

Tripod Reflection and Planning Protocol:

Classroom Report

[WWW.TRIPODED.COM](http://WWW.TRIPODED.COM/)

# INTRODUCTION

In order to support and improve teaching and learning, Tripod administers surveys to gather, organize, and report on student perspectives of their classroom experiences. Your survey report is a snapshot of student perspectives at one point in time. Tripod® survey results help to create a more complete picture of your classroom and can inform reflection, goal setting, and other aspects of professional learning.

Tripod reports contain actionable feedback from students, organized around Tripod’s 7Cs™ framework of effective teaching.

## TRIPOD’S 7CS COMPONENTS OF EFFECTIVE TEACHING

* Care: Show concern for students’ emotional and academic well-being
* Confer: Encourage and value students’ ideas and views
* Captivate: Spark and maintain student interest in learning
* Clarify: Help students understand content and resolve confusion
* Consolidate: Help students integrate and synthesize key ideas
* Challenge: Insist that students persevere and do their best work
* Classroom Management: Foster orderly, respectful, and on-task classroom behavior

Research indicates that Tripod’s 7Cs measures help predict student achievement, engagement and motivation, as well as success skills and mindsets.

As you review your Tripod student survey results, picture your classroom’s learning environment from your students’ perspectives. Look for both areas of strength and opportunities to improve. As with other sources of feedback, try to resist the temptation to deflect and instead use this as an opportunity to reflect. Each time surveys are administered with a classroom of students, you have the opportunity to learn from the perspectives of students, and you can use their insights when you set goals for your own professional learning.

In addition to your Tripod survey results, please review the *Guide to Tripod’s 7Cs Framework of Effective Teaching* ([http://tripoded.com/teacher-toolkit/),](http://tripoded.com/teacher-toolkit/)) which provides details about each of the 7Cs components, including sample survey questions, indicators of exemplary practice, reflection questions, and sample strategies.

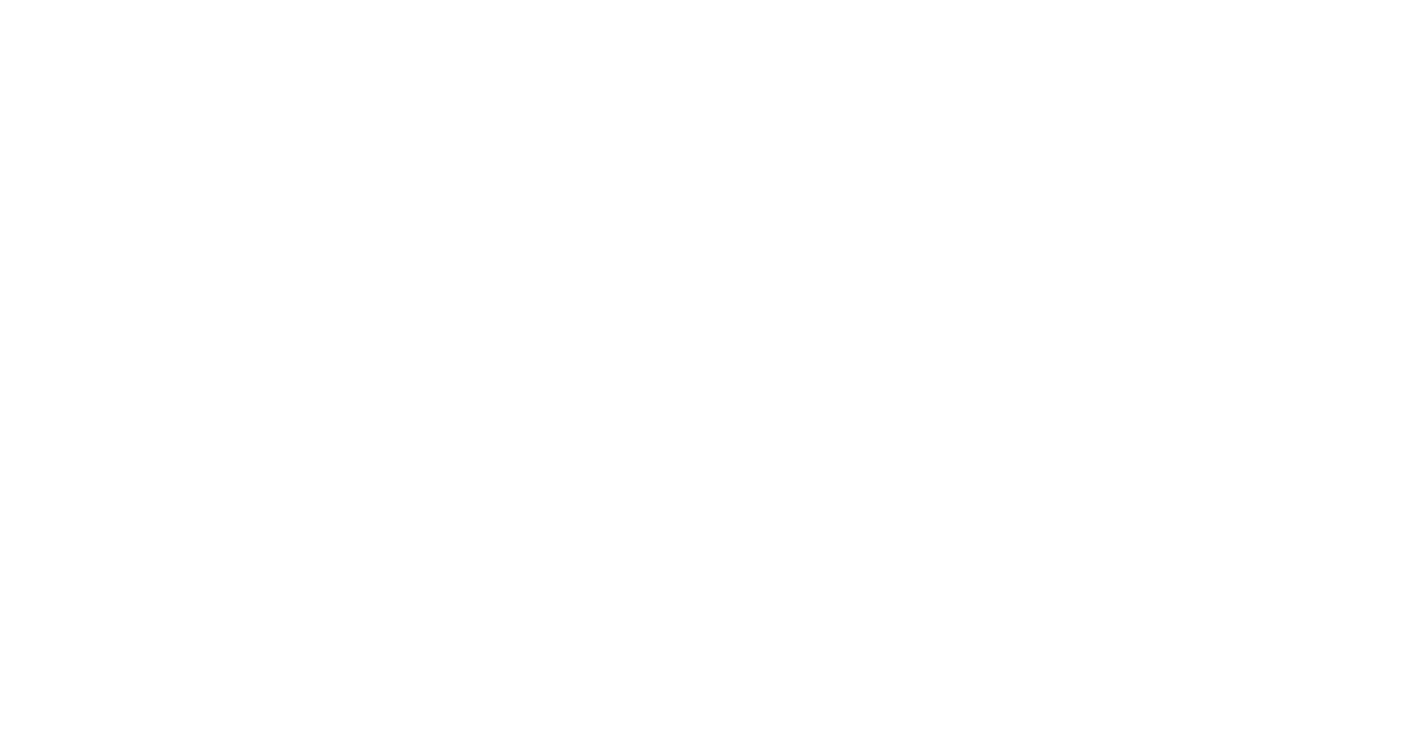
The following protocol is designed to facilitate reflection and action planning as you review your Tripod 7Cs survey results. We hope you find this helpful.

