Understanding Your Tripod Survey Results: School 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.

This 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 classroom learning conditions in your school. Your teachers' survey results can help inform school-wide conversations as well as individual goal-setting, self-reflection, and other aspects of professional development.

As you reflect upon this student feedback, look for patterns in the data to identify both strengths and areas for growth. The information in this report can inspire and help you and your teachers to reach students in new ways.

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 the report are presented in two main ways:

1. Scaled scores identify areas of strength and opportunities for growth by allowing you to compare classrooms in your school. 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. Each score provides a single number that summarizes student responses for an individual teacher or class. Scores range from 202 to 398. A score of 300 represents the midpoint for all teachers who administered surveys. See the shaded box below for more details about scaled scores.

2. Item Response Details provide a closer look at the range of students' responses for each survey item.

Scaled Scores

To compute scaled scores, all student responses are aggregated to calculate a raw score, which is then converted to a scaled score with a range of 202 to 398. A score of 300 represents the midpoint of all scores. The middle part of the scale—approximately 270-330—is where the majority of classrooms score. A teacher in this range knows that s/he has a score similar to that of most other teachers. Scaled scores provide the unique benefit of results that have the same meaning across different settings (e.g., Elementary vs. High School) and across different components (e.g., Care vs. Challenge).
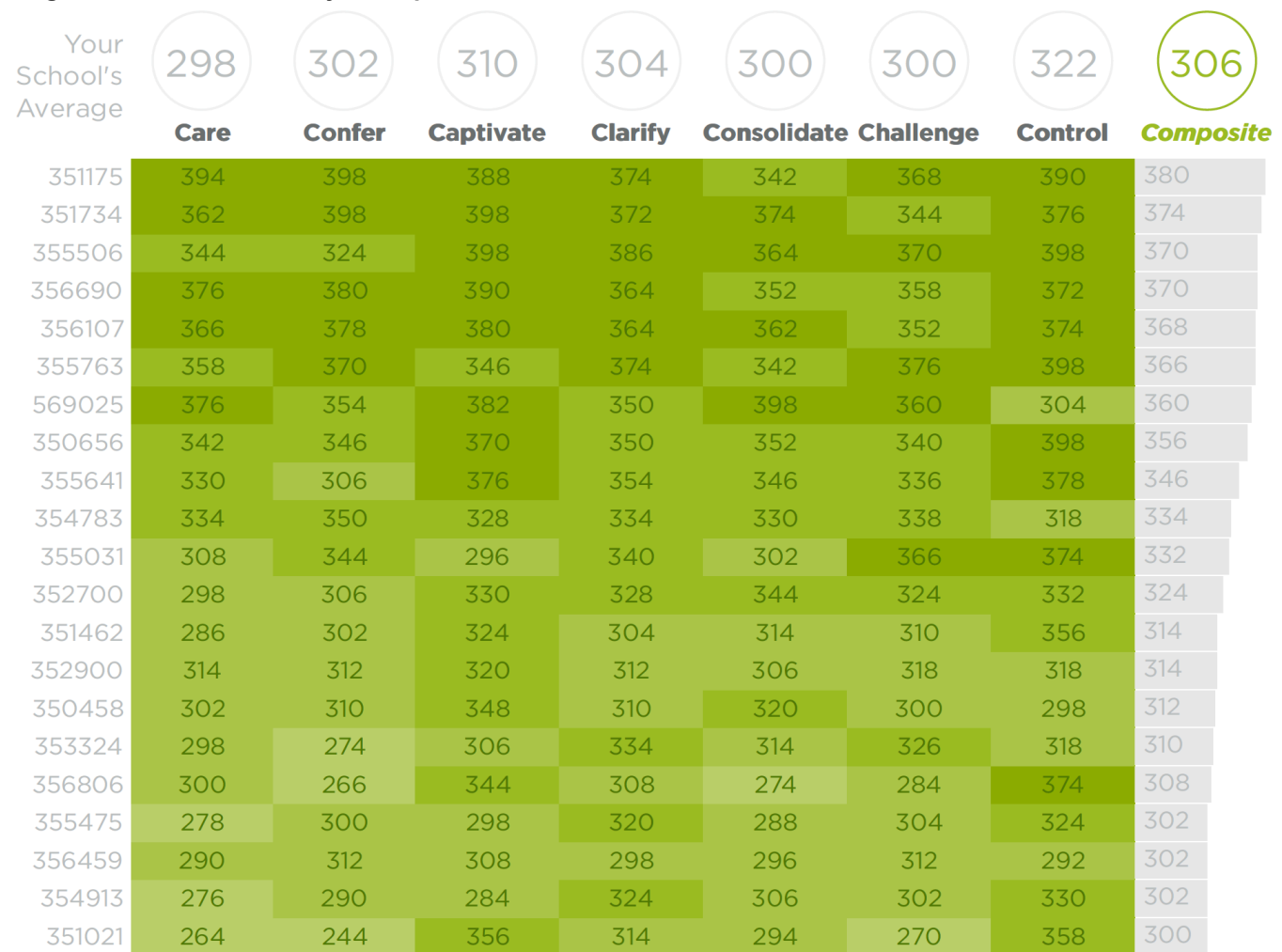
The pages that follow describe in greater detail how information is displayed in the report.

