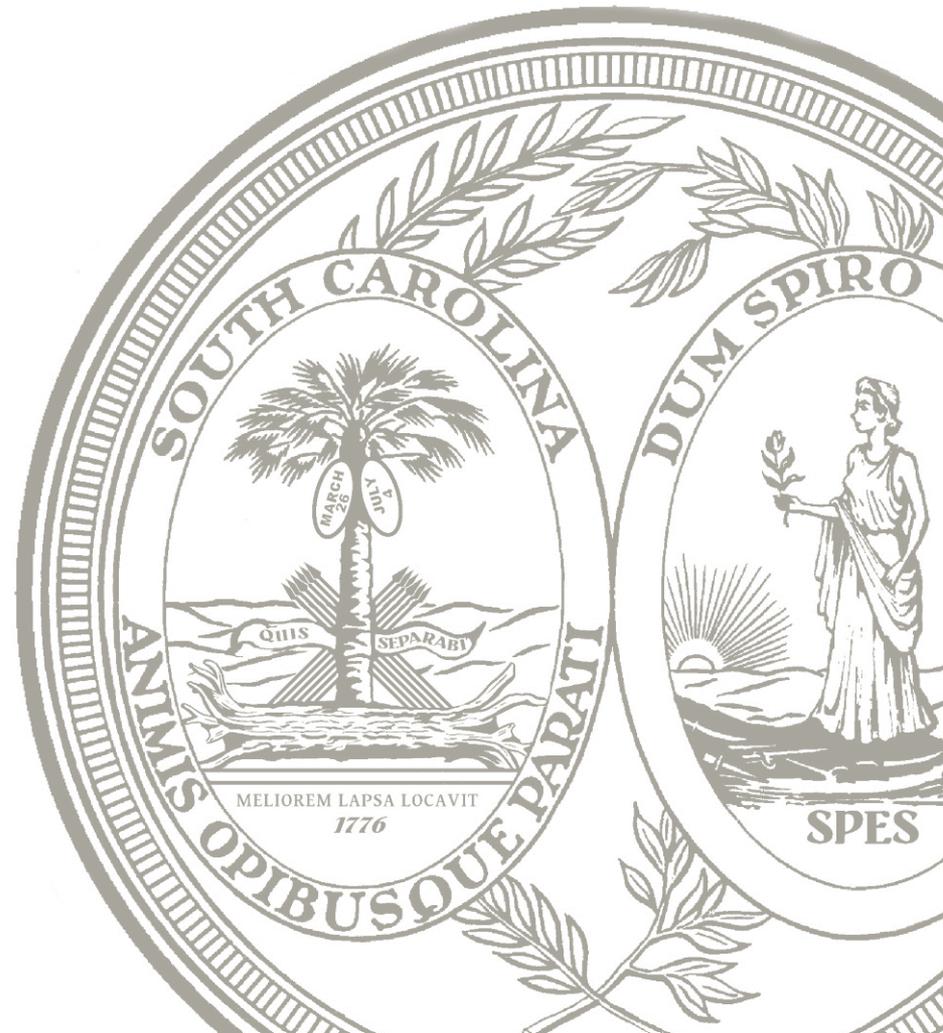


# Help Teachers Gather, Analyze, and Use Student Perception Data

Part of Data Literacy for  
Instructional Leaders Series

**SCDE Office of Educator  
Effectiveness and Leadership  
Development**





# Presenter

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SC Department of Education

Author of the *Seize the Data* professional learning series and “Why Teachers Must be Data Experts,” (2008/2009), *Educational Leadership*, 66(4)



# Session Outcomes

- Identify assumptions that educators might make about student learning.
- Brainstorm questions that will collect data your teachers need to improve learning.
- Identify a teacher who might benefit from using student perception data.
- Articulate the need for and legitimacy of student perception data.

# PADEPP Standards

## Standard 2: Instructional Leadership

- Ensures the use of data from appropriate assessments to...strategically improve instruction.

## Standard 4: Climate

- Initiates and maintains strategies to promote collegiality and collaboration among the staff to ensure...child-centered education, and continuous individual and organizational improvement.

# Mental Models

“The human brain uses patterns, structures or routines - cognitive scientists call these mental models - to make us more effective and efficient. ...Usually, the brain relies on our most *familiar* patterns - the ones we ‘know’ to be true because they have served us in the past.”

(Dugan & Dunne, n.d., para 3-4)

# Three Problems

- We see a pattern and there isn't one.
- We're blind to any other patterns than our own.
- The landscape changes and we're still bound to the old pattern.

(Dugan & Dunne, n.d., para 7-8)

# Scenario 1

Over half of the students in the class are disruptive on a regular basis, talking over the teacher and using their cell phones (unless the principal walks in). When asked questions related to the instruction, responses range from thinly veiled sarcasm to “Who cares?”

What does the teacher assume?



## Scenario 2

The class is extremely well-behaved. Students raise their hands and always do what the teacher asks them to do. In fact, they often seek more information about exactly what the teacher expects.

What does the teacher assume?