* The Tripod Team

# UNPACKING TRIPOD STUDENT SURVEY RESULTS:

## A Protocol for Reviewing Tripod Results and Setting Professional Goals

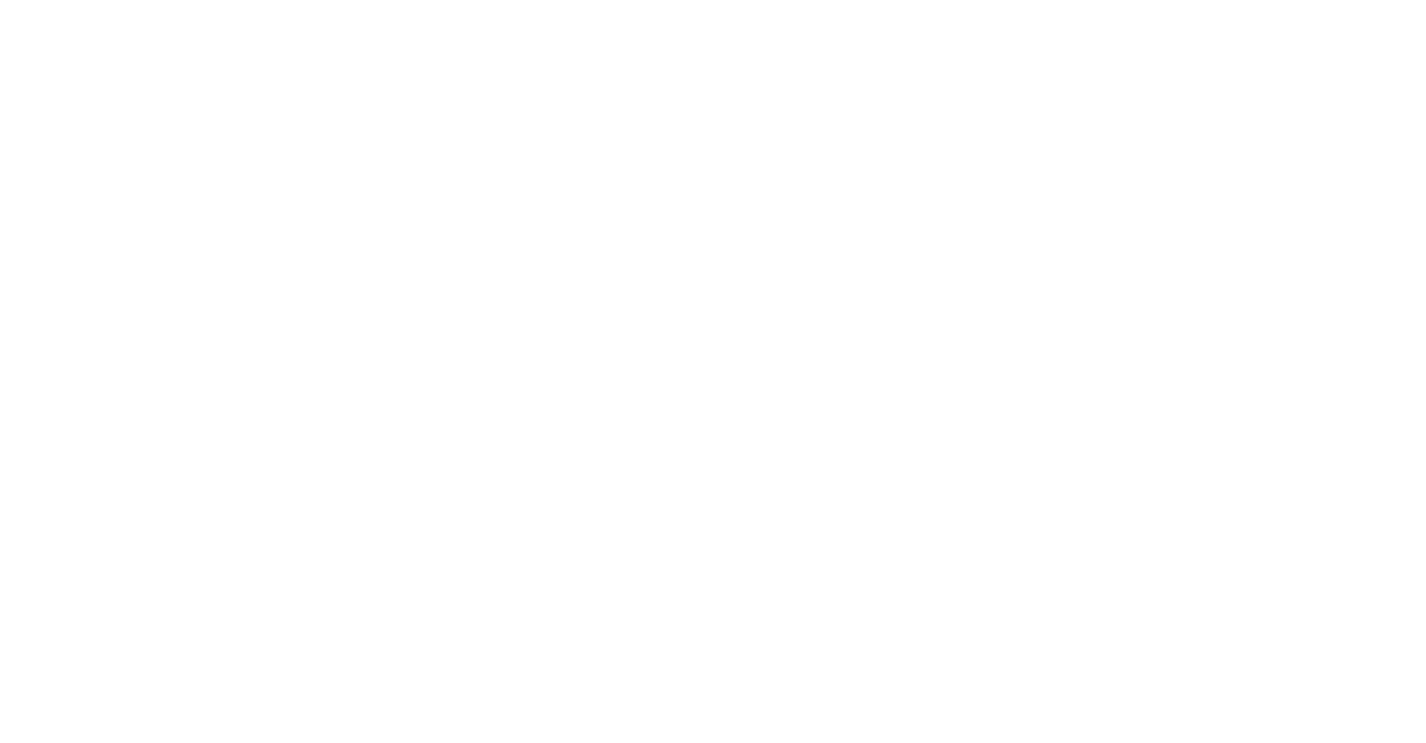
This protocol is designed to help you analyze and reflect on your Tripod survey results. Whether doing this on your own, with another educator, or with a team of colleagues, this structure is intended to support the process of reflecting on data and setting informed goals and action plans.



