

# The Tripod Project:

Actionable Student Feedback Promoting  
Excellence in Teaching and Learning

## Teacher Report

Shelby County Schools

Prepared for:

Deandre Jackson

**Spring 2015**



[www.tripodproject.org](http://www.tripodproject.org)



## Dear Colleague,

The Tripod Project for School Improvement collects and reports on student perspectives about teaching and learning. Each survey that a student completes pertains to a particular classroom and is organized around the Tripod 7Cs of effective teaching. Results are then reported at multiple levels of aggregation, including the teacher, classroom, school and district. This report contains actionable feedback from your organization's students. Recent research has established that the 7Cs help to predict not only student engagement—for example, effort and behavior—but also year-to-year gains in achievement on standardized tests.

Teachers are most effective when they successfully communicate and execute the 7Cs to their students:

- 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."*

Please look for patterns as you review this report. Try to distill the “story” that the data are telling. Look not only for good news, but also for ways to improve.

**Set some goals. Make a plan. Move ahead.**

Thanks for your leadership and interest in using these data to support growth and improvement.

**Ron Ferguson**

Tripod Project Founder

## Preface: Tripod 7Cs Teaching-Practive 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 the criteria captured in the 7Cs? 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 your review your results in this report.

### Set some goals. Make a plan. Move ahead.

#### Care

1. How you respond when students appear to be sad or upset;
2. How you respond when students 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 to students;
5. The words you use when you reprimand students in class;
6. The interest you express in the students' extracurricular activities;
7. The comments you write on student work when they do well, or not;
8. Additional ideas ...

#### Challenge

1. The ways that you respond when students express doubts about their own abilities;
2. How you remind students 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 to your students 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 to emulate in your classroom;
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. How 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. The degree of support that you provide when responding to poorly phrased questions;
2. How often you encourage students to discuss their perspectives with one another;
3. How often you ask students to solve problems together then discuss their findings;
4. How effectively you answer questions with questions;
5. How sincerely you express respect for student perspectives;
6. How encouragingly you respond when a student gives wrong answers in front of the class;
7. How supportively you treat struggling students, compared to how you treat others?
8. Additional ideas ...

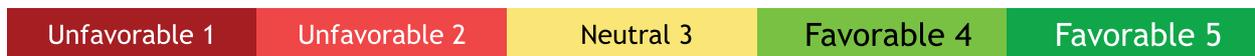
## Consolidate

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?

While completing the surveys, students marked one of either three or five response options for each item on the survey. For some statements on the survey disagreement is the desirable response. For example, students are presented with this statement, "In our class, it is okay to stop trying." When presented with this statement, it is positive when students indicate disagreement. On the other hand, when presented with statements such as "School work is interesting," it is positive when students indicate agreement. In this report, we refer to positive responses as "favorable" and the report provides a visual display of the range of favorable to unfavorable responses. Favorable always indicates that students responded to the statement with the desirable/positive response option.

