

Seattle Youth Commission Education Committee
Notes on Teacher Advice for Survey

- ⤴ Free response questions generally more helpful to teachers who give out the forms directly to improve their own practice
- ⤴ Open-ended questions
- ⤴ Ask about most difficult unit/topics to get an idea of what needs to be taught better in the future
- ⤴ Expression of concern over what happens with info provided by students in the surveys
- ⤴ Teacher privacy a concern
- ⤴ Possibility of online survey?
- ⤴ “Weed out” the feedback forms from students that didn’t take them seriously
- ⤴ Asking fewer questions ensures that students take them a little more seriously
- ⤴ Paper survey doesn’t disenfranchise students who don’t have access to the internet
 - more accessible
- ⤴ Maybe have class representatives to gather feedback from the class and report back to the teacher
- ⤴ Worth giving up class time to acquire good data
- ⤴ Clear understanding of the purpose is important (people tend to respond more seriously)
- ⤴ Important to consider: how vs. what we’re taught
- ⤴ Professional growth and evaluation form
- ⤴ Consider factors that make a good vs. a poor teacher and take those into account when developing the surveys
- ⤴ Publicizing the data:
 - No names attached
 - Comparing personal school to school/district average etc.
- ⤴ Access to computers for online forms
- ⤴ University of Washington
 - talk to Dr. Hudson about getting paired up with a grad student for a potential collaboration on this
- ⤴ Failing to make it mandatory reduces the reliability/validity of the surveys
- ⤴ Professional development team could partner up
- ⤴ CES principles

- ⤴ Set up meeting with Professional Development Team
 - Wednesday 30th - PDT meeting
- ⤴ Take it through the Senate
- ⤴ Maybe talk to polling experts
- ⤴ Validity varies based on the structure of questions
- ⤴ Social science survey people at the UW
- ⤴ Data must be quantifiable
- ⤴ Focus group of students at Hale (more diverse group)
- ⤴ Structure of survey
 - Repetition of certain themes/feelings/etc. intentional?
 - Have to be careful in tweaking a survey like the Gates Foundation's (usually everything is very thought out and there for a reason)
- ⤴ Office for Education
- ⤴ Comparing individual teacher scores to a school average
- ⤴ Have students themselves come up with a concrete idea of what a good teacher is to them and craft questions based on that definition
- ⤴ Separate survey (MC type survey + more specific FR section to be evaluated separately)
- ⤴ Lack of cultural competency questions on the Gates Foundation survey
- ⤴ Hale teachers would want to know about how they're doing on cultural competency
- ⤴ Organizing meetings after teachers get their survey results back
- ⤴ SYC set up youth forums with teachers, students, parents, etc. and have a role in facilitation
- ⤴ Most teachers in favor of students provided demographic info
- ⤴ 4Rs (rigor, relevance, etc.)