## Scenario 3



Image: <http://www.teachhub.com/5-teaching-strategies-facilitate-independent-reading>

This student reads silently for thirty minutes.

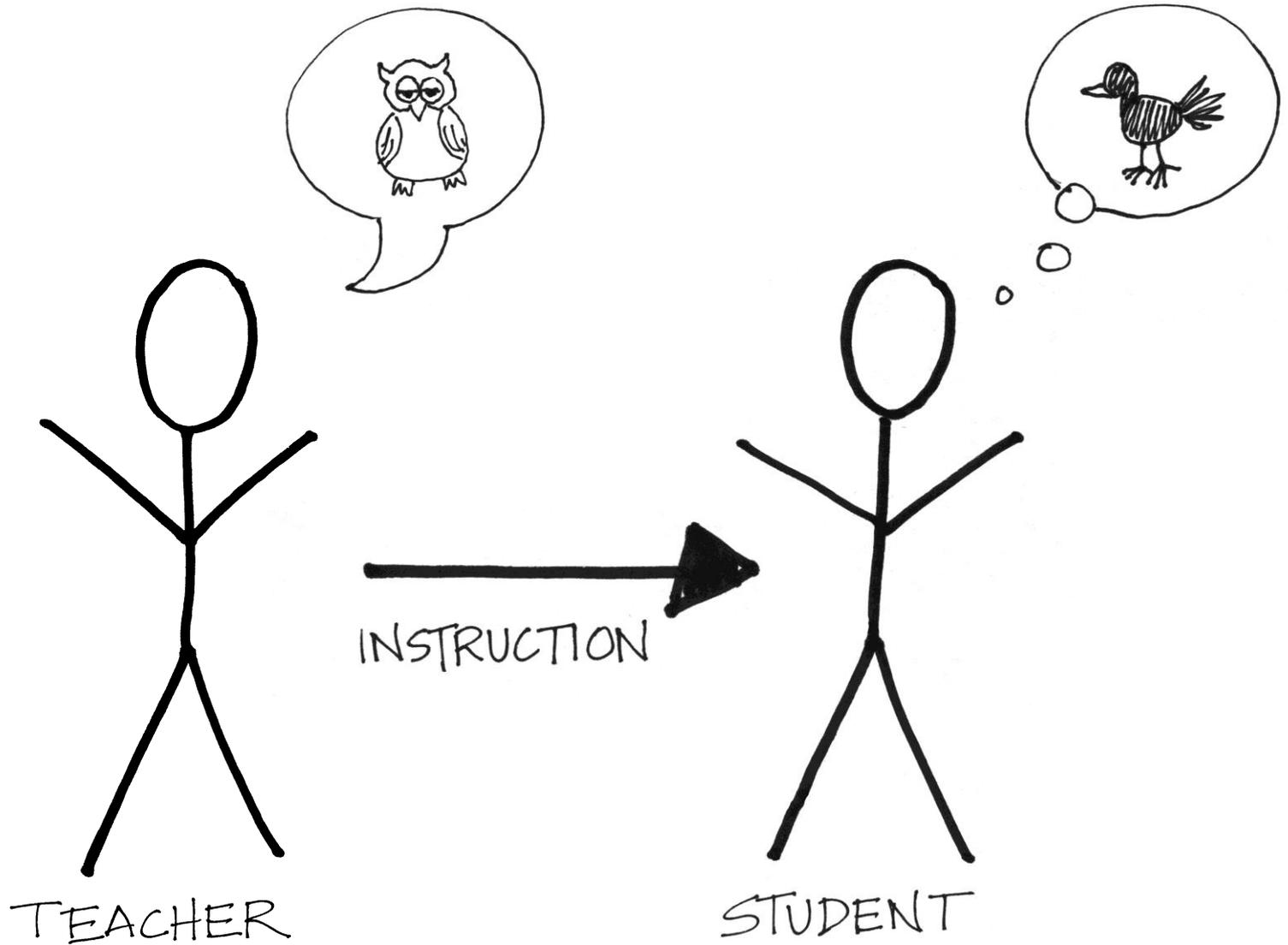
What does the teacher assume?



# Assumptions are often incorrect.

- We tend to see students through the lens of ourselves as students and our own learning experiences.
- We assume what kids are thinking based on clues such as what they say and how they behave.
- We interpret these clues through our lenses, but often draw the wrong conclusions.

(Wilson, 2011)



(Morrison, 2017)

# For educators...

- We need to recognize that a student's perception is his/her reality, right or wrong. It is legitimate.
- It is critical that we do not rely only on our existing mental models when making instructional decisions.



# For students...



- Students can also have unproductive patterns and assumptions.
- Helping students focus on and discuss perceptions of their learning can be an opportunity to provide them with the tools to understand and assess their own learning.

(McDowell, 2016)

**How do you help teachers bust  
out of their assumptions?**



**How do you help teachers bust  
out of their assumptions?**



**Coach with data.**

# Data Collection: Three Options

Instrument	Pros	Cons
Survey with close-ended questions		
Survey with open-ended questions		
Interview		
Focus Group		

Teachers need to know what and how much students are learning, why they are learning, why they are not learning, and what else they need to learn more effectively.