Step 1: Predict

Before analyzing your Tripod survey results, take some time to review the *Guide to Tripod’s 7Cs Framework of Effective Teaching*, which provides details about each of the 7Cs components, including sample survey questions, indicators of exemplary practice, reflection questions, and sample strategies.

Next, take a moment to reflect on the learning conditions in your classroom. Which components of the 7Cs framework do you predict will show as areas of strength? Which components do you think may offer the greatest opportunities for improvement?



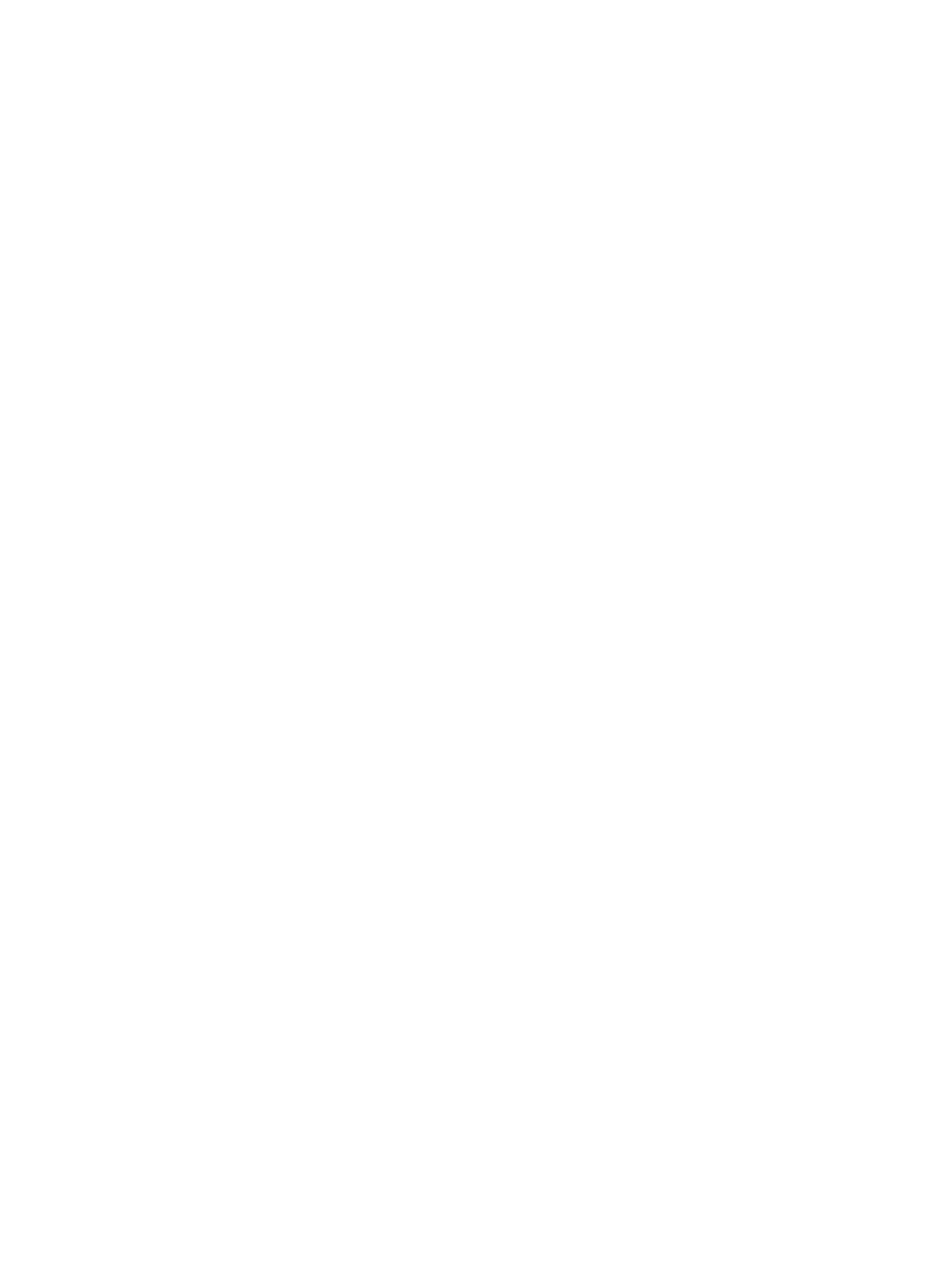
Step 2: Observe and Reflect

Take a few moments to review the Tripod survey results for your classroom along with the

*Guide to Tripod’s 7Cs Framework of Effective Teaching*.

