SIUC Student Satisfaction Survey

Overview of the Evidence (Annual Reporting Measure 2: Completer Effectiveness-CAEP 4.2)

**What is this item of evidence?**
SIUC adopted the proprietary student surveys from the Massachusetts Department of Elementary and Secondary Education. “DESE Model Survey items are designed to yield actionable information about practice. Built on the premise that educators deserve high quality feedback, the survey items reflect day-to-day practice and yield meaningful and actionable information for educators” ([http://www.doe.mass.edu/edeval/feedback/surveys.html](http://www.doe.mass.edu/edeval/feedback/surveys.html)).

**What criteria of success have been established on the assessment?**
The ratings on the grades 3-5 and 6-12 student surveys are strongly agree, agree, disagree, and strongly disagree. If given to students in K-2, discussion prompts are provided and notes are analyzed for trends in student responses.

**How was the quality of this evidence determined or assured?**
The items on the student surveys are aligned to observable practices in the Massachusetts Standards and Indicators of Effective Teaching Practice and are designed to provide educators with actionable information to improve their practice. Items are developmentally appropriate and accessible to all respondents. Specific details on the quality of this instrument, including the validity and pilot study can be found in the* DESE Model Student Feedback Survey: Technical Report* at [http://www.doe.mass.edu/edeval/feedback/surveys.html](http://www.doe.mass.edu/edeval/feedback/surveys.html).

**How is the evidence used to support improvement?**
For the first administration of this survey, the Clinical Supervisors identified the teachers in their assigned partner schools who had graduated from SIUC within the last 3 years. Paper surveys were given to the Clinical Supervisors who made contact with these teachers and arranged a time to administer the survey. The teachers left the classroom while the CS administered the survey. We recognize that this approach only captures the data from the graduates easily accessible to our CSs in our partner schools in our region and presents limitations. Now that we have administered the survey once, we plan to continue this approach for completers in our region while adding a request to administer the student survey to the email we send to all completers each spring that asks them to submit the completer survey and send the employer survey link to their administrator. The SIUC Assessment Office creates data reports and charts to present to the UACC, clinical supervisors, and other stakeholders, such as the Advisory board for Teacher Education, for analysis and recommendations. While we recognize the limitations of the first cycle of survey results, the overall results are useful when triangulated with our completer surveys, employer survey, and candidate exit survey.
SURVEY 1: Elementary Education-3$^{rd}$-5$^{th}$ Grade Survey- 16 students surveyed

1. In this Class, Students help each other to learn.
   - Strongly Agree: 19%
   - Agree: 62%
   - Disagree: 15%
   - Strongly disagree: 0%

2. When we can't figure something out, my teacher gives us other activities to help us understand.
   - Strongly Agree: 31%
   - Agree: 31%
   - Disagree: 23%
   - Strongly disagree: 0%

3. My teacher uses our mistakes as a chance for us all to learn.
   - Strongly Agree: 31%
   - Agree: 60%
   - Disagree: 12%
   - Strongly disagree: 0%

4. I can show my learning in many ways.
   - Strongly Agree: 31%
   - Agree: 44%
   - Disagree: 15%
   - Strongly disagree: 0%

5. I can do more challenging work when I am waiting for other students to finish.
   - Strongly Agree: 6%
   - Agree: 46%
   - Disagree: 37%
   - Strongly disagree: 13%
6. When we read in class, I can think of several possible answers to my teacher's question.

- **Strongly Agree**: 44%
- **Agree**: 31%
- **Disagree**: 19%
- **Strongly Disagree**: 25%

7. My teacher helps students make better choices when they are misbehaving.

- **Strongly Agree**: 44%
- **Agree**: 31%
- **Disagree**: 19%
- **Strongly Disagree**: 25%

8. My teacher asks us to share what we have learned in a lesson.

- **Strongly Agree**: 44%
- **Agree**: 31%
- **Disagree**: 19%
- **Strongly Disagree**: 6%

9. My teacher uses things that interest me to explain hard ideas.

- **Strongly Agree**: 12%
- **Agree**: 38%
- **Disagree**: 44%
- **Strongly Disagree**: 6%

10. My teacher lets me teach other students how I solved a problem.

- **Strongly Agree**: 25%
- **Agree**: 44%
- **Disagree**: 19%
- **Strongly Disagree**: 12%
SURVEY 2: Elementary Education-3rd-5th Grade Survey - 10 students surveyed

1. In this Class, Students help each other to learn.
   - Strongly Agree: 50%
   - Agree: 30%
   - Disagree: 10%
   - Strongly Disagree: 10%

2. When we can't figure something out, my teacher gives us other activities to help us understand.
   - Strongly Agree: 50%
   - Agree: 30%
   - Disagree: 10%
   - Strongly Disagree: 10%

3. My teacher uses our mistake as a chance for us all to learn.
   - Strongly Agree: 60%
   - Agree: 40%
   - Disagree: 10%
   - Strongly Disagree: 10%

4. I can show my learning in many ways.
   - Strongly Agree: 30%
   - Agree: 30%
   - Disagree: 10%
   - Strongly Disagree: 20%

5. I can do more challenging work when I am waiting for other students to finish.
   - Strongly Agree: 30%
   - Agree: 30%
   - Disagree: 10%
   - Strongly Disagree: 30%

10 students surveyed.
6. When we read in class, I can think of several possible answers to my teacher's question.