## Intervention Action Sheet – Student

Student: Basha

Concerns: Despite being a hard worker and earning good grades, Basha is not progressing on standardized state and district assessments.

Data	Teacher Reflection	Intervention Strategies and Planning
<p><b>Demographics</b> Female, Black, lives @ home w/ mom &amp; 7 yr old sister; goes to grandmother to ride bus; mom has fiance &amp; was recently hospitalized; Basha also recently hospitalized - catching</p>	<p>Reflect on the data. What does it tell you about this student's needs? Basha's mom (per her Basha) seems strong and strict. Basha's not allowed heels, rap music, cussing, boys or bad friends.</p>	<p>List and describe the interventions you will implement for this student. - Read aloud - Think aloud indiv tutoring w/ volunteer ↓ Practice self-monitoring during reading</p>
<p><b>Student Learning</b> List standardized and classroom data. - flat quarterly data - no growth 7th → 8th EDG - good grades / mostly Bs</p>	<p>UP she says this is the first class she's really read anything in. she reads slowly. She's hyper aware of all the activity around her but doesn't respond or react to it. I'm not sure where the lack of concentration comes from - kids or habit? she admits being afraid of moving up another level &amp; not keeping up. Her goals are a little low though she is applying for early college program in high school.</p>	
<p><b>School Processes</b> Describe the school and classroom processes which affect this student's learning. in same low level class w/ same kids for 3 yrs except for French.</p>		
<p><b>Perception</b> Describe how this student perceives his/her learning and learning environment. Basha likes school but doesn't like the kids in the track w/ her - she says she can't concentrate over &amp; over (because of classmates).</p>	<p>Keeps low profile in class.</p>	<p><b>Further Data</b> Describe what further data is needed to intervene effectively.</p>

# Intervention Action Sheet for Interview or Focus Group

(Morrison, 2012)

AT-HOME

# READING SELF-ASSESSMENT

QUARTER 3

PERIOD: 1/20 TO 3/16

DONE 3/23  
2nd half  
3rd Qtr

## READING GOALS

1. Find books and reading material that you like and that challenge you.
2. Improve your reading comprehension.
3. Improve your vocabulary.

Please answer the following questions.

1. What kinds of material did you read this period? How did you feel about what you read?

mystery novels ✓✓✓  
 magazines ✓✓  
 about sports ✓  
 Michael Jordan book  
 Are You In the House Alone?

Chicken Soup  
Carnivorous Carnival  
Strange and Eerie Stories  
 books w/ action  
 Bluford books - "I felt good because I was into it."

2. Has your comprehension of your reading improved?  Yes  No  
How do you know?

<input checked="" type="checkbox"/> YES	- Read better	- I like to read now
	- Read faster ✓✓	- Understand more complicated books
	- Remember what I read	- Understand questions better
	- Read more ✓✓	
	- Know what kind of books I "adapt" to	
	- More skills	
	- Know/learn more vocab words	
	- Test scores went up	- "Because now when I read I know what the next sentence will be."
	- Understand more ✓✓	

NO  
 - I barely bring my homework in

# Four-Question Reflection Survey

1. What kinds of material did you read this period? How did you feel about what you read?
2. Has your comprehension of your reading improved? How do you know?
3. What will you do now to improve yourself as a reader?
4. Other comments?

(Morrison, 2012)

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What does the teacher need to ask?



## Scenario 2

The class is extremely well-behaved. Students raise their hands and always do what the teacher asks them to do. In fact, they often seek more information about exactly what the teacher expects.

What does the teacher need to ask?



## Scenario 3



Image: <http://www.teachhub.com/5-teaching-strategies-facilitate-independent-reading>

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# Step 2: Analysis

How do we analyze perception data to avoid “assumption creep” or defensiveness?

- Utilize a thought partner that will challenge assumptions but not intimidate.
- Focus on learning.
- Recognize that the gathering and use of perception data – not what the data say – are what constitute great teaching.

# Step 3: Informing Action

The teacher should be encouraged to share data back with students and discuss what he/she has learned from their data and what is being planned instructionally as a result.



Image: <https://www.renaissance.com/2017/06/01/blog-why-student-agency-already-exists/>

Identify a teacher who may need to consider student perception more in his/her instruction. Why this teacher?



Articulate the need for and legitimacy of student perception data to this teacher.





## I can...

- Identify assumptions that educators might make about student learning.
- Brainstorm questions that will collect data my teachers need to improve learning.
- Identify a teacher who might benefit from using student perception data.
- Articulate the need for and legitimacy of student perception data.

# Application

## *Coach a Teacher with Student Perception Data*

Please complete the professional learning activity associated with this session to help you apply your learning.



Image:  
<http://blog.atomiclearning.com/highed/sites/blogs.atomiclearning.com/files/images/bigstock-lightbulb-vector.png>

# References

- Dugan, M., & Dunne, T. (n.d.). *Assumption busting: Breaking patterns to find new ideas*. Retrieved from [http://www.instantbrainstorm.com/bust\\_assumptions.html](http://www.instantbrainstorm.com/bust_assumptions.html)
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