

## We're Listening! Student Learning Experiences Surveys

### PURPOSE

Understanding students' experiences, and how those experiences support their growth and development within their unique zone of proximal development, can help educators enhance the opportunities they provide while also helping learners reflect on what they need to grow.

### DIRECTIONS:

Ask your students to reflect on their learning experiences in your classroom using the student survey. Then, using the reflection guide and group discussion protocol, reflect on the results on your own or with a team of educators who have also used the survey.

### What are learning experiences in the zone of proximal development?

Learning experiences in the zone of proximal development engage all students in meaningful and relevant work that supports holistic learning and developmental outcomes.

- **Shared Goals:** This starts with understanding students' goals and dreams for themselves, and adults' belief in the high potential of each student.
- **Meaningful Learning Design:** Projects, lessons, activities and learning resources are designed to be emotionally resonant and provide opportunities for students to practice skills in real contexts and gradually integrate and extend to new contexts.
- **Collaborative Experiences:** Collaboration between students and adults and among peers is seen as a critical avenue to facilitate students' performance at the top of their unique zone of proximal development.
- **Assessment and Feedback that Supports Growth:** This includes a variety of formative assessment structures that enable students and adults to identify opportunities for growth and provide one another feedback about how to improve both school experiences and the supports each student needs to perform at their best and ultimately manage their own learning.

### What is the role of student input and feedback in designing learning experiences in the zone of proximal development?

A culture of continuous improvement, oriented toward growth and mastery for all, is required to truly attune learning experiences to students' unique backgrounds, strengths and needs. Formative assessments should look at student progress alongside the learning experiences that they encounter. The type of student data captured in the learning experiences survey can help educators to make changes and improvements aligned with students' needs.

#### Implementation Considerations:

- ✓ Depending on your students' development, they might need differing levels of scaffolding to complete the survey. For students who are developing literacy skills, consider reading the items aloud as students complete the survey.
- ✓ Consider how frequently you would like to administer and re-administer the survey. Some possibilities are after each quarter or unit, or before and after you make a practice change to determine its impact.
- ✓ It is important that students understand how the survey data will be used. Be sure to explain the purpose of the data collection prior to administering the survey, and to loop back to students to share what you have learned from the class.

## We're Listening! Student Learning Experiences Survey (4<sup>th</sup>-12<sup>th</sup>)

### DIRECTIONS:

Below is a survey that is going to ask you about your learning experiences in your classroom. For each statement, please indicate a response that matches your feelings and thoughts. Your response can range from "strongly disagree" to "strongly agree." There are no right or wrong answers here.

Practice Example	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Example: Cats are better than dogs.					

How much do you agree or disagree with the following statements about your <u>class this week</u> ?					
Statement In this class this week ...	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
<i>Shared Goals</i>					
a) I got to set some of my own goals for my learning.					
b) Our class had shared goals for learning that I understood.					
c) I believe that what I learned and did in this class will help me in the future (e.g., in other classes, in my life).					
d) I learn skills to make my community and the world better.					
<i>Meaningful Learning Design</i>					
e) I had opportunities to share about my perspective, my culture and my beliefs.					
f) In this class, we learn in many ways (e.g., with readings, videos, objects, pictures, talking, puzzles, games and problems).					
g) We talk about and do things that I am interested in.					
h) I get to share and use things I already know to help me in this class.					
<i>Collaborative Experiences</i>					
i) I had opportunities to support my classmates.					
j) I learned or used a strategy to help me work with others even better.					
k) I got to collaborate with peers who brought different ideas and skills than me.					
<i>Assessment and Feedback That Supports Growth</i>					
l) My teacher(s) helped me practice in different ways until I really understood.					

m) My teacher(s) helped me understand how I am doing and how to improve.					
n) I believe, with effort, that I can be successful in this class.					
o) The feedback and/or grades I got on my work were fair and I was treated equally.					

### Open-Ended Responses or Group Discussion Questions

One thing that's been going well for me as a learner is ...

One thing that my teacher(s) could do to help me learn more in this class is ...

One idea that I think would help the whole class is ...

## We're Listening! Student Learning Experiences Survey (K-4<sup>th</sup>)

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### DIRECTIONS:

This is a survey that is going to ask you about your learning experiences in your classroom. For each question, circle the face that best represents how you feel. There are no right or wrong answers here.