## Reporting: Five levels for elementary and secondary

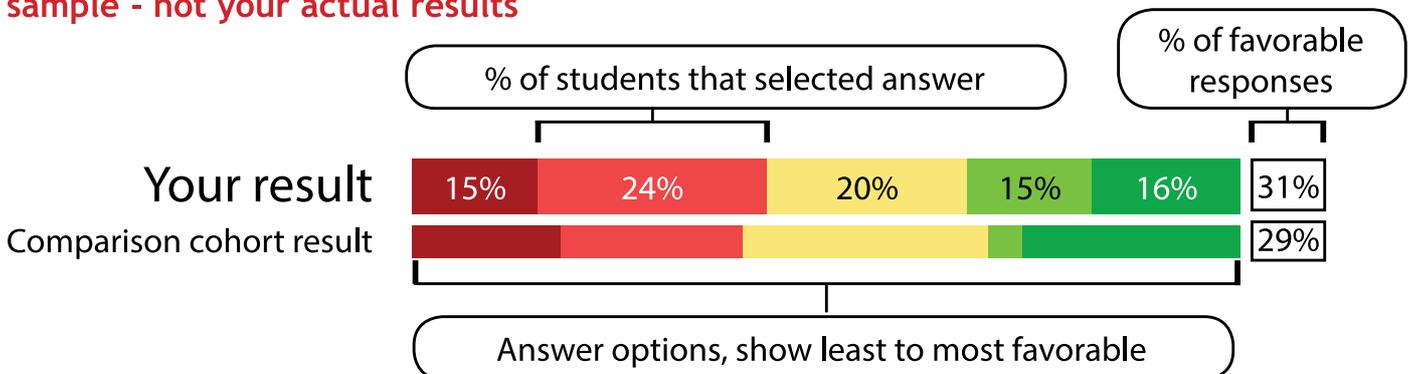


## Reporting: Three levels for early elementary



As you review this report you will see a color-coded response bar for each survey item. The length of each section of the bar is proportionate to the percentage of students that gave that particular response. The percentage of favorable responses is always shown on the right side of the bar and the percentage of unfavorable responses is always shown on the left side of the bar. For example, in the graph below, 15 percent of students gave the most unfavorable response, 24 percent gave the next most unfavorable response, 20 percent gave a neutral response, 15 percent gave the second most favorable response and 16 percent gave the most favorable response. One or more thin bars may appear beneath your result representing a "comparison cohort."

### sample - not your actual results



# Teacher Report

Information within this report should be considered confidential.

If this report was transferred in error, please contact the administration team for your local Tripod Student Surveys or Cambridge Education at [support@cambeducation.com](mailto:support@cambeducation.com).

For additional information regarding the Tripod Project and Cambridge Education, please visit [www.tripodproject.org](http://www.tripodproject.org). For assistance interpreting this report contact your Tripod Project Coordinator or email [support@cambeducation.com](mailto:support@cambeducation.com).

Teacher: **Deandre Jackson**

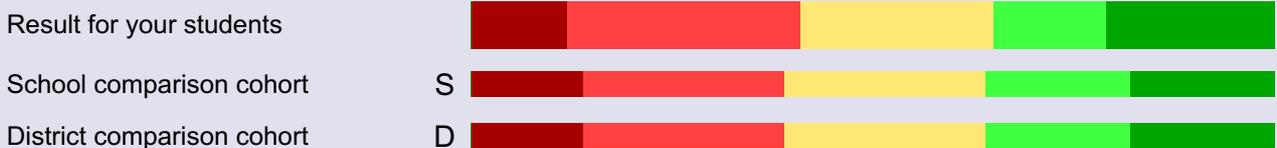
Survey level: **Secondary High**

Students participated: **21**

Number of classes: **1**

Comparison cohort: Comparison cohorts are aggregate scores for participants from your School and across the District whose students took the same survey level (e.g. Elementary, Secondary).

## sample - not your actual results



Data used in this document have been collected using instruments and protocols defined by the Tripod Project. They have been processed and reported under the auspices of Cambridge Education. Classroom-level deployment of the instruments has been overseen and assured by Shelby County Schools using defined protocols. The present document was commissioned by and is intended for the use of Shelby County Schools. It contains confidential information and proprietary intellectual property and should not be shared with unauthorized parties. Cambridge Education does not prescribe, advise, advocate, favor or imply any specific actions or decisions based solely on the data provided and takes no responsibility for actions arising from the use or misuse of these data by any party.

# 7C Summary

Spring '15

Deandre Jackson    Level: Secondary High    Responses: 21

## 7C score

58%

## Care

50%

*"Your success and well-being really matter to me in a serious way."*

## Challenge

63%

*"I insist upon rigor—understanding, not just memorization—and your best effort."*

## Control

59%

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

## Clarify

58%

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

## Captivate

59%

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

## Confer

55%

*"You must talk with me to help me understand your ideas and support your learning."*

## Consolidate

60%

*"I summarize lessons and check for understanding to make learning coherent."*

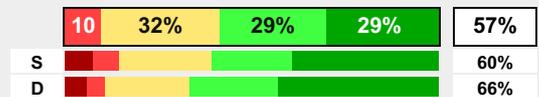
"Your success and well-being really matter to me in a serious way."

