

The Tripod Project:

Actionable Student Feedback Promoting
Excellence in Teaching and Learning

Teacher Report

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Sample City Schools
2011/2012

Dear Colleague,

In order to support and improve teaching and learning, the Tripod Project for School Improvement collects, organizes and reports on student perspectives at the classroom level. This classroom-level report contains actionable feedback from your own students, organized around the Tripod 7Cs of effective teaching. According to recent research, the Tripod 7Cs help predict student engagement—for example, their effort and behavior—and also how much they learn in our classrooms.

When we are most effective, our teaching communicates the following to each student:

- Care:** *“Your success and well-being really matter to me in a serious way.”*
- Challenge:** *“I insist upon rigor—understanding, not just memorization—and your best effort.”*
- Control:** *“Our class is orderly, on task and respectful, with learning as our first priority.”*
- Clarify:** *“I have multiple good explanations for things that seem difficult, so let me know when you are confused and I will help you understand.”*
- Captivate:** *“I make lessons intellectually relevant and stimulating because they are important.”*
- Confer:** *“You must talk with me to help me understand your ideas and support your learning.”*
- Consolidate:** *“I summarize lessons and check for understanding to make learning coherent.”*

Again, this report presents your students’ perspectives. Please look for patterns. Try to distill the “story” of life in your class from the students’ perspectives. Look for both positives and ways to improve.

Set some goals. Make a plan. Move ahead.

Thanks for being a teacher!

Ron Ferguson
Tripod Project Founder

Preface: Tripod 7Cs Teaching-Practice Categories

As you review this report, you will find ideas for increasing student motivation, reducing behavior problems, raising achievement and improving students' learning experiences in your classroom. To begin, this preface is an inventory of teaching issues and themes for each of the 7Cs. Consider how each might influence what students experience in your classroom. Choose a few to discuss with colleagues or to look for when you observe teaching in one another's classrooms.

How would you rate your own teaching by these criteria? This inventory should inspire your own creative deliberations. Please add whatever you think might be important, and then select a few things to focus on for moving forward. Reflect on these as you review your results in this report.

Set some goals. Make a plan. Move ahead.

Care

1. How you respond when they appear to be sad or upset;
2. How you respond when they want to talk about problems unrelated to your class;
3. The rules you set for how students should support one another;
4. The words you use when providing encouragement;
5. The words you use when you reprimand;
6. The interest you express in their extracurricular activities;
7. The comments you write on their work when they do well, or not;
8. Additional ideas ...

Challenge

1. The ways that you respond when they express doubts about their own abilities;
2. How you remind them of past obstacles that they were able to overcome through persistence;
3. How you seem to set challenges that are enough, but not too much, for each student;
4. What you say at those moments when you see them beginning to give up;
5. How you explain to them the difference between memorization and understanding;
6. The ways that you model the persistence and rigor that you want them to emulate.
7. The ways you celebrate success when students succeed beyond their expectations;
8. Additional ideas ...

Control

1. The ways you respond when students treat one another disrespectfully;
2. The ways you respond when student speak to you disrespectfully;
3. How you respond when it appears that students are off task;
4. What you say when students ignore or disobey what you have told them to do;
5. How quickly you get students settled and doing work at the beginning of class time;
6. How long before the end of class time you start to wind down the work effort;
7. The ways you make sure students are busy in class, not wasting time;
8. Additional ideas ...

Clarify

1. The way you press students to reason through things that they don't understand;
2. The way you anticipate questions by knowing what students will find difficult;
3. The way you slow down and speak carefully when covering difficult topics;
4. How you draw examples from previous lessons;
5. The way you have students explain their reasoning to reveal the point of confusion;
6. How carefully you provide orderly, structured explanations when introducing new ideas;
7. How hard you work to generate multiple explanations for tricky concepts;
8. Additional ideas ...

Captivate

1. How relevant you make the lessons to students' lives;
2. The pacing with which the lesson is delivered;
3. The clarity with which the lesson is delivered;
4. How interactively the lesson is delivered;
5. The use of technology;
6. Your vocal inflections;
7. Your movements and mannerisms;
8. Additional ideas ...