School Summary

The School Summary shows the full range of your teachers' results on each of the 7Cs. As shown in **Figure 1**, the shade of green indicates lower (light green) to higher (darker green) scaled scores. Note that the chart is organized from highest to lowest based on teachers' composite scores.

Above each of the 7Cs is the average scaled score for your school. These numbers are key to understanding areas of success and challenge across your school.

Figure 1: School Summary Example

| Your School's Average	298	302	310	304	300	300	322	306
	Care	Confer	Captivate	Clarify	Consolidate	Challenge	Control	Composite
351175	394	398	388	374	342	368	390	380
351734	362	398	398	372	374	344	376	374
355506	344	324	398	386	364	370	398	370
356690	376	380	390	364	352	358	372	370
356107	366	378	380	364	362	352	374	368
355763	358	370	346	374	342	376	398	366
569025	376	354	382	350	398	360	304	360
350656	342	346	370	350	352	340	398	356
355641	330	306	376	354	346	336	378	346
354783	334	350	328	334	330	338	318	334
355031	308	344	296	340	302	366	374	332
352700	298	306	330	328	344	324	332	324
351462	286	302	324	304	314	310	356	314
352900	314	312	320	312	306	318	318	314
350458	302	310	348	310	320	300	298	312
353324	298	274	306	334	314	326	318	310
356806	300	266	344	308	274	284	374	308
355475	278	300	298	320	288	304	324	302
356459	290	312	308	298	296	312	292	302
354913	276	290	284	324	306	302	330	302
351021	264	244	356	314	294	270	358	300

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 2**, green bars represent the percentages of favorable responses, while purple bars indicate unfavorable responses.

Figure 2: Five Levels for Upper Elementary and Secondary

Unfavorable	Unfavorable	Neutral	Favorable	Favorable

For some statements on the survey, disagreement is the desired response. **Figure 3** 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 3: Example of Negatively Worded Item

7. **[Disagree With]**** When s/he is teaching us, my teacher thinks we understand even when we don't.

| 7 | 7 | 41% | 30% | 15% |
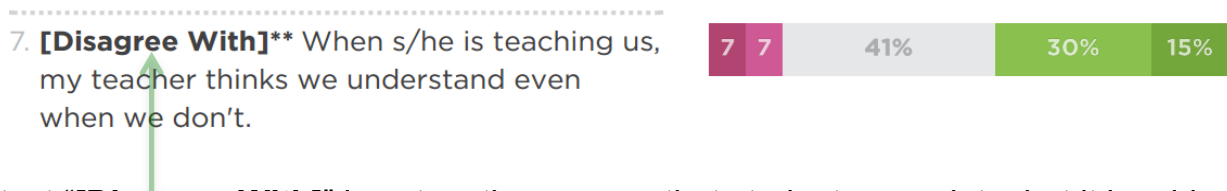
The text "**[Disagree With]**" is not on the surveys that students complete, but it is added to the report to remind readers of the report that disagreement is the desired response. More green indicates that more students disagreed with the statement. Whether the survey item is worded positively or negatively, more green is always better.

Other Tripod Measures

The final section of the 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. Again, 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.