



Understanding Your Tripod Survey Results: Teacher Report

Introduction

The Tripod™ student survey collects, organizes, and reports on student perspectives at the classroom level to support and improve teaching and learning. Research shows that Tripod's 7Cs™ teaching practices help predict both student engagement and achievement.

Your survey report is a snapshot of student perspectives at one point in time. Along with other measures of teaching and learning, Tripod results help create a more complete picture of your classroom. Your survey results can help inform goal setting, self-reflection, and other aspects of your professional development. Here is a high level outline of a process to follow. The purpose of this list is to get you into the right frame of mind. We suggest the following steps:

- ✚ Before looking at your results, anticipate how your students may have rated you in each 7Cs category.
 - Imagine your classroom through your students' eyes. As they completed the survey, what experience would they have thought about as they chose their responses to the items?
 - Think about your own experience in the classroom. What evidence do you have that support your expectations about how students responded when completing the survey? For example, "I think I may do well on clarify because I go out of my way to explain things very clearly and in multiple ways. But, I think I might be lower on Classroom Management (Control) because I sometimes struggle to keep the class on task and focused."
- ✚ When you open your results, resist the temptation to immediately interpret them. Instead, take some time to look for patterns in a descriptive way, without trying to explain to yourself why the patterns are what they are. For example, describe where the scores are highest and lowest, but do not try to explain why.
- ✚ Be careful to reflect rather than deflect. In other words, even if you can think of reasons not to take your students' responses seriously, try hard to reflect on their responses and consider what this feedback could mean.
- ✚ Choose one or two issues on which to do some things differently.
- ✚ Brainstorm several things to try and make a deliberate plan about how you will work to make these refinements in your classroom.
- ✚ Proceed to make some refinements in your classroom. Reflect on what you experience when you try these different practices.
- ✚ Seek some informal feedback from your students and cycle back through a process of reflection and refinement.

In this way, we hope the information in this report can inspire and help you to reach students in new ways.

Reading Your Survey Results

Tripod survey results center on the 7Cs of effective teaching—Care, Confer, Captivate, Clarify, Consolidate, Challenge, and Control—but also measure student engagement, peer support, and executive function learning. More details about these constructs appear in the appendix of this document.

The data in your report are presented in two main ways:

1. Scaled scores identify areas of strength and opportunities for growth by allowing you to compare your classroom to other classrooms.
 - a. Scaled scores for the Tripod 7Cs combine responses from all of the students in a class and all of their answers on the Tripod 7Cs survey items. Classroom scores are averaged by teacher and weighted by class size to produce teacher-level scores. Scores range from 202 to 398. A score of 300 represents the midpoint for all teachers in your comparison cohort. See the shaded boxes below and on the following page for more details about scaled scores and comparison cohorts.
 - b. Scaled scores are also presented for each 7C item. These scores combine responses to a single item from all of the students in a class. Again, classroom scores are averaged by teacher and weighted by class size to produce teacher-level scores. Results are presented as Low, Middle, or High. **High** means the score was in the top 25% of scores in your comparison cohort. **Low** means the score was in the bottom 25% of scores in your comparison cohort. **Middle** means the score fell in the middle 50% of scores in your comparison cohort.
2. Item Response Details provide a closer look at the range of your students' responses for each survey item. These results relate only to your own classroom.

Comparison Cohort

Your comparison cohort is the group against which your scores are being compared. Typically, your comparison cohort will be one of three groups: 1) teachers working in similar classrooms surveyed by Tripod from 2011-2014, 2) all teachers surveyed by Tripod from 2011-2014, or 3) all teachers in your district/state who administered Tripod surveys when you did. You can find your comparison cohort on page three of your teacher report.

Scaled Scores

Because the mid-point of a scaled score is average, the majority of classrooms will find their 7C construct and composite scores in the middle of the distribution (approximately 270-330 for construct and composite scores and Middle for Tripod item scores). A teacher in this range knows that his/her classroom has a score similar to that of most other teachers working in similar classrooms surveyed by Tripod. One benefit of scaled scores is that they have the same meaning across different settings (e.g., Elementary vs. High School) and across different components (e.g., Care vs. Challenge).

The pages that follow describe in greater detail how information is displayed in the report.

Teaching Profile

This graphic presents scaled scores for the 7Cs with the aggregate of all your 7Cs scores presented in the center. Dotted lines represent your school's average scores for each of the 7Cs.