Confer

1. How supportively you respond when they ask poorly phrased questions;
2. How often you encourage them to discuss their perspectives with one another;
3. How often you ask them to solve problems together then discuss their findings;
4. How effectively you answer questions with questions;
5. How sincerely you express respect for their perspectives;
6. How encouragingly you respond when they give wrong answers in front of the class;
7. How supportively you treat struggling students, compared to how you treat others?
8. Additional ideas ...

Consolidate

1. How you press students to identify their own connections while you teach the lesson;
2. How you include topics from previous lessons in current quizzes and homework;
3. How you include issues from future lessons in current quizzes and homework;
4. How you refer to events in the news;
5. The ways that you summarize the lesson at the end of each class;
6. The ways that you summarize whole sequences of lessons or units;
7. The ways that you relate lessons to what your students are learning in other classes;
8. Additional ideas ...

How to read this report?

Please read this report with an open mind. Some results may be satisfying, while others may be disappointing. Begin by looking at the responses for individual items, one at a time. Think about what might cause students to give each particular response. Then, look for patterns that involve several items and try to discern the story of your classroom that the patterns seem to portray. For results that are disappointing, please resist any impulse to just dismiss or ignore your students' perspectives. Instead, try to imagine things that you could do differently to produce more satisfying results not only on student surveys, but also in teaching and student learning. Then, set some goals, make a plan and move ahead.

Students chose from five response options for each survey item. The five spanned from the most favorable response at one end of the range to the most unfavorable at the other. The response in the middle was neutral.

5-point Likert response scale

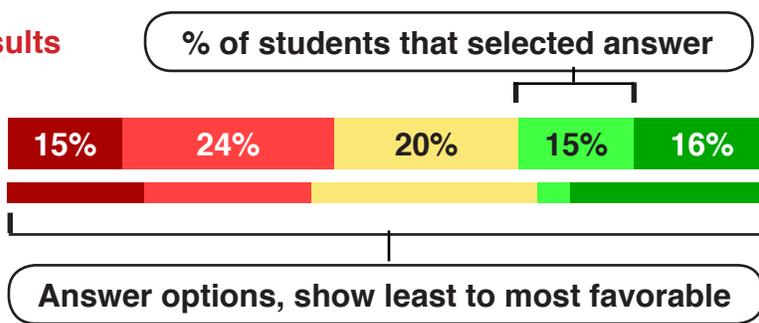


There is a color-coded response bar in this report for each item. The length of each section of the bar is proportionate to the percentage of students that gave that particular response. (See the percentages that are printed on the bars.) The most favorable responses are the darkest ones on the right side of the bar, while the most unfavorable are the darkest on the left side of the bar. The thin bar directly beneath the one for your classroom(s) represents a “comparison cohort,” defined on the next page.

In the graphic example directly below, 15 percent of students gave the most unfavorable response, 24 percent gave the next most unfavorable, 20 percent gave a neutral response, 15 percent gave the second most favorable response and 16 percent gave the most favorable response.

sample - not your actual results

Your result
Comparison cohort result



Teacher Report

This is a teacher specific report. Information within this report should be considered confidential. If this report was communicated or transferred in error, please contact the administration team for your local Tripod Student Surveys or Cambridge Education at tripodreports@camb-ed-us.com.

Teacher: **Sample Teacher**

Survey level: **Secondary**
Students participated:

Comparison cohort: The comparison cohort in this report is a representative sample of math and science teachers in your district at your level (e.g. elementary, middle school, high school).

sample - not your actual results

Result for your students



Result for comparison cohort



For additional information regarding the Tripod Surveys offered by Cambridge Education, please visit www.tripodproject.org. For more assistance interpreting this report, or for specific concerns regarding your administration, contact your local Tripod Surveys administrator.