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

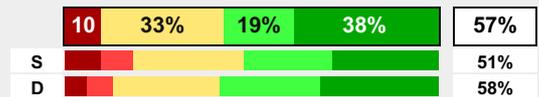
**Antonyms:** ignore, neglect, set aside, forget, avoid, overlook

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.

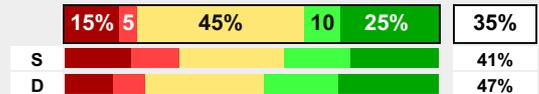
1. My teacher in this class makes me feel that s/he really cares about me.



2. My teacher really tries to understand how students feel about things.



3. My teacher seems to know if something is bothering me.



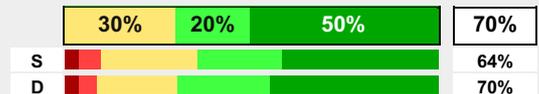
*"I insist upon rigor—understanding, not just memorization—and your best effort."*

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

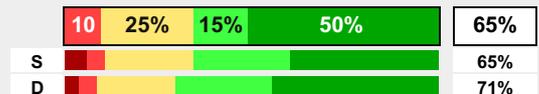
**Antonyms:** placate, appease, coddle, shelter from stress, pamper, indulge, spoil

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 students to set and pursue their own goals in our classrooms. Challenge is important, because without it 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.

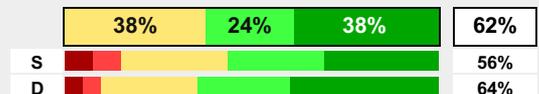
1. In this class, my teacher accepts nothing less than our full effort.



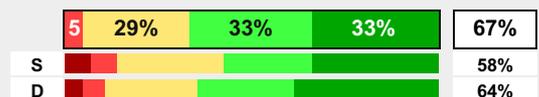
2. My teacher asks questions to be sure we are following along when s/he is teaching.



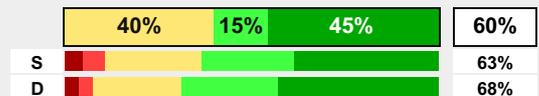
3. My teacher wants me to explain my answers — why I think what I think.



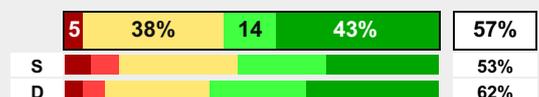
4. My teacher doesn't let people give up when the work gets hard.



5. My teacher wants us to use our thinking skills, not just memorize things.



6. My teacher asks students to explain more about the answers they give.



# 7C

# Control

59%

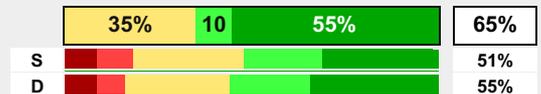
"Our class is orderly, on task and respectful, with learning as our first priority."

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

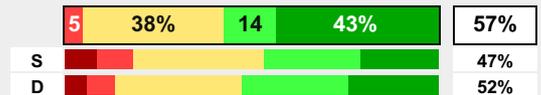
**Antonyms:** unleash, liberate, loosen, let go of, surrender to, passively watch

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.

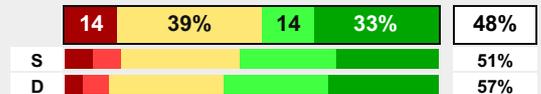
1. **[Disagree with]** Student behavior in this class makes the teacher angry.



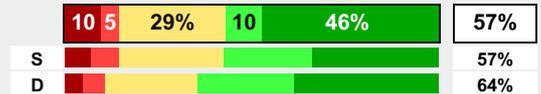
2. My classmates behave the way my teacher wants them to.



