Student Survey Summary/Analysis

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EDIS 5877-Romig

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**STUDENT SURVEY SUMMARY/ANALYSIS**

**Note:** *This assignment is to be submitted to your EDIS 587X seminar instructor and will constitute* ***25% of your course grade****. In addition, the results of this assignment are used by the TED office to gather data across all programs to provide analysis for accreditation and other program improvement efforts.*

 **Amy Marlene West**

**Teaching Associate Name:**

2016-2017

Special Education

**Program of Study: Academic School Year:**

Pre-K & 5th

Jackson-Via and Walker Upper Elementary

**School: Grade(s):**

5th grade TIP Lab

**Subject (for secondary):**

**Split Placement:** 🗹YES ❒NO

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| How many surveys did you distribute? | 21 | How many completed surveys were returned? | 21 | Percentages of completed surveys*(Divide #2/#1 for percentage)* | 100% |

**Student Satisfaction Analysis**

**Directions:** Organize your Summary/Analysis Paper by using each of the questions below as a subheading. You must respond to each question in order to complete the summary analysis.

1. **Demographics:** Describe your survey population by listing specific demographics. Demographics should include race, gender, English Language Learners, and Special Education students (IEPs and 504s). List specific disabilities.
2. **Influencing Factors:** List factors that might have influenced the results gathered on the surveys (e.g., recent disciplinary actions, end of a long testing day, or confusion over a question).
3. **Analysis:** Analyze your survey responses and answer the following questions. Please highlight the strengths and weaknesses pertinent to each question. (e.g. your questions may not provide data on the topic, your students want you to help them more)
4. How do students perceive your **knowledge of the subject** matter? Explain your answers based on data from your survey.
5. How do students perceive your **pedagogical knowledge**? Explain your answer based on data from your survey.
6. Do students perceive you as a **caring and effective** teacher? Explain your answer based on the responses received from the survey.
7. Based on the student responses, **what areas do you need to improve**? Give examples.
8. **What steps will you take** to improve your performance? Please give examples of evidence based practices you will use to improve planning, instruction, classroom environment, student-teacher interactions, etc.

# Demographics

 In my first placement classroom, students were mostly representative of the school’s demographics in race, including 0% American Indian/Alaska Native, 2% Asian/Pacific Islander, 18% Hispanic, 52% Black, 21% White, and 7% of two or more races. Our class was also comparable to the school’s demographics in free/reduced lunch, including 78% free/reduced lunch, 69% free lunch, and 10% reduced lunch. Note that the school this year was granted free breakfast and lunch for all students. In other demographics, our class had three students with IEPs, five students with an ESL placement, and students were of mixed abilities, but unidentified yet as advanced/gifted. Specific disabilities included Oppositional Defiant Disorder (ODD), autism, ADHD, developmental delay, and various speech and language disorders. This class was a pre-K class of 4-year-old students and one student who turned five in the time I was there. All students will turn five before the next school year. 10 of the students in this class were of male gender, and 6 were female.

 In my second placement classroom, students were diverse and dispersed due to the nature of a resource and intervention room. The school’s demographics included 0% American Indian/Alaska Native, 6% Asian/Pacific Islander, 11% Hispanic, 37% Black, 41% White, and 6% of two or more races. In regards to free/reduced lunch and free lunch, the school serves 55% and 47%, respectively. Of the 543 students in the school, I served 21 students, intentionally, and a few others during collaborative push-in. Of those 20 students, 33% were White, 52% were Black, and 14% were Hispanic. With that information, the students I served mostly represented the school’s demographics, however, it is evident in the school’s data and in this data that there is a higher representation of minorities, specifically blacks, identified as students receiving special education services or as students with behavioral needs that could be served in the TIP Lab. The students that I served all had IEPs or 504 plans, the majority having IEPs. Only one student had a label of ELL. Specific disabilities included autism, ADHD, specific learning disability in reading and/or math, and various speech and language disorders. In this placement, four students were female and 16 students were male.

# Influencing Factors

 Factors that may have influenced the first survey were end-of-placement nostalgia and an established, good relationship with my teaching assistant. The assistant that I worked with had many years of experience as an assistant and as a teacher. It gives me great pride to have received such high remarks on the survey, however, I do feel that there were places that I could improve that were not conveyed through the responses on the survey. The students in the first placement class were not of an age to complete a survey themselves. I distributed the survey to my assistant teacher during the last week of my placement in the classroom.

 Factors that may have influenced the second survey were the timing of the placements. I gave my surveys during my seventh week of placement. I had established relationships with all students, some of those relationships I would consider strong. I also distributed the surveys typically at the beginning of a lesson or during independent time, in which students did not feel inclined to discuss their answers with peers. This timing could have also contributed to positively skewed results because often students are in a better mood before class starts than after, depending on circumstances within the class or group period. Other factors that may have influenced students is how they feel about their other teachers. It may have been difficult for some students to focus their minds on their experiences just with me, rather than all teachers. In addition, for many of the groups, the material taught is explicit, direct instruction that was scripted in procedure and in the materials covered. Students often were not learning new material but practicing or building on previous language and knowledge. This may be something that students did not understand and could not convey on this survey.