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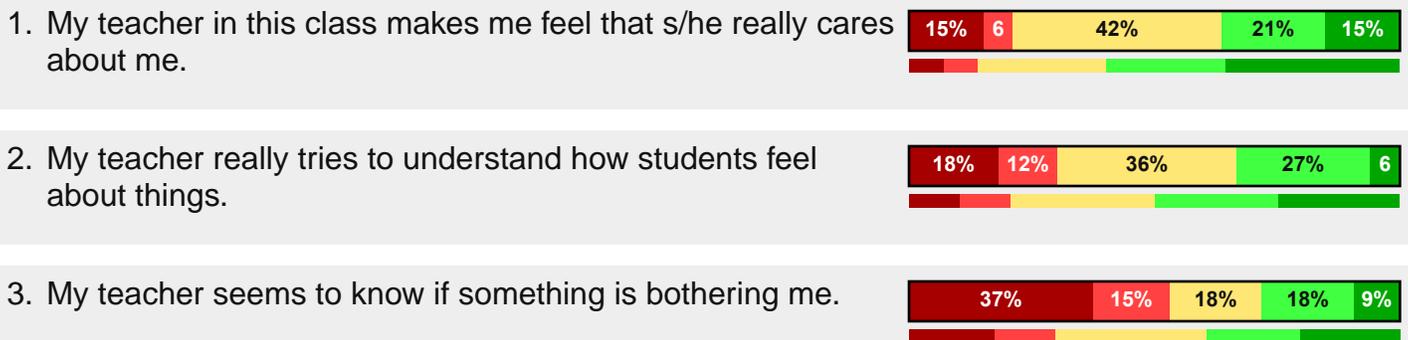
Care

“Your success and well-being really matter to me in a serious way.”

Synonyms: love, nurture, protect, treasure, watch over, provide for, cultivate

Antonyms: ignore, neglect, set aside, forget, avoid, overlook

People often say that children live by the dictum, *“I don’t care what you know until I know that you care.”* Children and youth want to feel psychologically safe in our classrooms. When asked what they most want to know on the first day of school, many say, *“What I really want to know is whether my teacher is going to be nice or mean.”* Of course, nice is not always the most effective strategy for getting students to do what we want, but neither is mean. Caring is being dedicated to your students’ success as students while also being concerned about their well-being as human beings.



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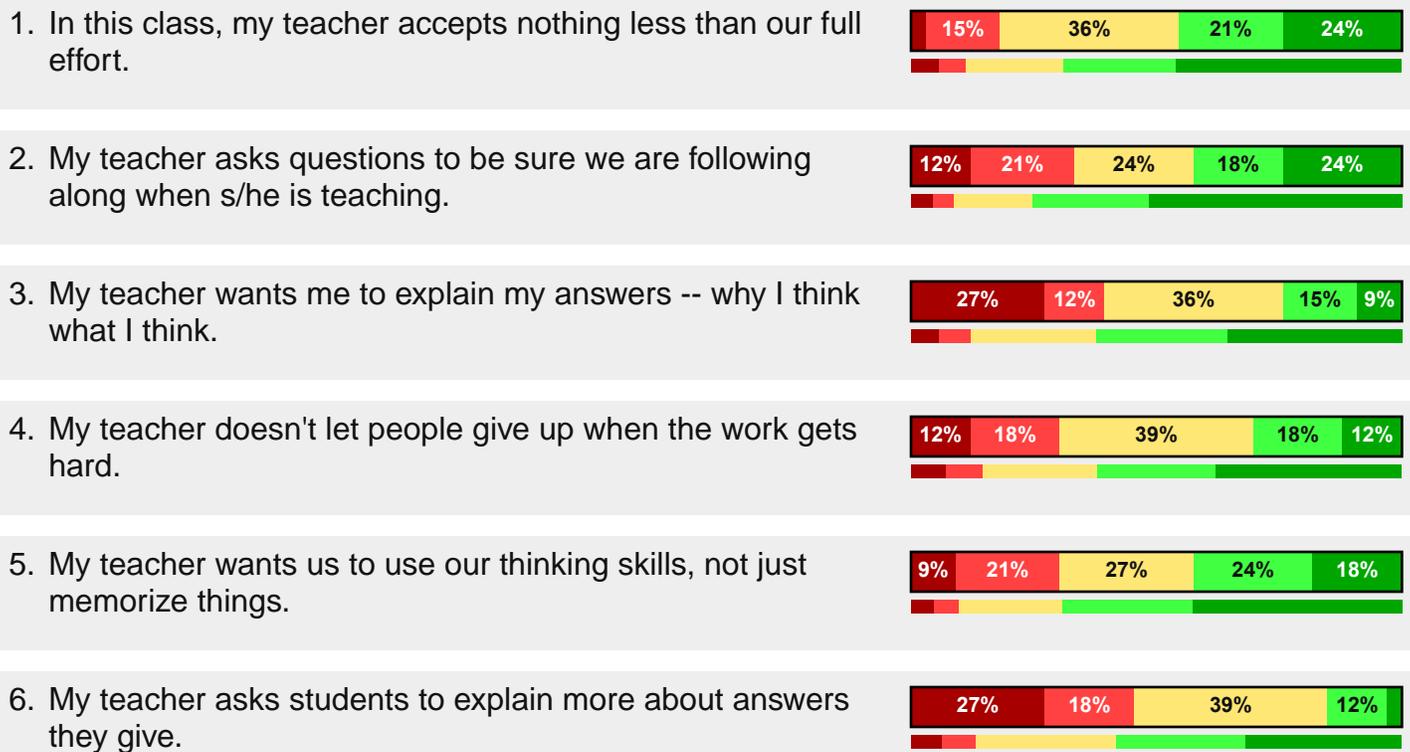
Challenge