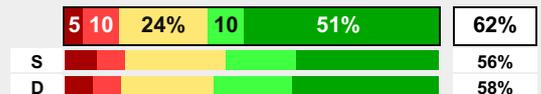
3. Our class stays busy and doesn't waste time.



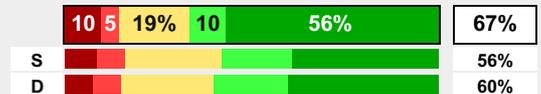
4. Students in this class treat the teacher with respect.



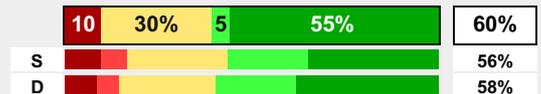
5. **[Disagree with]** Student behavior in this class is a problem.



6. **[Disagree with]** I hate the way that students behave in this class.



7. Student behavior in this class is under control.



# 7C

## Clarify

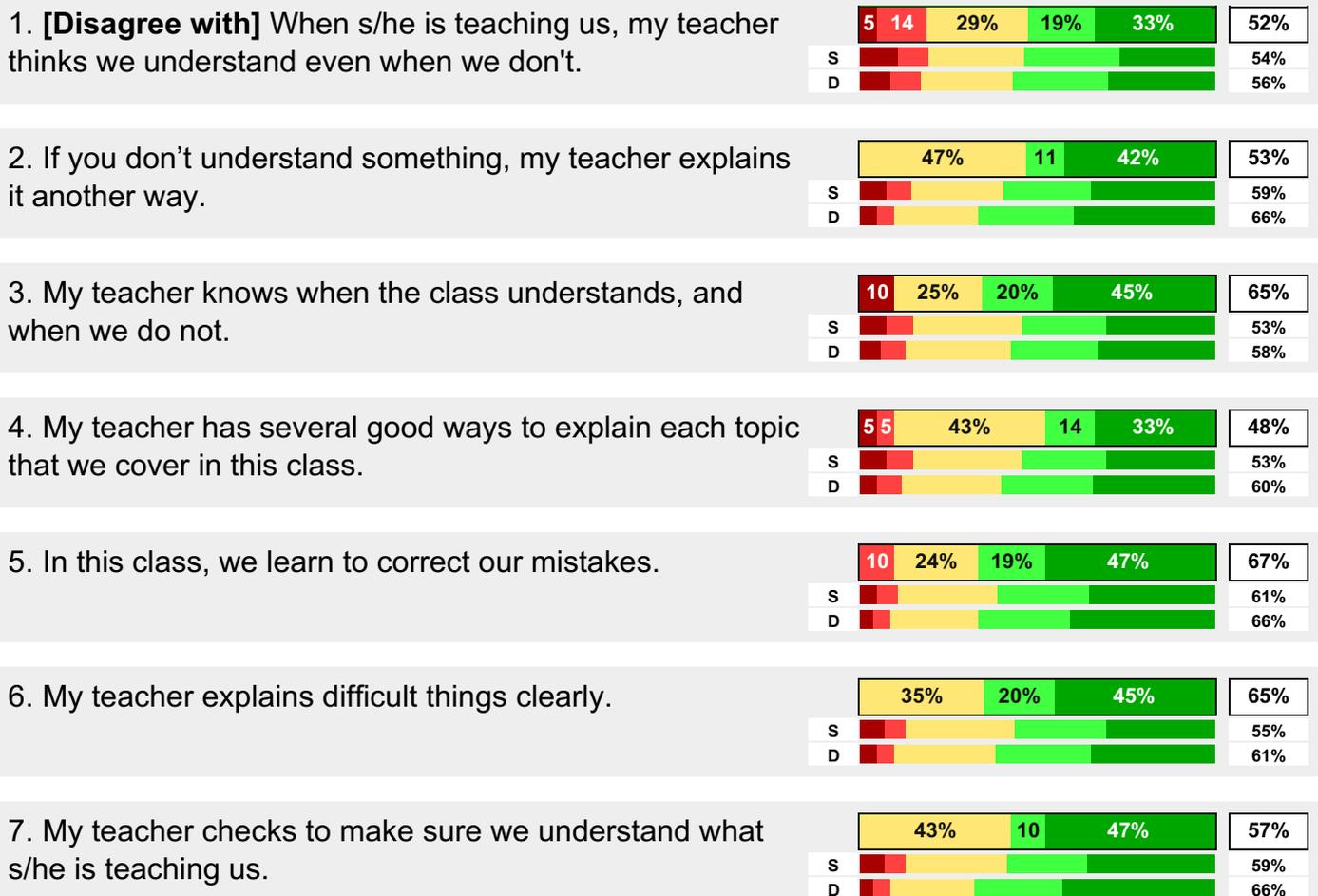
58%

*"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.



# 7C

## Captivate

59%

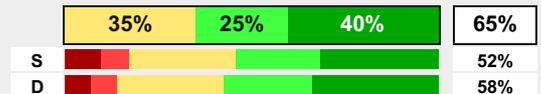
"I make lessons intellectually relevant and stimulating because they are important."

**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.

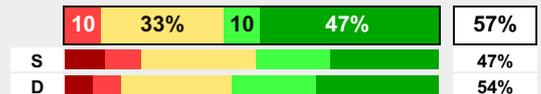
1. I like the ways we learn in this class.



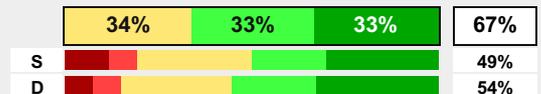
2. **[Disagree with]** This class does not keep my attention-I get bored.



3. My teacher makes lessons interesting.



4. My teacher makes learning enjoyable.



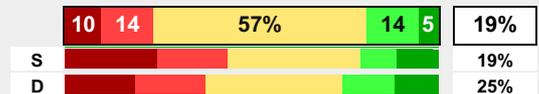