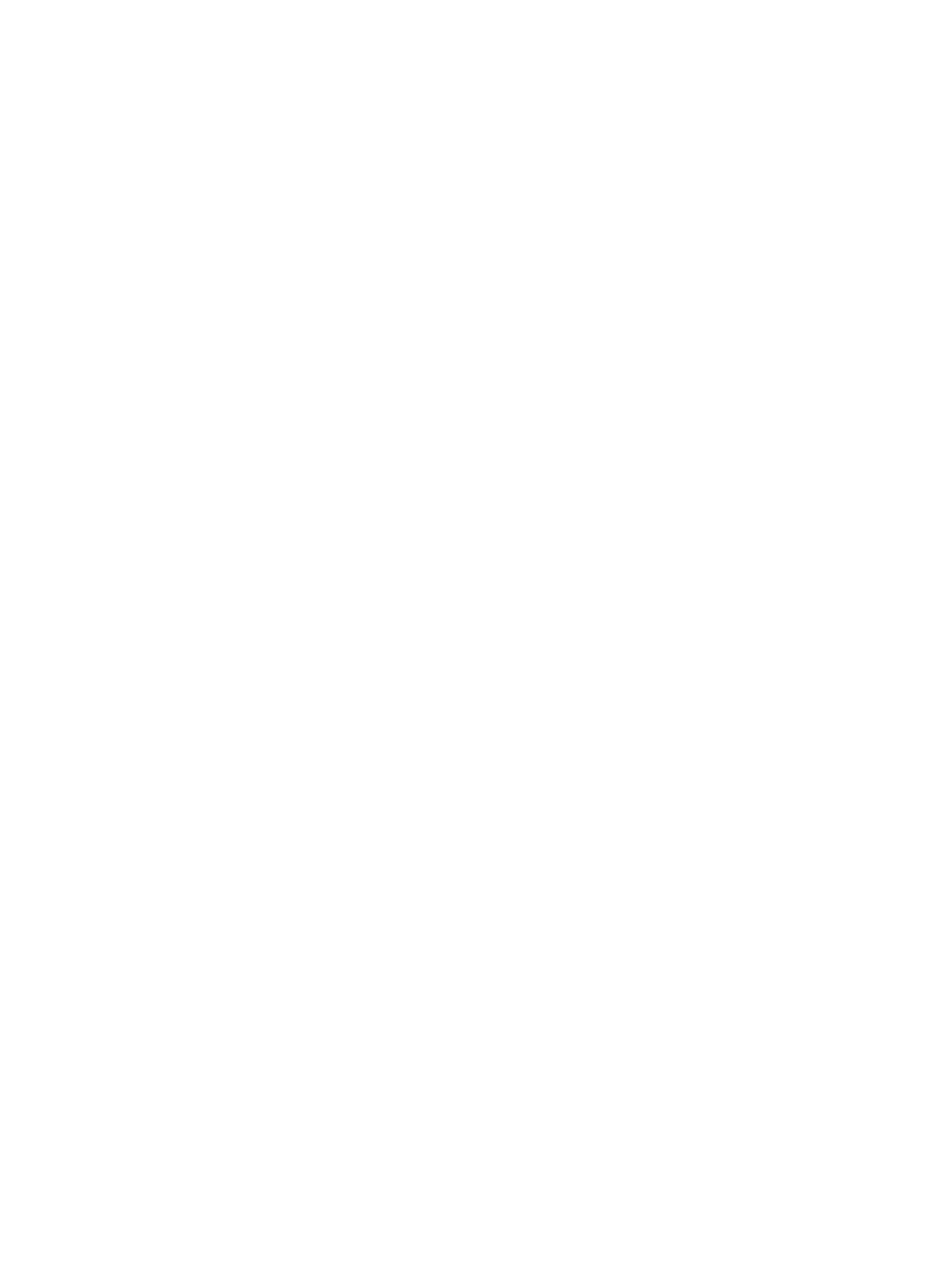
A. What do you observe? Try to list low-inference observations, describing what you notice without making any interpretations or judgments (e.g., My students rated me high on explaining topics clearly, but low on providing comments that help them improve their work).