“I insist upon rigor—understanding, not just memorization—and your best effort.”

Synonyms: press, demand, insist, require, be firm, impose high standards

Antonyms: placate, appease, coddle, shelter from stress, pamper, indulge, spoil

Challenge entails stress. Too little stress leaves a system (or a student) at rest and too much destroys it. We are challenging our students when we press them to work harder or longer or to think more deeply than they desire or think they can. Challenging students to work hard and think rigorously will succeed best if we can find the right balance between imposing our will as teachers, versus allowing our student to set and pursue their own goals in our classrooms. Challenge is important, because without our students will find it difficult to keep going when their natural impulse is to relax. Even though they may resent or resist it at the time, they will later respect and value the people who pushed them to stay focused and keep trying when they wanted to relax, slow down or give up.



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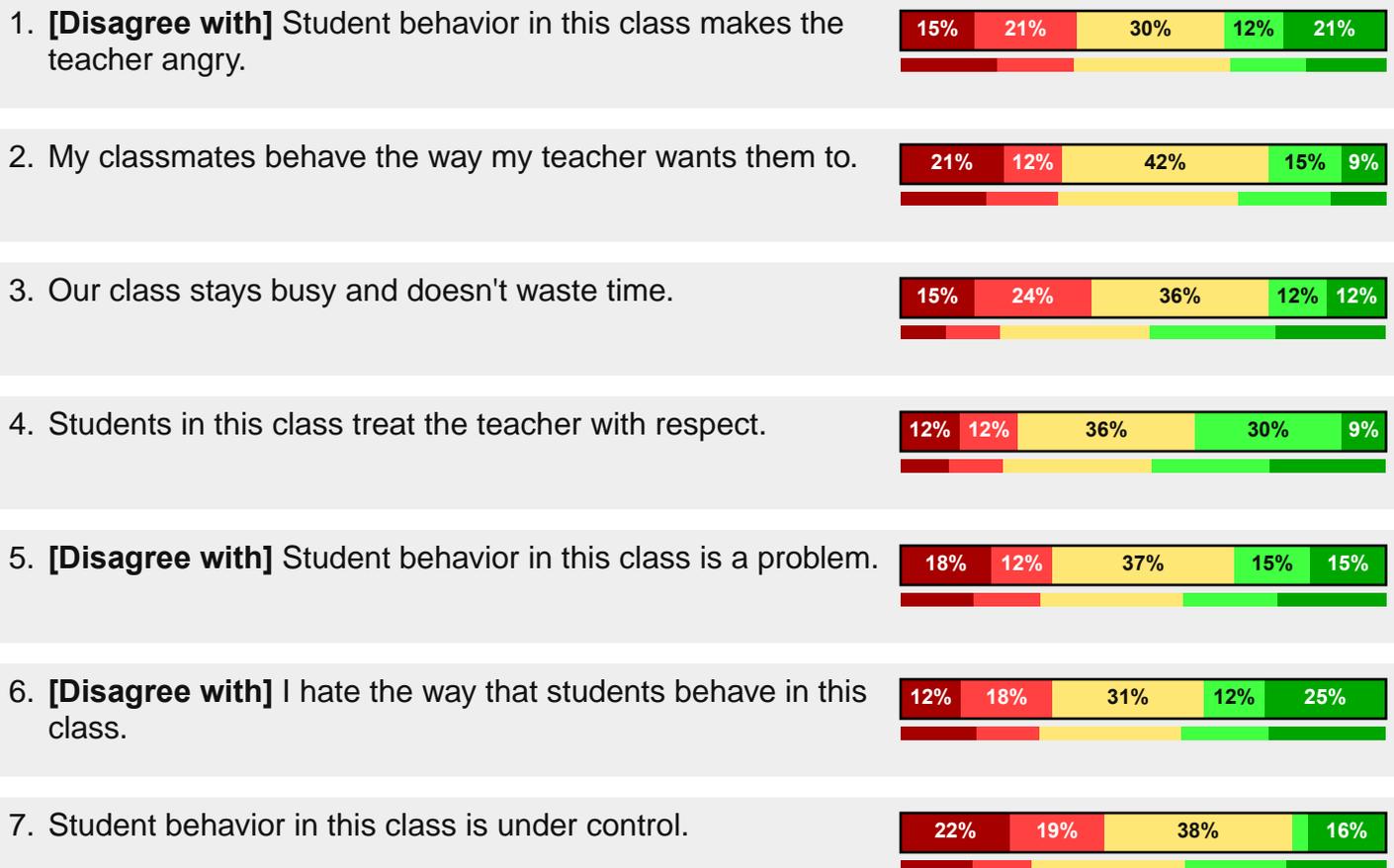
Control

