

# Holistic Feedback

CREATING A SPACE FOR STUDENTS AND TEACHERS TO SHARE FEEDBACK ON INSTRUCTION AND SCHOOL CULTURE

This spring, HISD partnered with Cambridge Education to pilot student and teacher surveys in a select group of schools. Results of this pilot, or the “holistic feedback pilot,” will be used to provide teachers and principals with feedback to inform their practice and improve teacher and student experiences.

## Why teacher and student surveys?

- **Student feedback is critical to helping teachers improve their practice.** Students know their teachers better than anyone because they observe and experience their teachers’ instructional practice on a daily basis. As a result, students can provide reliable feedback that is instrumental to helping teachers improve their practice.
- **Teacher feedback to their leaders is just as important.** Teachers know their school leaders and can identify strengths and areas of development for leadership teams to help build a positive work environment and an instructional culture that promote student learning.

## How It Works

1

### Administer surveys

Students in various grade levels take an anonymous, paper-based, or online survey.

Teachers take an anonymous, paper-based or online survey.

2

### Get results

Student responses are collected to create reports that offer formative feedback for teachers and school leaders.

Teacher responses are collected to create reports that offer formative feedback for school leaders.

3

### Improve instructional practice and school culture

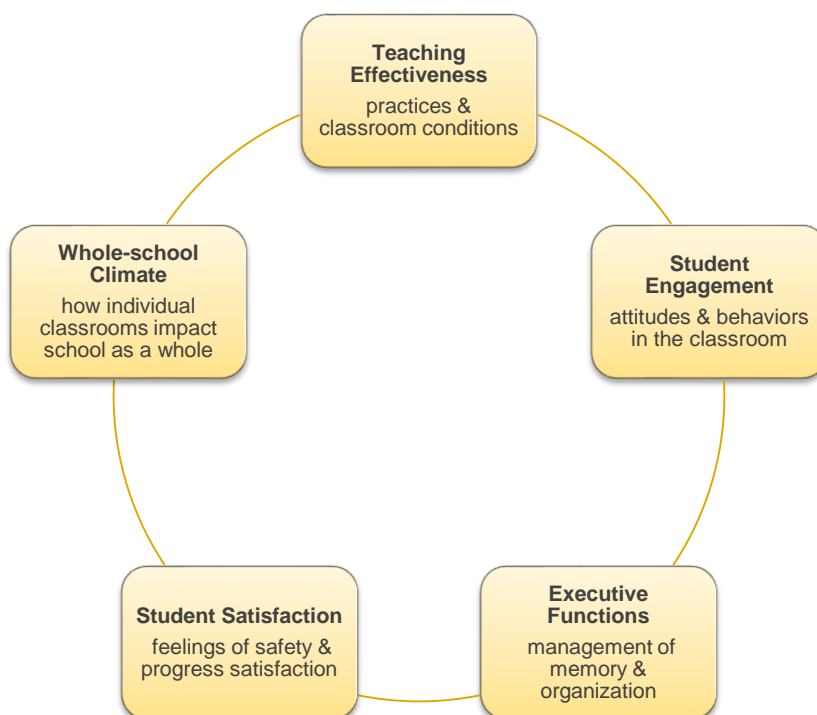
Teachers and school leaders can use the reports to reflect and take concrete steps to improve instructional practice and culture.

## How is this different than the Your Voice surveys?

- **Your Voice provides teachers and school leaders with general feedback** regarding progress toward district goals, the needs of our schools, and community engagement.
- **Cambridge Education’s TRIPOD survey provides more detailed information specifically tailored to teacher and school leader development.** All participating teachers and school leaders will receive a detailed report highlighting specific areas of strength and opportunities for development around instruction and school culture.

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Tripod survey assessments allow educators to measure student perceptions in the following areas:



Teachers' content knowledge, pedagogical skills, and relationship-building skills are reflected in their behaviors and the day-to-day experiences of students in the classroom. The measurement tool for this pilot, the Tripod survey, allows educators to measure student perception in the following areas: Teaching effectiveness, student engagement, executive functions, student satisfaction, and whole-school climate. Grounded in theoretical and empirical work in education, psychology, and the study of organizations, the data can be used to induce and inform strategic planning and priority setting in schools and school systems. Additionally, the statistical methods used to analyze responses to the Tripod survey hold teachers harmless for variation in student perception scores caused by classroom composition alone. The Tripod Framework focuses on seven Cs of teacher effectiveness: Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate.

Constructs of the Survey – The 7C's	Sample Survey Items
<b>Care</b> <i>the emotional warmth of teacher-student relationships</i>	<ul style="list-style-type: none"> <li>My teacher is nice to me when I ask questions.</li> <li>My teacher in this class makes me feel that he/she really cares about me.</li> </ul>
<b>Control</b> <i>the extent to which students behave appropriately and stay focused on the tasks at hand</i>	<ul style="list-style-type: none"> <li>My classmates behave the way my teacher wants them to.</li> <li>Our class stays busy and doesn't waste time.</li> </ul>
<b>Clarify</b> <i>the assurance that students understand</i>	<ul style="list-style-type: none"> <li>My teacher is very good at explaining things.</li> <li>When he/she is teaching us, my teacher thinks we understand even when we don't.</li> </ul>
<b>Challenge</b> <i>the extent to which teachers demand both effort and excellence from their students</i>	<ul style="list-style-type: none"> <li>When something is hard for me, my teacher still makes me learn it.</li> <li>My teacher wants us to use our thinking skills, not just memorize things.</li> </ul>
<b>Captivate</b> <i>the ability to spark and maintain students' interest in learning</i>	<ul style="list-style-type: none"> <li>My teacher makes lessons interesting.</li> <li>This class does not keep my attention – I get bored.</li> </ul>
<b>Confer</b> <i>to respect students and value their voices</i>	<ul style="list-style-type: none"> <li>In this class, we get to make enough choices.</li> <li>My teacher wants us to share our thoughts.</li> </ul>
<b>Consolidate</b> <i>support for the metacognitive processes by which students track and evaluate their academic progress</i>	<ul style="list-style-type: none"> <li>My teacher takes time to summarize what we learn each day.</li> <li>The comments I get on my work in this class help me understand how to improve.</li> </ul>