

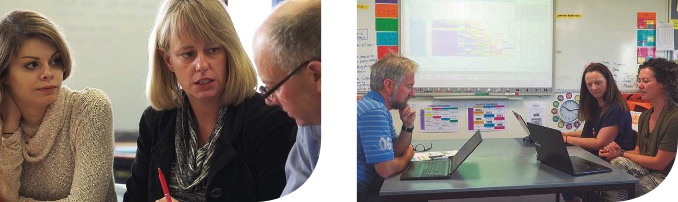
Feedback evaluation questionnaire

**Information and instructions**

The purpose of this survey is to provide valuable information to help monitor the usefulness of professional learning supports and changes in teacher practice. In conjunction with other data the survey results will also inform an evaluation of your focus on feedback. See the [Evaluating Impact](http://www.aitsl.edu.au/feedback) resource for suggestions on data that can be used to inform evaluation.

**Survey design**

This survey is designed to collect perception data on the implementation and impact of a focus on feedback in your school. It is structured on Guskey’s *Five Critical Levels of Professional Development Evaluation*. Consistent with this framework, the survey asks questions that will provide information about implementation support, enhanced knowledge and changed practice. The following table outlines the focus of each of the survey sections (Question levels).



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| --- | --- | --- |
| **Question level** | **Focus of questions** | **Page** |
| 1 | Teachers’ reactions to the feedback professional learning session(s) and resources | 3 |
| 2 | The knowledge and skills teachers have gained from the feedback professional learning support and resources | 4 |
| 3 | Whether teachers have received sufficient organisational support in learning about, and implementing, feedback | 7 |
| 4 | Whether teachers are using the new skills and knowledge they have gained about feedback | 8 |
| 5 | Whether teachers perceive there has been an impact on student learning and behaviours as a result of feedback | 11 |

Success in each level of the framework is dependent on success in the preceding levels.

To achieve greater accuracy in the survey data, responses should remain anonymous and confidential. This might be difficult to achieve in smaller schools, however the more effort that is made to achieve confidentiality, the more accurate and therefore useful the survey data is likely to be.

# Timing

The survey questions are organised into levels that should be administered to teachers at different times. A suggested schedule is as follows:

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| **Question level(s)** | **When to distribute** | **Timing** |
| 1 and 2 | After teachers have participated in feedback professional learning session(s) | Within a week of receiving professional learning support |
| 3 and 4 | After teachers have been provided with professional learning support and opportunity to introduce changes in practice | 2 – 6 months after introduction |
| 5 | After teachers have had opportunity to introduce and sustain changes in practice | 6 – 12 months |

**Note:** the survey question levels can be administered multiple times to track changes over time.

# Choose survey questions relevant to your context

You may choose to use all of the questions provided, or a selection of the questions that reflect the particular focus you have taken within your context. For example, you may decide not to introduce peer feedback, therefore the questions relevant to this should not be included in your survey.

# Online survey tool required

The questions are designed to be ‘cut-and-pasted’ into an online survey tool such as [SurveyMonkey](https://www.surveymonkey.com/),  [SurveyGizmo](https://www.surveygizmo.com/), or the [School Survey](https://www.schoolsurvey.edu.au/Welcome). This will allow for collation of results and graphic representations that will support analysis and discussion of the aggregated data.

When transferring the questions into an online survey tool, you should:

* copy each question level onto a separate survey page and each theme/table within levels 2, 3 and 5 onto a separate page
* copy the introductory text for each level into the introductory section for that page
* use the following response options when ‘Likert’ appears in the Response column in the tables below:
  + Strongly disagree
  + Disagree
  + Neither Agree nor disagree
  + Agree
  + Strongly agree
* use the question type *matrix of rating* scales for Likert scale questions
* use a ‘free text’ box for questions that require respondents to provide a written answer
* a mandatory response needs to be set for each question so respondents cannot skip questions
* multiple responses should be enabled on one computer. This will ensure that teachers using a shared computer will be able to complete the survey
* allow respondents to edit their answers while taking the survey. This means respondents can go back to a previous survey page while taking the survey
* the survey should be emailed to teachers as a URL link.