“Our class is orderly, on task and respectful, with learning as our first priority.”

Synonyms: supervise, guide, direct, govern, regulate, check, calm, preside over

Antonyms: unleash, liberate, loosen, let go of, surrender to, passively watch

Classroom control in the Tripod 7Cs is about maintaining an orderly classroom where people treat one another respectfully and stay on task to achieve high goals for learning. This does not always mean a quiet and calm classroom, since some of the best learning happens when students actively debate questions and work in small groups to solve problems. It does, however, mean that the teacher is willing and able to hold students effectively responsible for behaving appropriately as classroom citizens. There are clear boundaries on what is acceptable, but within those boundaries there can be a great deal of freedom for students to take initiative in order to achieve personal learning goals.



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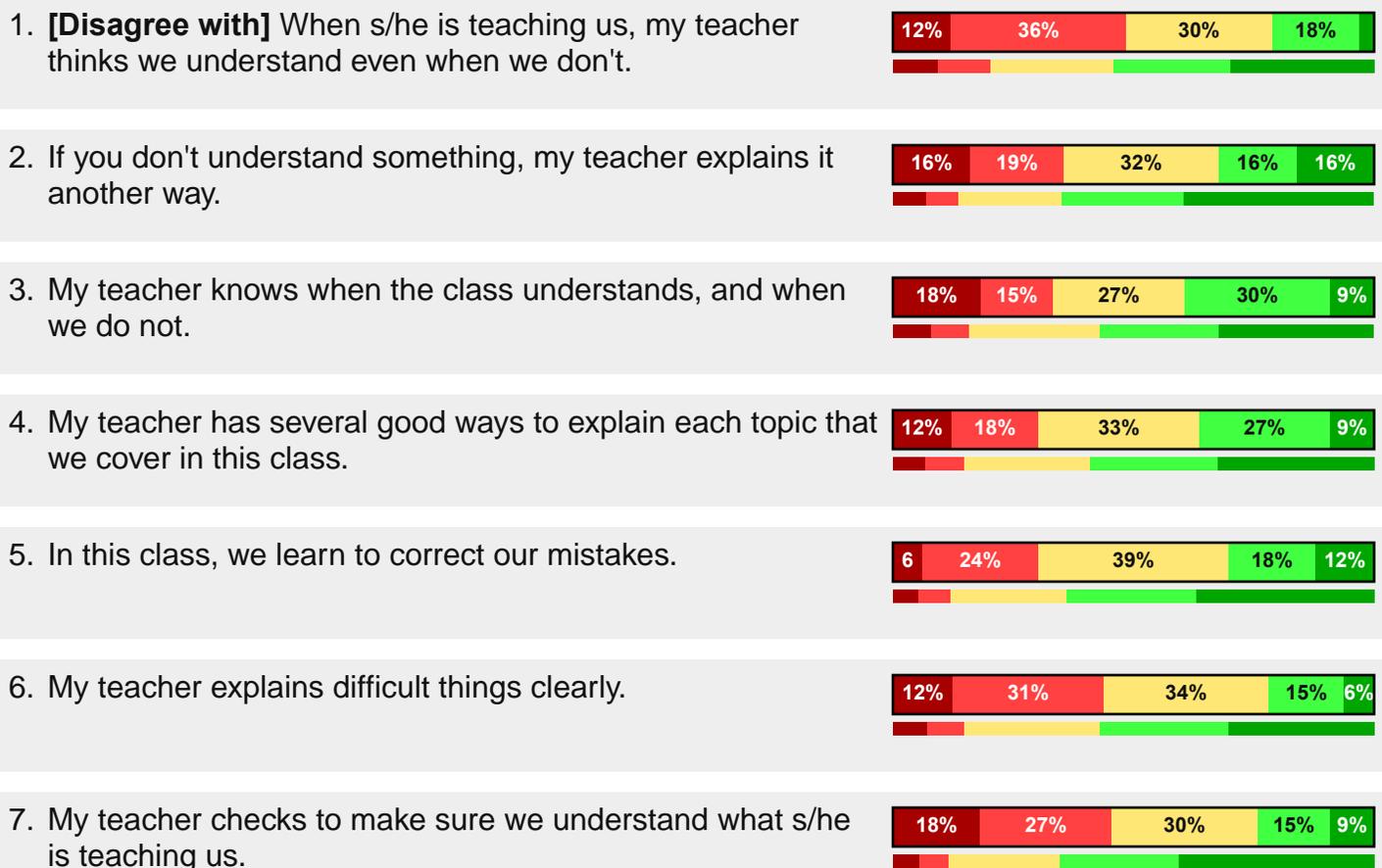
Clarify

"I have multiple good explanations; when you are confused I will help you understand."

Synonyms: demystify, interpret, simplify, get across, demonstrate, spell out

Antonyms: confuse, mystify, cloud, scramble, confound, obfuscate, befog