# Analysis

1. First placement
	1. Students perceived my knowledge of the subject as very well. The students are aware that they come to school to learn and they learn from the teacher.
	2. Students perceived my pedagogical knowledge as that I was still learning, too. There was an understanding that I was an equal teacher in the room, compared to my mentor teacher and our instructional aide. Students also had an understanding, I felt, that sometimes the teacher tries new things, whether she is a new or an old teacher, and it is important to do our best to learn every time.
	3. Students perceived me as a caring and effective teacher, and I know this because of the way they behave when I am teaching and when I am not. Students show respect with their listening bodies during instruction. Students also do things to show me that they enjoy our caring relationship, like asking for hugs, showing me their work, or asking me to play with them. It is important for teachers to establish rapport with each student, and to do that, materials for other parts of the day must be prepared so that precious time can be spent building those relationships.
	4. I believe to improve, I need to continue to build relationships with students, fully prepare my lessons with thoughtful planning and material gathering, and I also need to keep my “teacher periscope” improving so that students who may not be engaged, behaviorally or academically, can reengage and learn purposefully. I would also like to improve my understandings of students’ lives outside of school because often, students’ lives outside of the classroom have a great impact, and it can be difficult to provide them the correct supports without that knowledge and affect.
	5. I will improve my relationship building by spending more time in the classroom with students rather than planning and gathering materials. It’s important for me to fully prepare before the day of the lessons and ensure that I have my materials where I need them so that my time can be better spent building relationships with students. I can also establish better relationships by spending more time talking one on one with students during lunch, in between lessons, etc. I could improve my planning and preparation by setting aside time each week and/or day to plan and prepare for my upcoming lessons. I can improve my “teacher periscope” by setting a timer or having a way to remind myself during the day to pull back and look at all students, whether they’re paying attention, being distracted, and thinking what can I do to keep everyone with me, and what can I do to reach out to all of the students academically and attention-wise. The final piece would come with parent-teacher relationships that I will be able to establish through home-school communication and building those relationships with students to share their home lives with me.
2. Second placement
	1. Students perceived my knowledge of the subject matter as strong. 14 students noted that I explain how the material we are learning can be used outside of school, in addition to five students that noted that I do that sometimes. The results of the statement, “My teacher makes things easy for me to understand” also support this perception. Although 11 students noted that this occurs only sometimes, the other nine noted that yes, this does occur. In my opinion, this shows that students are being challenged in their interventions with me, but challenged enough that it is not “easy” to understand. In other words, having students say that it is only sometimes easy to understand is better than them saying yes because in that sense, they are being effectively challenged to reach their IEP goals during interventions.
	2. Based on the data, I believe students perceive my pedagogical knowledge as good, but not strong. They understand that as a teaching intern, I was still learning. There were times when I did not handle materials or teaching as was typically taught by my mentor teacher, and in which case, students felt that instructions may not have been clear or that things were not easy to understand. Six students noted that instructions were sometimes clear, and one student said that no, instructions were not clear. In response to the data for the statements, “My teacher uses different activities to help us learn,” and “I learn new things in my class,” I feel that students thought materials could be more exciting or varied for certain intervention groups. On the other hand, for many of the groups, the material taught is explicit, direct instruction that was scripted in procedure and in the materials covered. Students often were not learning new material but practicing or building on previous language and knowledge. This may be something that students did not understand and could not convey on this survey.
	3. According to the data, I believe that students did perceive me as a caring and effective teacher. The majority of students said that I listened to them, helped them when they needed it, treated all students fairly, and that they could tell me their feelings. For the portion of students that said sometimes or no, I feel that exceptions could be made. Some of the students that I worked with only came once or twice a week, or I worked with them in a collaborative setting in which they do not receive much one-on-one or even small group attention. This kind of attention can play a large factor in how relationships are built with students, making it difficult to provide those things for them. Along with limited face-to-face time, many students did not get the opportunity to speak often about their feelings or anything outside of material we needed to cover together. Although I felt I did my best to support students emotionally, time spent with students discussing their lives outside of school and their emotions was often cut short so that we could cover their intervention material. I typically would not have spent much time with outside discussions unless a students’ emotional or behavioral state was preventing them or others from engaging or learning the material. In an ideal world, a strong emotional and academic relationship could be established with every student, despite the time allotted for interventions.
	4. Based on the student responses, I would like to improve in establishing relationships with all students. I feel that my gaps fell for students that I did not see often and also for students that would often give me trouble behaviorally. It is important to establish clear expectations for every lesson, if necessary, and it is just as important to follow those expectations through with positive reinforcement and consequences when necessary. This place of improvement transitions as well to treating all students fairly. I do believe there were times when students were not all provided the accommodations or one-on-one help that may have been needed to complete an assignment more efficiently. For example, when working in a small group on a writing assignment, I would go to students to check in on how their writing process is going. Some students I may spend a few minutes assisting and other students I may give a redirection to help them work on their own, however, the flaw in my system arises when all students may respond well to one-on-one help and/or the redirection. Two other data points that I would like to improve are making things easier to understand and providing different activities. In the TIP Lab, we had many games and other activities that students could have used to review and find enjoyment in, whereas most of the time, we stuck to the script of our guided lessons. I believe it is important to provide variety to students as it is needed to help them review or keep them interested by surprising them with a fun activity, even if it is just their reading of words in “game” form.
	5. To improve my performance, I would ensure that my expectations for all students were laid out explicitly and were consistent from class to class and student to student. When more specific, individualized expectations were needed, I would be likely to use a chart that students could self-monitor with, depending on their age and/or disabilities. I would also review the expectations as often as necessary, and very often at the beginning of the year. It would be important to me to keep in mind that some expectations and procedures would need to be practiced and possibly retaught. In treating all students fairly, I feel that this is a skill that comes with practice and conscientious, reflective teaching. One way that I could improve my performance in this skill is to set out at least one way in which I will redirect or reach all students to meet their needs, differentiating the lesson so that students can complete their work efficiently and at their own pace. Finally, I would love to improve my performance in providing varied activities on multiple levels that would reach all students. It is often these interactive or alternative learning formats that “click” for students. Many students need kinesthetic, visual, auditory, or even tactile learning formats to fully grasp a concept or become fully engaged on their own. Using purposeful games, graphic organizers, technology, and other non-traditional learning materials could prove to reach students that might not otherwise understand or engage.