# Survey analysis

The survey is designed to uncover strengths and weaknesses with your professional learning support and the introduced feedback practices. Identifying strengths offers opportunity to celebrate and build on successes. Identifying weaknesses offers an opportunity to adapt professional learning support and/or feedback practices to better meet the needs of teachers and students.

# Suggested introduction for staff survey on feedback

The following introductory text can be ‘cut-and-pasted’ into the start of the survey:

This survey is designed to understand if our school structures and the professional learning we have in place are supporting our focus on enhancing feedback practices in our school. It will also help us see if we are developing the necessary knowledge and skills for this work. The survey, together with a range of other data, will support us to build on what is working well and to identify and manage barriers or challenges.

Survey responses are anonymous and the data will be aggregated for analysis.

# Survey questions

**Level 1. Effective professional learning experiences**

(Use within a week of teachers receiving professional learning support)

*The following questions ask about the professional learning session(s) and resources used to develop skills and knowledge in feedbac*k.

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| To what extent do you agree with the following statements? | | |
| Item # | Question | Response |
| L1.1 | The professional learning content was informative | Likert scale |
| L1.2 | The professional learning delivery was engaging | Likert scale |
| L1.3 | The professional learning session(s) were appropriate given my previous level of knowledge | Likert scale |
| L1.4 | The professional learning sessions(s) supported me to reflect on and understand the use of feedback within my own teaching practice | Likert scale |
| L1.5 | The resources used within the professional learning session(s) were appropriate to support my understanding of feedback | Likert scale |
| L1.6 | Please add any comments on the professional learning session(s) including comments on the activities, resources and information provided | Free text box |

# Level 2. Essential participant knowledge and skills

(Use within a week of teachers receiving professional learning support)

*The following series of questions ask about the extent to which you have gained knowledge and skills as a result of the feedback professional learning support and resources.*

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| These questions below ask about the extent to which you have gained knowledge and skills around  **providing feedback to students**.  To what extent do you agree with the following statements? I have increased my understanding… | | |
| Item # | Question | Response |
| L2.1 | about the potential for feedback to enhance student achievement | Likert scale |
| L2.2 | of effective feedback practices (e.g. constructive criticism, drawing attention to positive elements, referencing learning goals) | Likert scale |
| L2.3 | of Hattie and Timperley’s different levels of feedback (self, task, process, self-regulated feedback) | Likert scale |

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| These questions below ask about the extent to which you have gained knowledge and skills around  **understanding where students are in their learning**.  To what extent do you agree with the following statements? I have a better grasp of… | | |
| Item # | Questions | Response |
| L2.4 | different ways to elicit student understanding to obtain evidence of student learning (e.g. group discussion, questioning) | Likert scale |
| L2.5 | how to use evidence of student learning to provide feedback on the next steps in learning | Likert scale |

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| These questions below ask about the extent to which you have gained knowledge and skills around  **learning intentions and success criteria**.  To what extent do you agree with the following statements? I have increased my understanding… | | |
| Item # | Question | Response |
| L2.6 | about how to use learning intentions to frame learning | Likert scale |
| L2.7 | about how to use success criteria with students so they understand what is expected of them | Likert scale |
| L2.8 | about how to connect the feedback provided to students to the learning intentions and/or success criteria | Likert scale |

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| These questions below ask about the extent to which you have gained knowledge and skills about  **adapting teaching based on student learning**.  To what extent do you agree with the following statements? I have a better grasp of how to… | | |
| Item # | Question | Response |
| L2.9 | use evidence of student progress to plan learning | Likert scale |
| L2.10 | adapt teaching and learning based on evidence of student progress | Likert scale |
| L2.11 | understand the impact of the teaching strategies I use | Likert scale |