### Example:

Agree

Not Sure

Disagree

I love snakes.



Agree

Not Sure

Disagree

1. I like what I learn in this class.



2. I learn how to do important things.



3. I have goals for my learning in this class.



4. My teacher(s) helps me know what to do.



Agree

Not Sure

Disagree

5. I share my ideas.



6. I learn about the real world.



7. I work with others.



8. I learn about people who are different than me.



9. I learn about people who are like me.



What helps you learn best?

## Student Learning Experiences Survey: Reflection Guide

### PURPOSE

Use this reflection sheet to identify trends in your survey data and plan for informal and formal shifts to classroom learning experiences.

### DIRECTIONS:

1. Use a blank copy of the survey to tally class responses.
2. Use this reflection sheet to identify trends in the data.
3. Think about what existing practices contributed to that result, as well as next steps for strengthening learning experiences.

### Considerations:

As you reflect on the responses to the Classroom Inventory, it may be helpful to also consider the following:

- What did you notice about the inventory data that surprised you? What did you notice that is not surprising at all?
- How do you prioritize students' experiences in your classroom? How do you get to know what students are interested in, care about and want to learn?
- What types of peer collaboration experiences do you support and provide?
- How do you know how students are doing, what their goals are, and what they might need to learn and grow? What strategies or practices do you use to provide feedback as students are learning?
- How might strengths and weaknesses in the areas of supportive environments and developmental relationships factor into these results?

### Positive Trends:

Use this space to identify the positive trends in your class survey data.

Trend or Noticing	Raw Results	Hypothesize	Next Steps
<b>EXAMPLE</b> Students have meaningful opportunities to work with peers.	85% of students responded "agree" or "strongly agree" to questions 5, 7, 8 and 9.	I create consistent opportunities for peer collaboration that are academic, as well as structured social time and community-building.	I will share appreciation with class for how strong of a learning community they've built.

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## Areas of Growth:

Use this space to identify areas of growth in your class survey data.

Trend or Noticing	Raw Results	Hypothesize	Next Steps
<b>EXAMPLE</b> Students are not experiencing practice opportunities that are varied enough to help them learn difficult things.	25% of students responded unfavorably to questions f, l and n.	I am teaching a lot of new content this year and am still really working to understand the big picture of my instructional goals. I might have lost focus on providing varied and differentiated practice opportunities.	I will seek out teachers in my building who are really strong with scaffolding practice and observe their classrooms. I will ask my principal for feedback on this area when they observe.

# Student Learning Experience Survey: Group Discussion Protocol

## PURPOSE

The purpose of this protocol is to reflect on the state of learning experiences in the zone of proximal development in their classroom. It is meant for a partner or small-group discussion with colleagues but could be easily modified for individual reflection.

## DIRECTIONS:

1. Gather necessary materials, such as copies of completed Student Surveys and a list of group norms.
2. Assign a facilitator and timekeeper.
3. Complete the protocol steps below.

## Launch:

- Explain the purpose of the protocol.
- Review group norms.
- Distribute materials.

## Engage:

### Part 1: Dig into the data (15 mins)

- If using the **Student Surveys**, ask educators to read through their survey results.

### Part 2: Identify trends (10 mins)

- In pairs or small groups, ask educators to first identify trends in their data. This might sound like:
  - *"One thing I notice in the inventory/survey is ..."*
  - *"A pattern I am seeing is ..."*
  - *"I was surprised to see ..."*

### Part 3: Make connections (10 mins)

- Ask educators to discuss what these trends suggest. This might sound like:
  - *"This trend makes sense because ..."*
  - *"This makes me think/wonder/ask myself ..."*
  - *"One way I see this playing out in my classroom is ..."*

### Part 4: Consider next steps (10 mins)

- Ask educators to brainstorm together the actions they might take after reviewing this data. This is also the right time to offer problem-solving suggestions to one another. This might sound like:
  - *"One action I am going to take is ..."*
  - *"I want to take action on \_\_\_\_\_, does anyone have an idea or strategy to get me started?"*

## Reflect:

- Bring the whole group back together, and ask groups to share out:
  - Highlights from their conversation
  - Action steps