
<td>■ Open-ended comments</td>
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<tr>
<td>■ Focused on general teacher behaviors</td>
<td>■ Focused on specific instructional practices</td>
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<tr>
<td>■ Improvements next year</td>
<td>■ Immediate changes</td>
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<tr>
<td>■ Not discussed with students</td>
<td>■ Confer with students</td>
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<tr>
<td>■ Cost</td>
<td>■ Free</td>
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<tr>
<td>■ Evaluative</td>
<td>■ Democratic</td>
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Open Response

versus

Selected Response
Models of Conferring Feedback

EdPuzzle Feedback

Please answer the following questions honestly and completely. You do not need to answer in complete sentences.

1. If you have used EdPuzzle before, how does this experience with EdPuzzle compare to past experiences? If you have not used EdPuzzle before, how would you rate EdPuzzle on a scale of 1-5 (1=awful, 5=awesome?), why would you give it this rating?

   "I have done EdPuzzle before. This EdPuzzle was very similar to the ones we have done in the past."

2. Were there too many questions in the video that you had to answer? Too little? Why or why not? There were a small number of questions in this EdPuzzle.

3. Should all the questions have been multiple choice? Why?

   "No, I think open response allows for more in-depth input."

4. Would it have been better if the questions were asked at the end of the video instead of during the video? Why or why not?

   "No, if we write it down when it is fresh in our minds we'll remember it."

5. Was using EdPuzzle for this activity worth it? Would it have been easier or more meaningful if we watched the video as a class and answered the questions on paper?

   "No, I think being able to go back is better."

6. Would you like to use EdPuzzle again? Why or why not?

   Yes

Group Work Feedback

1. Did you work with your group and read aloud to one another and discuss the questions?

   a. If you did, was it helpful?

      "No."

   b. If you didn't, why didn't you?

      "because I'm better at reading by myself."

2. Did you like that you were able to choose which stations you could go to? Explain.

   "Yes, but Ms. Greary said I couldn't sit with friends."

3. Did you like that you did not have to move in a group and could move independently? Would it have been better if the groups were fixed and you moved altogether to the same stations?

   "It moves independently."

4. How could this activity have been improved?

   "If I could sit with my friends."

Do you think groups should have been bigger? Smaller? Great the way they were?

"Groups or I would have been better."
What questions might you craft to solicit feedback from students?

Choose a best practice teaching method

Turn and Talk to your neighbor to brainstorm method specific questions.
Process for Methods Related Feedback

1. Rank methods by how often you do them. Review the ranking and identify methods which are comfort and methods which are reach.
2. Select a comfort method and a reach method.
3. Create 4 lessons (2 for comfort, 2 for reach) for obtaining feedback.
4. Craft feedback questions that are specific to the lesson methodology.
5. Select teaching sections for obtaining feedback.
6. Talk with students about why you are getting feedback, model helpful feedback.
7. Provide enough time for students to write feedback.
8. After teaching a lesson, write your own reflection using the feedback questions. Do this prior to reading student comments.
9. Review the student feedback for themes as well as for insights as to individual learners.
10. Speak to students about what you learned, thank them for their input.
Summary of Overall Findings

- Teacher candidates expressed hesitation when they were 1st introduced to student feedback.

- Once the feedback process was completed, most found feedback to be useful to assist them in reflective practice, and in specifically changing how they implemented best practice student-centered teaching methods.

- Obtaining feedback from students renewed the desire of teachers to use student-centered teaching methods, many began immediate implementation of more varied and student-centered teaching methods.

- Became more aware of specialized instruction needs and strategies for subgroups such as students on IEPs in their classes.

- Teachers gained specific ideas for how to improve instruction from student feedback.

- Students enfranchised by providing feedback.
Key Strategies

- Talk with your students about why you are getting feedback and its value to you
- Model helpful feedback as well as unhelpful feedback
- Provide enough time for feedback, consider making it a homework assignment, or bonus points for incentive to complete
- Share your insights from the feedback with students after you have reviewed it and let them know how you might make changes based on their input
- Craft specific questions for what you are seeking information about rather than superficial questions (leads to specific suggestions)
- Write questions in kid-friendly language
- Limit the number of questions or split questions among a number of students
- Consider making feedback anonymous
Learning More about Student Feedback

Link to *Conferring* page on resourcesforhistoryteachers wiki

http://resourcesforhistoryteachers.wikispaces.com/Conferring

*Expanding Democracy in Classrooms:* Irene S. LaRoche Dissertation

http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1407&context=dissertations

*We the Students and Teachers: Teaching Democratically in the History/Social Studies Classroom.* Robert W. Maloy & Irene S. LaRoche (State University of New York Press, 2015)

http://www.sunypress.edu/p-6043-we-the-students-and-teachers.aspx


Feedback and Postcard

Sticky Note Feedback:

1. Insight gained or reaffirmed
2. Something that worked for you today OR something that did not work and a suggestion
3. Questions

AND

Postcard to yourself:

1. A takeaway you don’t want to forget from today
2. Address the card
3. Turn it in and I will mail it to you in a month or so