*"You must talk with me to help me understand your ideas and support your learning."*

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

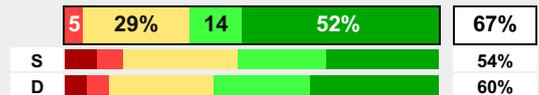
**Antonyms:** "sage on the stage", dictate, ignore, shush

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.

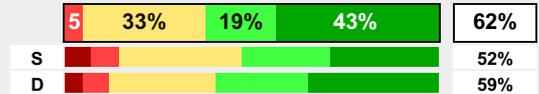
1. Students get to decide how activities are done in this class.



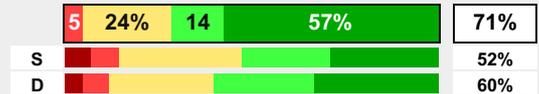
2. My teacher wants us to share our thoughts.



3. Students speak up and share their ideas about class work.



4. My teacher gives us time to explain our ideas.



# 7C

## Consolidate

60%

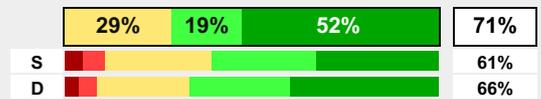
"I summarize lessons and check for understanding to make learning coherent."

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

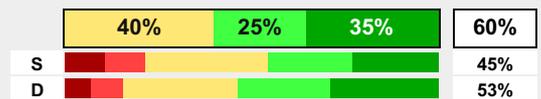
**Antonyms:** disconnect, disorganize, make amorphous, deconcentrate

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.

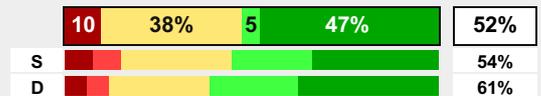
1. In this class, we learn a lot almost every day.



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.