7. My teacher helps students make better choices when they are misbehaving.

8. My teacher asks us to share what we have learned in a lesson.

9. My teacher uses things that interest me to explain hard ideas.

10. My teacher lets me teach other students how I solved a problem.
SURVEY 3: Secondary History Education-11th-12th Grade Survey- 10 students surveyed
6. In this class, students are asked to teach to other classmates a part or whole lesson.

7. Our class stays on task and does not waste time.

8. During a lesson, my teacher is quick to change how he or she teaches if the class does not understand.

9. I can show my learning in many ways in this class.

10. In this class, students are allowed to work on assignments that interest them personally.
SURVEY 4: Agriculture Education-9\textsuperscript{th}-12\textsuperscript{th} Grade Survey- 10 students surveyed

1. My teacher demonstrates that mistakes are a part of learning.
   - Agree 40%
   - Strongly Agree 60%
   - Disagree 0%

2. My teacher asks us to summarize what we have learned in a lesson.
   - Agree 90%
   - Disagree 10%
   - Strongly Disagree 0%
   - Strongly Agree 0%

3. My teacher uses open-ended questions that enable me to think of multiple possible answers.
   - Agree 70%
   - Strongly Agree 30%
   - Disagree 0%

4. If I finish my work early in class, my teacher has me do more challenging work.
   - Agree 70%
   - Strongly Agree 20%
   - Disagree 10%

5. In this Class, students work together to help each other learn difficult content.
   - Agree 60%
   - Strongly Agree 40%
   - Disagree 0%
6. In this class, students are asked to teach to other classmates a part or whole lesson.

7. Our class stays on task and does not waste time.

8. During a lesson, my teacher is quick to change how he or she teaches if the class does not understand.

9. I can show my learning in many ways in this class.

10. In this class, students are allowed to work on assignments that interest them personally.
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<th>Question Alignment</th>
<th>Survey Responses (n=46): P-12 Students Agree/Strongly Agree</th>
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UNIT ANALYSIS

We recognize the limitations of making generalizations from the four P-12 student surveys to all completers. However, this pilot survey was helpful in determining the usefulness of the survey and how to improve our process to gather more data and representative data.

OVERALL ANALYSIS

In looking at the overall combined survey data, 70% or more of students agreed that their teacher (SIUC completer) implemented that practice. The higher areas, in order, were allowing students to teach one another, using students’ mistakes as a part of learning, allowing students to represent their learning in multiple ways, and asking students to summarize their learning. The two areas below 70% were classroom management and allowing students to do more challenging work when waiting on others to finish. The second item may be related to the first item. If student are finished early and have nothing to do, disrupting behavior may occur. Even though there are only 4 responses to this student survey, it is interesting that the classroom management/learning environment item was the lowest area. This area was the lowest in the SIUC and ISBE completer surveys and an area for improvement in the Unit common assessment analyses. It was, however, one of the highest rated areas of the employer satisfaction survey; although, there were only 3 responses.

PROGRAM ANALYSIS

Because there are only 4 responses, a program analysis is not possible. In looking at the data by Elementary Education and Secondary Education, there were definite trends that emerged. With the exception of the two lower areas mentioned previously, the Secondary Education survey responses were much higher than the Elementary Education survey responses. Caution is used in making any interpretations for this finding. It is speculated that elementary aged students may not understand the questions like secondary aged students. In addition, the secondary students were from a history and agriculture course which are elective courses for most students. This may suggest that students have a high interest in the course or an existing rapport with the teacher, leading them to register for the course. In addition, the agriculture survey responses were somewhat higher, overall, than the other responses. This, too, could be attributed to the nature of this subject area where students take the course with the same teacher for multiple semesters and participate in several extra-curricular activities associated with the course.

RECOMMENDATIONS:

1. Administer the survey again in spring 2019.
2. Have Clinical Supervisors begin gathering student survey data early in the spring semester in order to have the time to identify the completers and work out the plans to administer them.

3. Have the CAEP 4 sub-committee explore the option of emailing the surveys and protocols to the completers in the email we send out every spring. Questions:
   a. Is asking them in one email to do a completer survey, to do a student survey with their class, and to email their administrator a survey link too much to ask in one email?
   b. Is the ESE Survey designed to administer in this way? Will it undermine the reliability of the results?