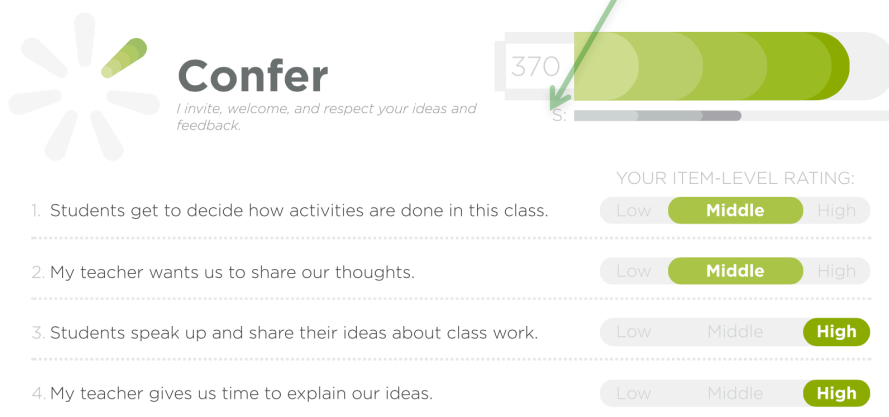
Figure 1: 7Cs Summary

Figure 1 is an example. The dotted line represents the average score in this teacher's school. Remember that for each of the 7Cs, 300 is the midpoint for all teachers in your comparison cohort. (Remember your comparison cohort is not other teachers in your school.) In **Figure 1**, scores for the 7Cs are all above 300. In addition, scores are above the school average for all of the 7Cs except Captivate and Consolidate. For Captivate and Consolidate, the teacher scores below the school's average, but still above 300.



Figure 2 shows another important display in the report. The bar below the score ("S" in this example) shows how the teacher's results compare to those of other teachers in the same school. In some cases, a second bar will show how the teacher's results compare to those of other participating teachers in the district.

Figure 2: Sample Item-Level Results



Results for each item are categorized as High (in the top quarter of your comparison cohort), Low (in the bottom quarter of your comparison cohort), or Middle (in the middle half of your comparison cohort, neither High nor Low).

Item Response Detail

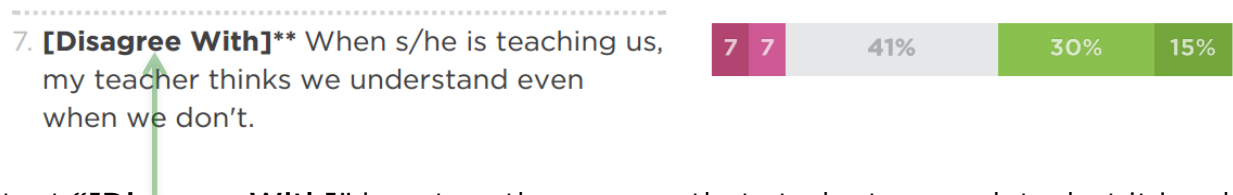
For each item on the survey, students mark one of five response options. In the Item Response Detail section of your report, bar charts are used to display the percentage of students who selected each response option. As shown in **Figure 3**, green bars represent the percentages of favorable responses, while red bars indicate unfavorable responses.

Figure 3: Five Levels for Upper Elementary and Secondary



For some statements on the survey, disagreement is the desired response. Figure 4 shows an example. Students are presented with this statement: “When s/he is teaching us, my teacher thinks we understand even when we don’t.” Because this item is worded negatively, disagreement is the favorable response.

Figure 4: Example with Negatively Worded Item



The text “[Disagree With]” is not on the surveys that students complete, but it is added to the report to remind the reader of the report that disagreement is the desired response. More green indicates that more students disagreed with the statement. Whether the survey item is worded positively or negatively, more green is always better.

Because item response detail (exemplified in **Figure 4**) and item-level results (exemplified in **Figure 2**) offer different information, it is possible to have a relatively high percentage of favorable responses in **Figure 4** but a Low item-level result in **Figure 2**. When the average score for an item is quite high among teachers in your comparison cohort, your favorability for that item can be quite high but still be in the bottom quarter of all teachers in your comparison cohort. When this occurs, you will see a relatively high percentage of favorable responses but a Low item-level rating.