Clarity enables learning. Conversely, when a teacher is unable or unwilling to clear up confusion, students may conclude that success is not feasible. They may think, *"Maybe I'm just not smart enough."* Students who conclude that success is not feasible often become disengaged and distract the rest of the class. We need to recognize when students are confused, discern the nature of the confusion and provide supports that result ultimately in clarity. The simplest support is a basic, straightforward and understandable explanation. However, when this is not feasible, out-of-class-time supports from the teacher or others are necessary. In any case, each student wants to know that you will not give up until they understand what they are responsible for learning.



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Captivate

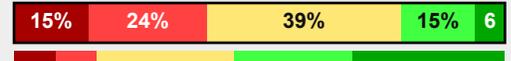
"I make lessons intellectually relevant and stimulating because they are important."

Synonyms: engage, fascinate, intrigue, stimulate

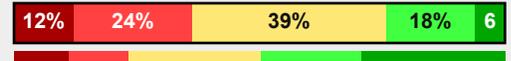
Antonyms: bore, turn off, and discourage interest

Early in life, as young children, we learn what types of things to pay attention to versus ignore. We pay attention to things that affect our happiness and physical safety and things that answer questions about which we have become curious. We “*tune out*” things that seem totally inconsequential.

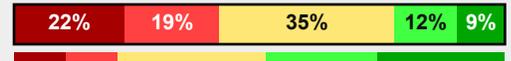
1. I like the ways we learn in this class.



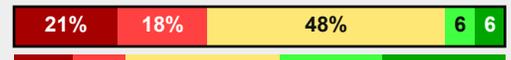
2. **[Disagree with]** This class does not keep my attention -- I get bored.



