



Feedback for Teachers

Survey Questions

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YouthTruth harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.

Student Feedback for Teachers – Secondary

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Engagement – *Describes the degree to which the teacher fosters in students a love of learning and a desire to succeed.*

- How often do you try to do your best in this class? (1 = Not at all; 5 = Very much)
- How much pride do you take in your work for this class? (1 = None; 5 = Very much)
- How high are your teacher's expectations for you? (1 = Very low; 5 = Very high)
- How often do you enjoy coming to this class? (1 = Very rarely; 5 = Very often)

Academic Rigor – *Describes the degree to which students feel they are challenged by their coursework and teachers.*

- How well do your teacher's assignments help you better understand the subject? (1 = Not well at all; 5 = Very well)
- In this class, how much do you learn every day? (1 = Very little; 5 = A lot)
- How hard does your classwork make you think? (1 = Not at all hard; 5 = Very hard)
- How well does your teacher understand the subject that (s)he is teaching? (1 = Not at all well; 5 = Very well)
- How much effort does your teacher expect you to give in class? (1 = Very little; 5 = A lot)
- In this class, how often do you use your thinking skills – not just memorize things? (1 = Not at all; 5 = Very much)
- When the work gets difficult, how hard does your teacher expect you to try? (1 = Not very hard; 5 = Very hard)

Relevance – *Describes the degree to which the teacher connects student learning with life inside and outside the classroom.*

- How much effort does your teacher make to understand your life outside of school? (1 = None; 5 = A lot)
- How much do you think your teacher cares about you? (1 = Not at all; 5 = Very much)
- How useful is what you learn in this class for your life outside of school? (1 = Not at all useful; 5 = Very useful)
- How well does your teacher connect what you're learning in class with your life outside of school? (1 = Not at all well; 5 = Very well)

Instructional Methods – *Describes the degree to which the teacher uses techniques that probe for absorption and understanding, providing effective support to students when needed.*

- How often does your teacher ask students to explain more about answers they give? (1 = Very rarely; 5 = Very often)
- How often does your teacher want you to explain your answers – why you think what you think? (1 = Very rarely; 5 = Very often)
- How often does your teacher ask questions to be sure that you and your classmates are following along when (s)he is teaching? (1 = Very rarely; 5 = Very often)
- If someone doesn't understand something, how often does your teacher explain it another way? (1 = Very rarely; 5 = Very often)
- In this class, how well have you learned to correct your mistakes? (1 = Not at all; 5 = Very much)

Relationships – *Describes the degree to which the teacher supports students' academic success through positive interpersonal interactions.*

- How fair is your teacher? (1 = Not at all fair; 5 = Very fair)
- How respectful is your teacher to students in this class? (1 = Not at all respectful; 5 = Very respectful)
- How willing is your teacher to give extra help on school work if you need it? (1 = Very unwilling; 5 = Very willing)
- How fair is discipline in this class? (1 = Not at all fair; 5 = Very fair)

Culture – *Describes the degree to which the teacher develops a classroom premised on respect, motivation, and organization.*

- How many of your classmates behave the way your teacher wants them to? (1 = None; 5 = All)
- How much is student behavior under control in this class? (1 = Not at all; 5 = Very much)
- How respectful are students to the teacher in this class? (1 = Not at all respectful; 5 = Very respectful)
- How often does your class stay busy and not waste time? (1 = Very rarely; 5 = Very often)
- How many students in this class want to do well? (1 = None; 5 = All)

Demographics

- What grade are you in? (6th; 7th; 8th; 9th; 10th; 11th; 12th; Other)
- What is your gender? (Male; Female; I identify in another way; Prefer not to say)
- What is your race/ethnicity? (White; Black or African American; American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; Hispanic/Latino; Other; Prefer not to say)
- (Grades 6-8 only) In your current classes, what have most of your grades been? (Mostly As; Mostly Bs; Mostly Cs; Mostly Ds or below; Don't know; Prefer not to say)
- (Grades 9-12 only) Choose the letter grade that corresponds with your cumulative grade point average (GPA) for all subjects in high school. (A+; A; A-; B+; B; B-; C+; C; C-; D+; D; D-; E/F; Prefer not to say)

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STUDENT SURVEY

A NATIONAL NONPROFIT

- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at school, like ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? *(Yes; No; I'm not sure; Prefer not to say)*
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you have an IEP (individualized education program or plan), receive special education services, or receive 504 services? *(Yes; No; I don't know; Prefer not to say)*
- At school, are you able to receive lunch for free or at a lower price? *(Yes; No; I'm not sure; Prefer not to say)*
- With which of the following do you most identify? *(Gay or lesbian; Straight; Bisexual*; I identify another way; I am not sure; Prefer not to say)* *A person who is attracted to people of the same or other genders.

