

## Student Survey Concerns

### MacArthur:

- Can't read to their own students
- Language not developmentally appropriate
- Teachers angry that students are evaluating them
- One student reportedly picked "maybe" because "it was fun."

### Disney:

- Feels "morally wrong"
- Not developmentally appropriate for K and 1<sup>st</sup> grade.
- Students aren't developmentally able to line up answer bubbles
- Students can't read
- Students don't understand the vocabulary. Example: Didn't know that a television was a TV.
- Don't understand what "speaking English" means. English-speaking kids didn't know they were "English speakers."
- Double negatives in questions are confusing for this age group
- Having to do the surveys 1:1 is time/labor intensive
- The surveys are not confidential because they have to be read aloud to the student 1:1
- "No" is listed as an answer before "Yes." This "isn't how people talk."
- Disney has approximately 300 K – 1<sup>st</sup> graders with one Building Test Coordinator. Giving this survey is taking 100% of her time during the testing window.
- Students don't understand the consequences of their answers
- Teachers find the whole idea "insulting."

### Thoreau:

- Too many surveys. Period.
- On November 5<sup>th</sup>, have already given 6 surveys including this one and have administered 4 district-mandated tests.
- Each minute giving the survey is lost instruction time
- Any Given Child field trips have been scheduled for this week for some time. Why was the school not given any input on when the survey window would be?
- Students laughed at "This class feels like a happy family." They said it "sounds like Barney."

### Skelly:

- It took one class of kindergarten an hour and a half & they only got 5 questions finished

### Carnegie:

- Students took the question literally about "Does your student push you?"

**Mayo:**

- The question that makes a negative statement and then you answer the parenthetical "Do you agree?" was very confusing. Also, don't ask 1st graders how often they speak English at home. They think they should say "sometimes" if they say "Adios, amigos" once in a while.

**Wright:**

- Kindergarten student answered, "No" to "Do you like school?" The proctor asked, "Why?" Student: "Because it's raining today."
- It took an hour to administer surveys to first and second grade classes.

### Student Survey Concerns Part 2

Memorial HS:

1) what to do when you see a student blatantly fill out the survey negatively just because they think it's funny. This happened in my class. The student was in the front of my class and I saw him fill out all negative answers then turned to the student next to him and laughed. Like "haha look at what I did"

2) I don't see how the measure is truly fair.

Teacher A: teaches remedial classes all day (algebra fundamental or read 180)

Teacher B teaches regular classes all day (algebra 1 or English 2)

Teacher C teaches all pre-AP or AP courses

In my mind, teacher C's surveys would logically come out better than the other two teachers. I just think of the type of student that is in each class and their degree of concern for the survey and for their teacher. I had a teacher tell me the other day that they forgot what it was like to teach regular students. They only teach pre-AP and AP.

I understand it shouldn't matter who our students are because they are only answering questions about our teaching but a student that cares and has all As and Bs, in my opinion, would answer more truthfully and reflectively, than a student that is failing all but 1 or 2 classes and rarely comes to class.

Remington:

I have a class of 22 students. Ms. McKinney is having to administer the survey to small groups of my students. She spend an hour yesterday and only surveyed 9 students and today, 30 minutes to survey 4. Most of my class are non-readers. They need every item read and the answer column

explained. She had to give up her Reading Intervention block to complete them. On the flip side of that, my students that were taking the survey missed their reading intervention time to take the survey. I still have 9 that need to complete it.

Last week Jana Burke told us it would take no more than 30 minutes to administer. That may be true for the older grades, but it takes 30 minutes PER GROUP for the lower ones. She also told us Friday afternoon that we could request a proctor from I don't know where. This is ridiculous. I gave up my time today to survey 3 kindergartners. They struggled so much it should have been done one on one.

I believe in using student surveys but I feel that this is neither appropriate nor valid. The test includes items that use the word "not". That is SO CONFUSING for little kids to grasp. They need a system if they expect us to administer this. And it is unfair to use my MAP scores for my evaluation when I am constantly pulled from class for surveys, Balanced Literacy training, Child Study, etc.

Add to the list of interruptions. Not only did it take over an hour to administer the surveys to my 4th graders, but the teacher who pulls my on level readers while I teach read 180 was pulled to administer the surveys in another class, disrupting both her and my reading instruction that day as well.

Here are some of the questions that I believe are completely ridiculous. (Not that the entire thing wasn't ridiculous.)

On the Upper Elementary Survey:

- #4 Really? A temperamental ten year old gets to critique my classroom management?
- #7 No kid thinks homework is interesting.
- #10 We can't really give them too many choices when we are told what we have to teach.
- #15 Again, we teach Read 180 and some of the other things we have to do; kids won't think the work is interesting.
- #19 If they're not busy, it's not because I don't have things planned for them.
- #25 Again, with a ten year old and classroom management.
- #27 Really ???
- Questions #31 - #41: These questions are not a reflection of my teaching abilities.

Grissom:

I am working with Mrs. S's class in small groups (4-6 students). They have a difficult time with marking the bubbles completely without extraneous marks. They have a hard time keeping their place and marking the right bubble set for that question. I think, for that grade, maybe even first, the surveys need to be administered as small group or individually as needed. This would take more class time and/or a proctor to come in and administer the surveys.

Some of the questions are worded in a confusing way for students to answer. Here are some examples:

1. In this class, learning is slow and not much fun. Do you agree?
2. On many days, I get sleep at school. That can be developmentally appropriate for kindergartners.
3. When something is hard for me, my teacher still makes me learn it.

Lanier:

Kindergarten issues:

- It took TWO hours to administer in small groups.
- It took away from teaching time.
- It was hard for the students to understand.
- It was confusing for the kids.
- We need happy faces and sad faces – not words.
- It should be worded with leveled vocabulary.
- Spanish-speaking students were given the test in Spanish but they can't read.

First-grade issues:

- Questions are confusing and worded strangely, almost like they are trick questions.
- Kindergartners and first-graders don't know how to take a test such as this; all answers were put at the top.
- Teachers could not help with the directions because we were not allowed to administer the test.
- Students were unsure how to react to someone else giving directions.
- It took much longer than expected.
- There were too many questions.
- Answer choices were unclear and confusing.