It also is possible to have a relatively low percentage of favorable responses but still receive a High item-level result. When the average score for an item is quite low among teachers in your comparison cohort, your favorability for that item can be quite low but still be in the top quarter of all teachers in your comparison cohort. When this occurs, you will see a relatively low percentage of favorable responses but a High item-level result.

Other Tripod Measures

The final section of your report presents survey results related to student engagement, peer support, and executive function learning. While these data are not used to measure teaching practice, they can provide you with further insight into your students' experiences. As in previous sections, the report first situates your results in context, and then provides a closer look at how your students responded to individual survey items. More details about these constructs appear in the appendix of this document (on the next page).

Appendix: The Tripod Framework

The Tripod Project uses surveys to understand student perspectives on teaching practices, classroom learning conditions, and student engagement. Students complete Tripod™ surveys at the classroom level to report on key dimensions of their experiences in each class. Survey results support strategic planning and goal-setting by teachers, schools, and school systems. Survey items, analysis, and reporting are organized around the Tripod framework.

The Tripod framework draws upon theoretical and empirical work in education, psychology, and the study of organizations. At its core are the 7Cs™ of effective teaching, a set of best practices that recent research links to student engagement (effort and behavior) and achievement (gains on standardized tests). The 7Cs are detailed below along with three additional components of the Tripod framework. The Tripod Project has analyzed data from millions of students to validate the logic of its conceptual model.

Tripod's 7Cs of Effective Teaching

The 7Cs framework organizes the central constructs in Tripod's measures of effective teaching. Each construct is derived from peer-reviewed research published in education books and journals over the past several decades.

1. **Care:** Show concern and commitment
2. **Confer:** Invite ideas and promote discussion
3. **Captivate:** Inspire curiosity and interest
4. **Clarify:** Cultivate understanding and overcome confusion
5. **Consolidate:** Integrate ideas and check for understanding
6. **Challenge:** Press for rigor and persistence
7. **Control:** Sustain order, respect, and focus

Sample survey items: 7Cs

- I like the ways we learn in this class.
(*Captivate*)
- If you don't understand something, my teacher explains it another way.
(*Clarify*)
- Our class stays busy and does not waste time. (*Control*)

Tripod Engagement**

In addition to gathering data on teaching practices, Tripod surveys capture students' perceptions of their own involvement in classes. Each classroom is a distinct environment and elicits a different level of engagement. Inspired by Erik Erikson's first five stages of human identity development, Tripod engagement indices reflect educators' most common concerns about student engagement.

1. **Trust:** feeling safe and welcome in class
2. **Cooperation:** working with others and abiding by class rules
3. **Ambition:** aiming to learn as much as possible
4. **Diligence:** working hard and facing setbacks with resilience
5. **Satisfaction:** achieving a sense of efficacy based on effort and progress

Sample survey items: Engagement

- I don't really care whether I arrive on time to this class. *
(*Cooperation*)
- I have done my best quality work in this class all year long. (*Diligence*)
- I have been able to figure out the most difficult work in this class. (*Satisfaction*)

*Disagreement with the statement is the desirable response for this type of survey item.



Research has shown that Tripod's 7Cs help predict student engagement. Taken together, the 7Cs and Tripod's measures of student engagement provide crucial information to educators designing professional development and school improvement initiatives.

**While student engagement is not used as a measure of teaching practice, this information can provide further insight about classroom learning conditions and student experiences.

Tripod Peer Support**

Peer support means the degree to which students support one another instead of teasing or trying to discourage their classmates. Levels of peer support help determine whether students feel safe asking questions and seeking help from teachers. Because negative peer interactions such as teasing tend to be purposefully hidden from educators, student surveys can provide unique insight into issues of peer support in school.



Sample survey items: Peer Support

- In this class, students get teased for making mistakes. *
- In this class, some students try to keep others from working hard. *

*Disagreement with the statement is the desirable response for this type of survey item.

Tripod Executive Function Learning**

Survey items devoted to executive function learning ask students whether they feel supported in efforts to be organized, persist in the face of difficulty, use time wisely, focus on the quality of their work, and believe that sustained effort makes them smarter.

Sample survey items: Executive Function Learning

- In this class, students become better at using time wisely.
- In this class, students learn to try harder when work becomes more difficult.

**While peer support and executive function are not used as measures of teaching practice, they can provide further insight about classroom learning conditions and student experiences.