Elementary Student Survey Additional Topics

Project-Based Learning – *Describes students’ experiences collaborating on, improving, and presenting projects. Themes include the frequency of real world discussions, and the integration of PBL across subject areas.*

These questions ask about projects you do in class. *(Choices: A lot, Sometimes, Not very much; or, Yes very much, sometimes, no, not at all)*

- How much do you do these things in your classes?
 - Talk with classmates about problems in the real world
 - Think about other ways to solve a problem
 - Choose what kinds of projects you would like to work on
 - Work on hands-on projects with other students
 - Work on a first draft of a project to make it better
 - Present projects to your class
- Can you figure out how to solve problems even if you haven’t been taught how?
- Does what you learn in school help you think about what you want to do when you grow up?
- Do group projects make you a better student? (For example, you learn more.)
- Does your teacher use examples that connect to...
 - ...What you learn in other subjects?
 - ...Life outside of school?
- Think about how you solve problems in school... Do the things that you learn in one subject help you in other subjects?
- Think about how you solve problems in school... Do the things that you learn in class to help you outside of school?

STEM – Describes students’ experiences applying lessons from science, technology, engineering, and mathematics. Themes include future aspirations in STEM fields, collaboration, and technology use in and outside of school.

The next questions have to do with math, science, technology, and engineering in your school. (Choices include: Yes, no, I’m not sure; A lot, sometimes, not very much)

- Do people who use math or science in their jobs visit your school?
- Have you learned math or science...
 - ...On field trips?
 - ...At summer camps?
 - ...At after-school activities?
- Have you ever worked on a project for a math or science fair?
- Do your teachers connect what you learn in different subjects?
- When you grow up, do you want a job in science, engineering, math, or technology?
- Would you learn math and science even if you didn’t have to?
- How often do you...
 - ...Do hands-on projects about math or science?
 - ...Use things like computers or iPads in school?
 - ...Use computers or iPads outside of school?

Student Motivation (includes Grit Scale) – Describes students’ relationship with, and sense of ownership over, their learning experience. Themes include students’ ability to work independently, their investment in their peers, and their confidence in their abilities to learn and grow. Dr. Angela Duckworth’s Grit Scale is also offered, with her permission, as part of this module.

The next questions have to do with how you feel about school and your classmates. (Choices include: Yes very much, sometimes, no not at all)

- Do you care about how much your classmates learn?
- Do you explain your work to other students?
- Do you help other kids in class when they don’t know what to do?
- Can you concentrate in class?
- Can you remember things you learn in school?
- Do you do your schoolwork, even if no one tells you to?

Do you agree or disagree?

- My teachers think I can succeed if I try.
- I know what it takes to get good grades in school.
- I believe I can learn new things, but I can’t really change how smart I am.

Grit Scale:

How much do the following statements apply to you? (1 = *Not at all like me*; 5 = *Very much like me*)

- New ideas and projects sometimes distract me from previous ones.
- Problems don't discourage me. I get over disappointments faster than most people.
- Sometimes I am very focused on a certain idea, but later lose interest.
- I am a hard worker.
- I often set a goal, but later set a different goal.
- If a project takes too long, I get bored.
- I finish what I start.
- I am careful in my work.

School Safety – *Describes students' level of perceived safety while on campus, in the community, and at home. Themes include drivers of conflict at school and responses to bullying and harassment.*

- Do you feel safe at school?
- Do you feel safe in the hallways of the school?
- Do you feel safe in the bathrooms of the school?
- Do you feel safe on the playground?
- Do you feel safe going to school?