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| These questions below ask about the extent to which you have gained knowledge and skills about  **student self-assessment and self-regulation**.  To what extent do you agree with the following statements?  I have increased my understanding about how feedback can… | | |
| Item # | Question | Response |
| L2.12 | help students think about their own learning | Likert scale |
| L2.13 | support students to assess their progress | Likert scale |
| L2.14 | support students to use appropriate learning strategies | Likert scale |
| L2.15 | help students to develop skills in monitoring and regulating their own learning | Likert scale |

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| These questions below ask about the extent to which you have gained knowledge and skills with regard to **peer feedback**.  To what extent do you agree with the following statements? I have increased my understanding about how to… | | |
| Item # | Question | Response |
| L2.16 | structure peer feedback processes | Likert scale |
| L2.17 | scaffold peer feedback practices | Likert scale |
| L2.18 | develop students’ skills in giving useful feedback | Likert scale |
| L2.19 | support students to act on the peer feedback they receive | Likert scale |

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| These questions below ask about the extent to which you have gained knowledge and skills about  **supporting students to act on feedback**.  To what extent do you agree with the following statements? I have a better grasp of how to… | | |
| Item # | Questions | Response |
| L2.20 | build student understanding of the purpose of feedback | Likert scale |
| L2.21 | build student capacity to understand the feedback they receive | Likert scale |
| L2.22 | build student capacity to act on the feedback they receive | Likert scale |



# Level 3. Necessary organisational support and change

(Use within 2 – 6 months of introducing a focus on feedback)

*The following questions ask about how feedback has been implemented in your school.*

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| These questions below ask about support provided to **develop feedback knowledge and practice**. To what extent do you agree with the following statements? | | |
| Item # | Question | Response |
| L3.1 | I have been provided with sufficient professional learning to develop skills/ knowledge in feedback | Likert scale |
| L3.2 | My school has provided me with time and opportunity to develop the necessary skills/knowledge in feedback | Likert scale |
| L3.3 | My school supported and encouraged me to trial and evaluate different feedback practices within my classroom | Likert scale |
| L3.4 | My school provides the opportunity for collegial support in growing feedback strategies | Likert scale |

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| These questions below ask about connections between **feedback and school improvement processes**. To what extent do you agree with the following statements? | | |
| Item # | Question | Response |
| L3.5 | I am clear about how feedback is aligned to the school strategic plan | Likert scale |
| L3.6 | I am clear about the alignment between feedback within the classroom and my performance and development goals | Likert scale |

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| These questions below ask about **the implementation process for feedback**. To what extent do you agree with the following statements? | | |
| Item # | Question | Response |
| L3.7 | My school has a planned approach to implementing feedback practices | Likert scale |
| L3.8 | My school involves me in discussion and decision-making around the implementation of feedback | Likert scale |
| L3.9 | Please add any comments about how feedback is being implemented in your school | Free text box |

*The following questions explore whether teachers are using the new skills and knowledge they have gained about feedback.*

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| These questions below explore whether new knowledge and skills in relation to **providing feedback to students** have been applied or implemented.  To what extent do you agree with the following statements? As a result of our focus on feedback I… | | |
| Item # | Question | Response |
| L4.1 | provide more effective feedback to my students that progresses learning | Likert scale |
| L4.2 | use Hattie and Timperley’s different levels of feedback (self, task, process, self-regulated feedback) based on the individual needs of my students | Likert scale |

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| These questions below explore whether any new knowledge and skills in relation to **understanding where students are in their learning** have been applied or implemented.  To what extent do you agree with the following statements? As a result of our focus on feedback I am better able to… | | |
| Item # | Question | Response |
| L4.3 | collect and use evidence of students’ learning to understand their individual learning needs. | Likert scale |
| L4.4 | use evidence of student understanding to provide feedback on where they need to go next | Likert scale |

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| These questions below explore whether any new knowledge and skills in relation to **learning intentions and success criteria** have been applied or implemented.  To what extent do you agree with the following statements? As a result of our focus on feedback I… | | |
| Item # | Question | Response |
| L4.5 | use learning goals to frame the learning | Likert scale |
| L4.6 | use success criteria with students so they understand what is expected of them | Likert scale |
| L4.7 | refer to learning goals and/or success criteria when providing feedback to students | Likert scale |

