

## Student Perception Data: Annotated Bibliography

Burniske, J. & Meibaum, D. (March 2012). The Use of Student Perception Data as a Measure of Teaching Effectiveness. *Texas Comprehensive Center*. Retrieved from [http://txcc.sedl.org/resources/briefs/number\\_8/index.php](http://txcc.sedl.org/resources/briefs/number_8/index.php)

- This paper examines the use of student perception data as a method of teacher evaluation.
- The paper includes a brief discussion of the benefits and limitations of evaluative student surveys, as well as information about states and districts currently using such surveys.
- The paper concludes with information about how to use student perception data effectively, and examples of student surveys.

Crow, T. (Dec 2011). The View from the Seats. *Learning Forward*. Retrieved from <http://www.learningforward.org/news/getDocument.cfm?articleID=2379>

- This brief focuses on the Tripod Project Survey as a measurement of student perception data as part of teacher evaluation.
- It cites work in New York City schools and Rhode Island Department of Education as evidence of the growing use of student perception data in teacher evaluation.
- Tripod Project founder Ron Ferguson is frequently cited regarding the value of student perception data, and his optimism about more schools incorporating such data into teacher evaluation.

Ferguson, R. (Oct 2010). Student Perception for Teaching Effectiveness. *National Center for Teaching Effectiveness, Harvard University*. Retrieved from [http://www.gse.harvard.edu/ncte/news/Using\\_Student\\_Perceptions\\_Ferguson.pdf](http://www.gse.harvard.edu/ncte/news/Using_Student_Perceptions_Ferguson.pdf)

- Ferguson, the creator of the Tripod Project Survey, focuses particularly on Tripod, as well as student perception data more generally, in this brief.
- In addition, the brief summarizes the data findings of the Measures of Effective Teaching (MET) Project, which is funded by the Gates Foundation.
- This brief specifically addresses the survey's measurements of student perception of instruction, and not the survey's measurement of student engagement.

Follman, J. (1992). Secondary school students' ratings of teacher effectiveness. *The High School Journal*, 75(3), 168–178.

- This paper reports on the empirical literature regarding the use of secondary students' rating of their teachers. It notes that there is considerable research into secondary students' ratings, as opposed to research about elementary students' and middle school students' ratings.
- The literature within the report is divided into categories for review: reliability studies; characteristics studies; and construct validity studies.
- The report concludes that "the relevant secondary student rating research does justify the use of secondary students' ratings as one of several criteria in a professional teacher evaluation program especially one involving such activities as staff differentiation, merit pay, and the career ladders."

Follman, J. (1995). Elementary public school pupil rating of teacher effectiveness. *Child Study Journal*, 25(1), 57–78.

- This paper reports the empirical literature about the use of elementary students' rating of their teachers – over 60 relevant studies are reviewed.
- The review is divided into categories, including: Pupil Rating Reliability Studies; Pupil Ratings and Teacher and Pupil Personal and Demographic Characteristics; Factor Analyses of Pupil Rating Scales; and Miscellaneous Elementary Pupil Rarer Studies.
- The paper concludes that “relevant elementary pupil rating research does justify the use of elementary pupil ratings as one of several criteria in a professional teacher evaluation program.”

Goe, L., Bell, C., & Little, O. (2008). *Approaches to evaluating teacher effectiveness: A research synthesis*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf>

- The document is a synthesis of research regarding the measurement of teacher effectiveness, including the various instruments used for measurement.
- Additionally, the document provides information about how these measurements have been evaluated thus far.
- Policy implications and recommendations regarding the measurement of teacher effectiveness are also included.

Kyriakides, L. (2005). Drawing from teacher effectiveness research and research into teacher interpersonal behaviour to establish a teacher evaluation system: A study on the use of student ratings to evaluate teacher behavior. *Journal of Classroom Interaction*, 40(2), 44–66. Retrieved from <http://www.eric.ed.gov/PDFS/EJ768695.pdf>

- This paper presents the results of a study that evaluated the extent to which student perception data can be used as a valid and reliable measurement of teacher effectiveness and teacher interpersonal behavior.
- The study finds that student feedback is highly correlated with value-added measures of student cognitive and affective outcomes.

MET Project. (2010). *Student perceptions and the MET Project*. Seattle, WA: Bill & Melinda Gates Foundation. Retrieved from [http://www.metproject.org/downloads/Student\\_Perceptions\\_092110.pdf](http://www.metproject.org/downloads/Student_Perceptions_092110.pdf)

- The Measures of Effective Teaching (MET) Project from the Gates Foundation uses the Tripod Project Survey to measure student perception of teacher effectiveness. They found that classrooms in which students rated their teachers higher typically also produced greater achievement gains.
- The document reports, “Results such as these can improve the feedback teachers receive and help them refine their teaching to raise student achievement.”

Peterson, K. D., Wahlquist, C., & Bone, K. (2000). Student surveys for school teacher evaluation. *Journal of Personnel Evaluation in Education*, 14(2), 135–153.

- This paper uses 9,765 pupils' responses to student surveys in the Davis County School District (Utah) to evaluate such surveys as a data source for teacher evaluation.
- Item analysis suggested that students responded to the survey in a manner that implies reliability and validity, although "some individual items are more defensible than others for conceptual and empirical reasons."
- The paper concludes: "'Student surveys are not merely popularity contests; students distinguish between merely liking a teacher and recognizing one who enables their learning. While students can distinguish between a teacher who supports learning and one who treats them well, this study suggests that the former is more important to older students, while the latter is more important to younger ones.'"

Worrell, F. C., & Kuterbach, L. D. (2001). The use of student ratings of teacher behaviors with academically talented high school students. *Journal of Secondary Gifted Education*, 12(4), 236–147.

- The paper studied the validity of student ratings of teaching by a two-cohort sample of academically gifted high school students.
- The study indicated that the students produced reliable ratings of low-inference, or observable, teaching behaviors.
- The paper concludes: "Low-inference teaching behaviors may prove to be a useful measure for providing formative feedback to high school teachers who wish to improve their teaching effectiveness, whether based in regular high schools or special summer programs."