



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Grades 3 – 5

Student Survey for Classroom Teachers

ESE Model Survey Administration Protocol

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Grades 3 – 5 Student Survey

ESE Model Survey Administration Protocol (for Teachers and Proctors)

ESE recommends reviewing *Key Considerations for Administering the ESE Model Surveys* found in [Part VIII: Using Student and Staff Feedback in the Evaluation Process](#) before administering this survey.

Please read this entire ESE Model Survey administration protocol and scripts prior to administering the survey to students. This guide includes:

- General guidelines for what to do before, during, and after the survey
- Guidelines about the inclusion of students with special needs and English Language Learners
- Instructions on who should proctor the survey and proctoring scripts
- The ESE Model Student Surveys about classroom teacher practice (for students in grades 3 – 5)

The survey script must be read aloud by the proctor during administration.

Administrators, teachers, survey proctors, and parents are encouraged to read the ESE Model Survey items before the survey is administered.

Prior to the Survey Administration

The survey coordinator should provide the classroom teacher and proctor with additional information about when (time/date) the surveys will be administered. He or she will have specific information on when and how the students will access the surveys and who will proctor the survey for particular classes.

Before students take the survey, **classroom teachers** and **proctors** should do the following:

- Read all administration and proctoring instructions. Familiarize yourself with the instructions. Allow time for students to ask questions or ask for clarifying information on anything that may be unclear.
- Classroom teachers should inform students ahead of time that they will be participating in a survey to provide you with feedback on their experiences being a student in your class.
- The long form of the survey will take approximately 30 – 40 minutes to complete and the short form will take approximately 15 – 20 minutes; plan your class time appropriately.
- Plan for students to have “silent work” ready at their desks if they finish the survey earlier than other students. Class should not resume until all students have completed the survey.
- Identify any students who require accommodations and work with your survey coordinator to determine how to properly administer the survey with those students. See the section below on **Students with Special Needs** for examples of appropriate accommodations.

During the Survey Administration

Please remember the following:

- If possible, classroom teachers should NOT proctor the surveys for their own classes.
- Prior to beginning the survey, read the ESE Model Survey Script Grades 3 – 5 (for Proctors).
- The proctor should maintain a comfortable distance from the students to protect their privacy.
- While administering the survey, proctors may receive questions from students. The proctor may answer clarifying questions. For example, the proctor may define unknown words for students.
- Advise students that if they do not understand a question, they should leave the response choice for that item blank.

After the Surveys are Completed

The survey coordinator will inform proctors of the necessary procedures to coordinate the collection of surveys (if taking paper-based surveys).

Students with Special Needs

Collecting feedback from students with special needs is a valuable part of the evaluation process. Districts should make every effort to include all students, or a representative sample of all students, in their feedback collection. When students with disabilities participate in the Model Surveys, their accommodations must be consistent with IEPs and 504 Plans. Since the purpose of the Model Survey is to solicit students' opinions, accommodations can be more intensive than on instruments designed to assess student knowledge and skills.

Common accommodations include (but are not limited to):

- **Changes in timing or scheduling** (including but not limited to providing extended time, frequent breaks, etc.)
- **Changes in survey settings**
- **Changes in survey presentation** (including but not limited to online vs. paper forms, alternate font size, , specific proctor/administrator, more intensive clarification of unfamiliar language, etc.)
- **Changes in how students respond to survey items** (including but not limited to the assistance of a scribe, verbal responses, typed or hand-written responses, signed responses, etc.)

English Language Learners

It is recommended that the linguistic supports used for state assessments or other tests for English Language Learners are used for the ESE Model Surveys. ESE will be piloting surveys in other languages (such as Spanish, Portuguese, Chinese, and French) during the 2014-2015 school year.

For Students Who Are Absent

If time is available, you may make arrangements to give the survey to students that missed the original survey time/date. Remember to administer the survey using the same directions. The survey coordinator may recommend a survey administration time and location for students who were absent the day the survey was given. Please ask your survey coordinator for more information.

Grade 3 – 5 Student Survey ESE Model Survey Script (for Proctors)

It is recommended that the proctor read the survey items aloud to students in grade 3 regardless of whether the students are taking the survey online or on paper.

Directions: Please read the following aloud to the class.

Say:

Today you are being asked to take a survey to help us learn how you feel about being a student in [TEACHER NAME]'s class. The purpose of this survey is to give [TEACHER NAME] feedback on his/her teaching. Your teacher will use your class's answers to better understand what it's like to be a student in this class.

This is not a test. On a survey you are asked for your opinions. Opinions are your personal ideas about a topic. There are no right or wrong answers and you will not be graded.

While you are taking the survey, please do not talk to your classmates or share your answers or reactions to the survey items. You should have a book to read or some silent work that you can do at your seat when you are finished.

Before we start, there are some important things for you to know:

First, [read/listen] to each survey item carefully and think about the answer choice that you think fits best. You may only pick one answer per survey item.

Second, please be honest and thoughtful, and take your time when you read and respond to each survey item. Remember that there are no right or wrong answers. Your teacher will not see your individual answers. He/she will only see a class summary of the responses (or all your classmates responses put together).

Third, I can help you with words you don't understand. Just raise your hand if you have a question. If you are not sure about what one of the statements means or you prefer not to answer a survey item, please skip it.

Finally, if you would like to write a comment or explain why you chose a certain answer, you have a space to do that at the end of the survey. You may also leave this part blank if you choose.

Are there any questions before we begin?

Alternative Script:

Here is where you will insert instructions based on how your district is administering the survey (paper or online).

If completed on paper: Students may need to be instructed on what to do when they are finished with the survey and how surveys will be collected.

If completed on the computer: Students may need to be instructed how to access and then complete the survey on the online platform. Students may also need to know how to submit their survey and how to ensure that their survey has been completed.