3. My teacher makes lessons interesting.



4. My teacher makes learning enjoyable.



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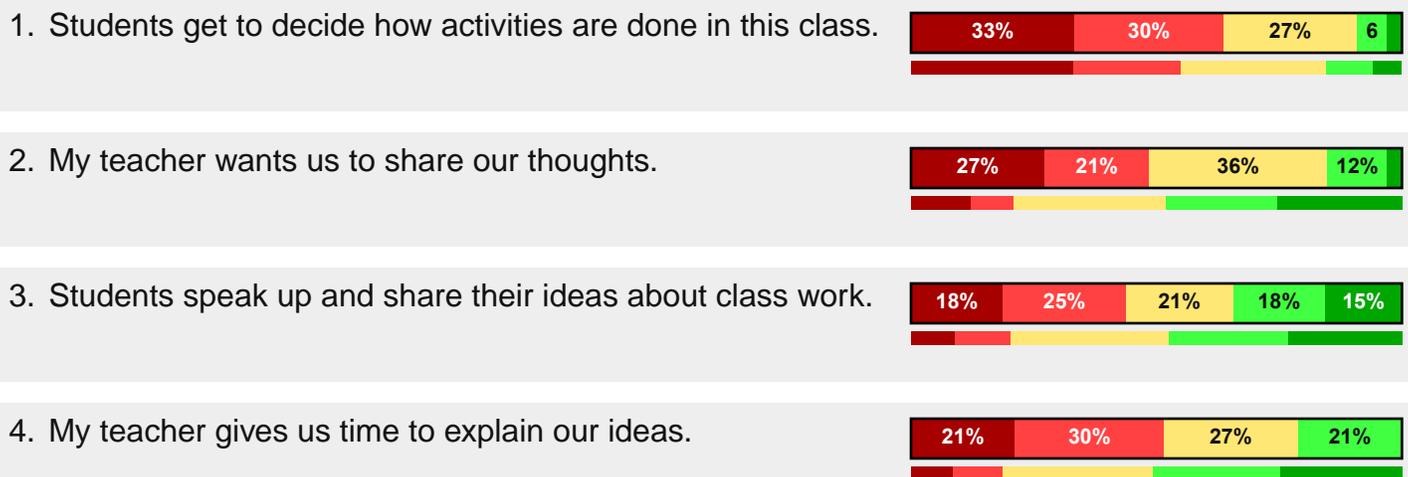
Confer

“You must talk with me to help me understand your ideas and support your learning.”

Synonyms: *consult, counsel, discuss, talk over, coach, guide, tutor*

Antonyms: *“sage on the stage,” dictate, ignore, shush*

Students have useful thoughts and questions that they never express to the teacher. Some can be truly fascinating. How often do you ask questions like, “*How is our class going for you this week? What could we do to make it even better?*” Or, “*What do you find interesting about today’s lesson? What connections does it have to your life?*” Of course, the answers might be, “*Terribly*” “*Nothing*” “*Nothing*” and “*None.*” But if you don’t ask, you’ll never know. You might elicit fascinating responses that you would never imagine in a million years—responses that help you bring the lesson alive or clear up confusion or make a great connection for the whole class.



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Consolidate

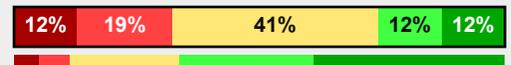
“I summarize lessons and check for understanding to make learning coherent.”

Synonyms: unify, strengthen, sharpen, integrate, blend, solidify

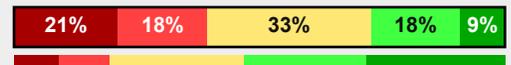
Antonyms: disconnect, disorganize, make amorphous, deconcentrate

The typical curriculum that we are responsible to teach covers many topics and skills that our students are supposed to learn. Consolidation concerns two related challenges. One is to check for understanding, making sure that our students have understood each topic on its own terms. The other is to help students understand the most important relationships of the different topics to one another. The more careful we are to help students consolidate their understandings, the better they will retain the things that they learn and be able to apply them later in school and life.

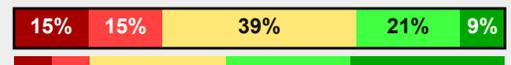
1. In this class, we learn a lot almost every day.



2. My teacher takes the time to summarize what we learn each day.



3. The comments that I get on my work in this class help me understand how to improve.



4. We get helpful comments to let us know what we did wrong on assignments.