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| These questions below explore whether any new knowledge and skills in relation to **adapting teaching based on student learning** have been applied or implemented.  To what extent do you agree with the following statements? As a result of our focus on feedback I am better able to… | | |
| Item # | Question | Response |
| L4.8 | use evidence of student learning to inform my lesson planning | Likert scale |
| L4.9 | adapt teaching informed by evidence of student progress | Likert scale |

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| These questions below explore whether any new knowledge and skills in relation to **student self-assessment and self-regulation** have been applied or implemented.  To what extent do you agree with the following statements? As a result of our focus on feedback I am better able to… | | |
| Item # | Question | Response |
| L4.10 | help students to think about their own learning | Likert scale |
| L4.11 | help students reflect on their progress towards achieving learning intentions | Likert scale |
| L4.12 | help students identify strategies appropriate to the task | Likert scale |
| L4.13 | support students to develop skills in monitoring and regulating their learning | Likert scale |

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| These questions below explore whether any new knowledge and skills in relation to **student peer feedback**  have been applied or implemented.  To what extent do you agree with the following statements? As a result of our focus on feedback I… | | |
| Item # | Question | Response |
| L4.14 | provide opportunities within lessons for peer feedback | Likert scale |
| L4.15 | have developed structured peer feedback processes | Likert scale |
| L4.16 | have developed students’ skills in giving constructive peer feedback that helps to progress learning? | Likert scale |
| L4.17 | am able to identify peer feedback strategies that are more effective and less effective in my classroom | Likert scale |

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| These questions below explore whether any new knowledge and skills in relation to **supporting students to act on feedback** have been applied or implemented.  To what extent do you agree with the following statements? I have… | | |
| Item # | Question | Response |
| L4.18 | built student knowledge of the purpose of feedback | Likert scale |
| L4.19 | developed students’ ability to understand feedback they receive | Likert scale |
| L4.20 | developed students’ ability to act on feedback they receive | Likert scale |



# Level 5. Results: student learning outcomes

(Use within 6 – 12 months of introducing a focus on feedback)

*The following questions explore whether you think there has been an impact on student behaviours and outcomes as a result of our focus on feedback.*

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| These questions below explore whether using **learning intentions and/or success criteria** has had an impact on students.  To what extent do you agree with the following statements? My students… | | |
| Item # | Question | Response |
| L5.1 | understand and can articulate the learning intentions | Likert scale |
| L5.2 | can compare their current performance to the learning intentions and success criteria | Likert scale |
| L5.3 | understand how learning intentions support their learning | Likert scale |

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| These questions below explore whether focusing on feedback has had an impact on student  **self-assessment and self-regulation**.  To what extent do you agree with the following statements? My students… | | |
| Item # | Question | Response |
| L5.4 | can better identify areas of learning that require improvement | Likert scale |
| L5.5 | can articulate the learning task and process | Likert scale |
| L5.6 | have developed a greater understanding about learning strategies they can use to achieve learning goals | Likert scale |
| L5.7 | are more able to regulate their own learning | Likert scale |

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| These questions below explore whether focusing on **peer-assessment** has had an impact on students. To what extent do you agree with the following statements?  My students… | | |
| Item # | Question | Response |
| L5.8 | can provide peer feedback using success criteria | Likert scale |
| L5.9 | can provide feedback that progresses learning | Likert scale |
| L5.10 | act on peer feedback they receive | Likert scale |

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| These questions below explore whether focusing on **supporting students** to act on feedback has had an impact on student learning.  To what extent do you agree with the following statements? My students… | | |
| Item # | Question | Response |
| L5.11 | have developed an understanding of why feedback can be beneficial | Likert scale |
| L5.12 | understand how feedback can help them progress their learning | Likert scale |
| L5.13 | understand the feedback they receive | Likert scale |
| L5.14 | can act on the feedback they receive | Likert scale |
| L5.15 | Please add any further comments or suggestions that you would like to make about supporting students to act on feedback. | Free text box |



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