## Step 2: Observe and Reflect (continued)



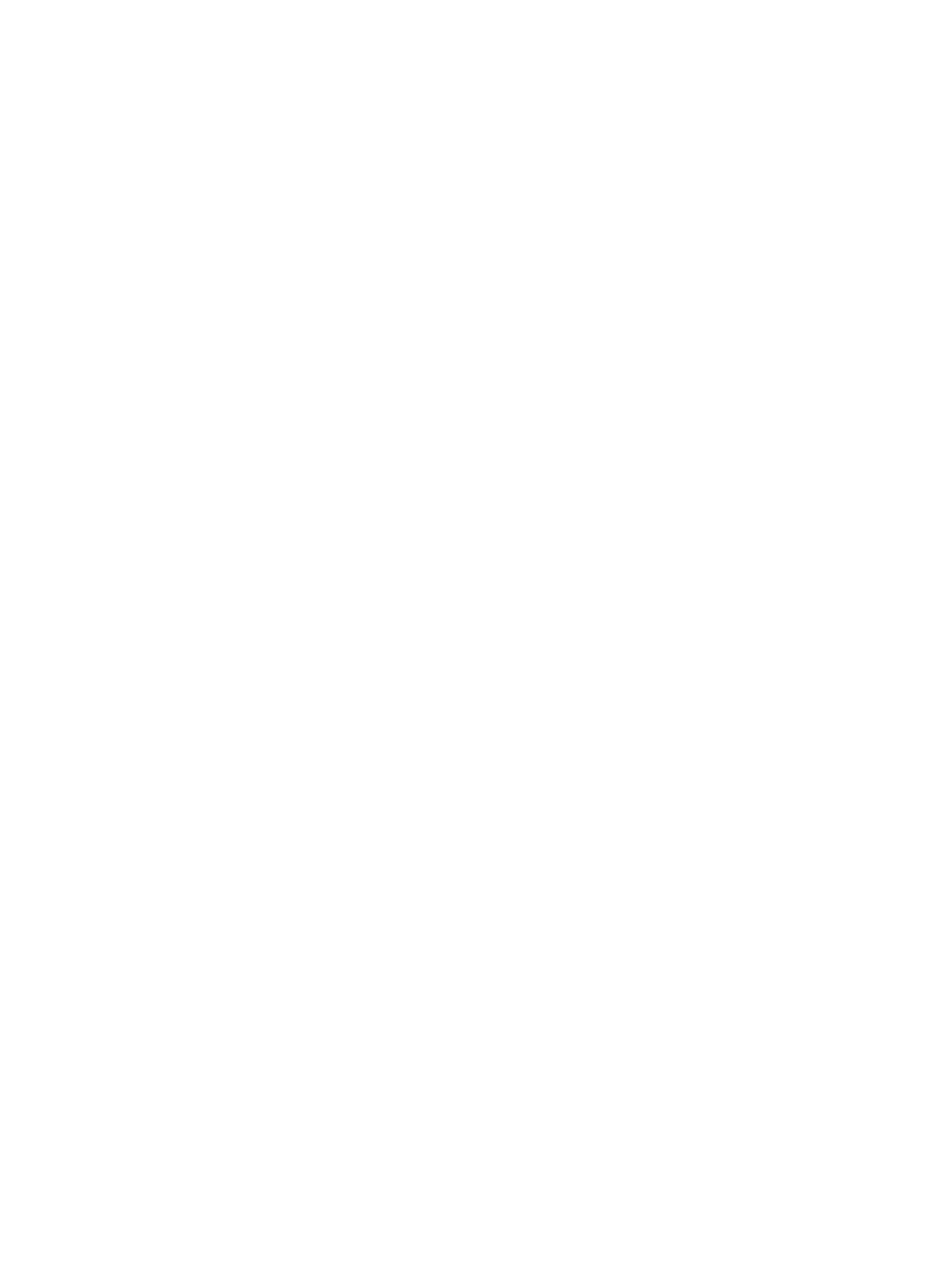
* 1. Are some of the results just as you predicted? Are there results that surprise you? How do these survey results compare to other sources of data about your instruction (e.g., classroom observations, student performance, etc.)?
  2. On which of the 7Cs components are your scores highest? As you review the 7Cs Framework Guide in light of your classroom survey report, which indicators represent areas of strength? (Mark these with an “S.”)
  3. On which of the 7Cs components are your scores lowest? As you review the 7Cs Framework Guide in light of your classroom survey report, which indicators suggest opportunities for improvement? (Mark these with an “I.”)
  4. How might you collect more data to better understand your survey results (e.g. exit slips, small group discussions with students, classroom video review, etc.)?

## Step 3: Take Action – Share Effective Strategies with Colleagues



1. Based on your survey results, which 7Cs component represents an area of strength that you could share with colleagues?
2. In your experience, what teaching strategies do you find particularly effective in supporting this 7Cs component? Review relevant 7Cs indicators of exemplary classrooms, reflection questions, and sample strategies for ideas.
3. How could you share selected strategies with colleagues? What kinds of opportunities are available (e.g., informal discussions, formal presentations with small or large groups, peer observations, written communications, etc.)? How will you prepare to make this happen? What support do you need?

## Step 4: Take Action – Pursue Opportunities for Professional Learning



1. Based on your survey results, which 7Cs component represents an area you would like to focus on as an opportunity for improvement?
2. What teaching strategies will you focus on learning about and trying out in your classroom? Review relevant 7Cs indicators of exemplary classrooms, reflection questions, and sample strategies for ideas.
3. How will you develop your knowledge and skills in relation to these teaching strategies? What kinds of professional learning opportunities are available (e.g., informal discussions, staff or team meetings, workshops, courses, peer observations, coaching sessions, online resources, books, etc.)? How will you make this happen? What support do you need?
4. What goals will you set? How will you know when improvement has happened? How will you monitor your progress?