



Understanding Your Tripod™ Survey Results

Classroom Report

WWW.TRIPODED.COM



INTRODUCTION

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

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

TRIPOD 7CS COMPONENTS OF EFFECTIVE TEACHING

1. **Care:** Demonstrate warmth and provide emotional support.
2. **Confer:** Encourage and value students' ideas and input.
3. **Captivate:** Spark and maintain student interest in learning.
4. **Clarify:** Explain clearly, check for understanding, and resolve confusion.
5. **Consolidate:** Help students integrate and synthesize key ideas.
6. **Challenge:** Press for effort and rigorous thinking.
7. **Classroom Management:** (formerly Control): Foster orderly, respectful, and on-task classroom behavior.

Recent research indicates that Tripod's 7Cs survey measures help predict student achievement, engagement, and motivation, as well as success skills and mindsets.

As you review your Tripod student survey results, picture the learning environment of your classroom — 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 their perspectives, 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 [Tripod Teacher Toolkit](http://tripoded.com/teacher-toolkit/) (<http://tripoded.com/teacher-toolkit/>) or the document called *Teacher Toolkit: Tripod 7Cs Framework of Effective Teaching*, which include descriptions of each of the 7Cs components, along with sample survey questions, indicators of exemplary practice, and reflection questions.

- The Tripod Team

READING YOUR SURVEY RESULTS

Tripod survey reports feature results on the 7Cs components of effective teaching—¹ Care, Confer, Captivate, Clarify, Consolidate, Challenge, and Classroom Management.

Understanding Important Terms and Background

Scaled Scores: Scaled scores for the Tripod 7Cs combine responses from all of the students in a classroom and all of their answers on the Tripod 7Cs survey items. Each score provides a single number that summarizes student responses for an individual classroom. Scores range from 202 to 398. A score of 300 represents the midpoint of all classrooms in your comparison cohort.

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).

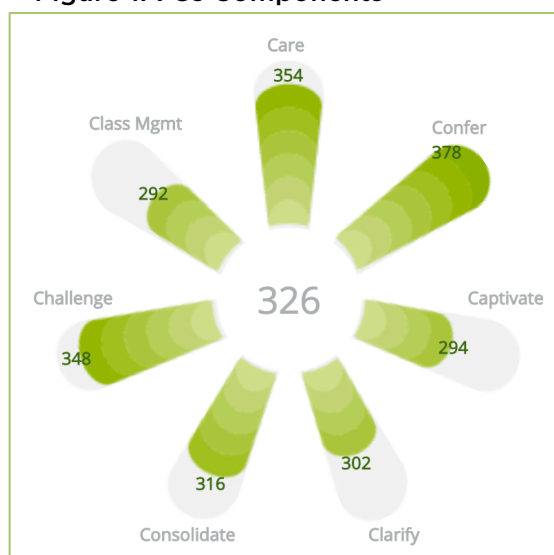
Comparison Cohort: Your comparison cohort is the group against which your scores are being compared. Your school, district, or group leader will be able to provide you with more details about the comparison cohort for your scores.

Interpreting 7Cs Summary Report

Figure 1 shows scaled scores for the 7Cs with the aggregate score for all of the 7Cs components presented in the center. Scaled scores identify areas of strength and opportunities for growth by allowing you to compare results from your classroom to other classrooms.

Figure 1 is an example that illustrates scores ranging between 202 and 398. A score of 300 would represent the midpoint of all classrooms in your comparison cohort. The number in the center of the flower shows the composite score, which is the average of all of the 7Cs components.

Figure 1: 7Cs Components

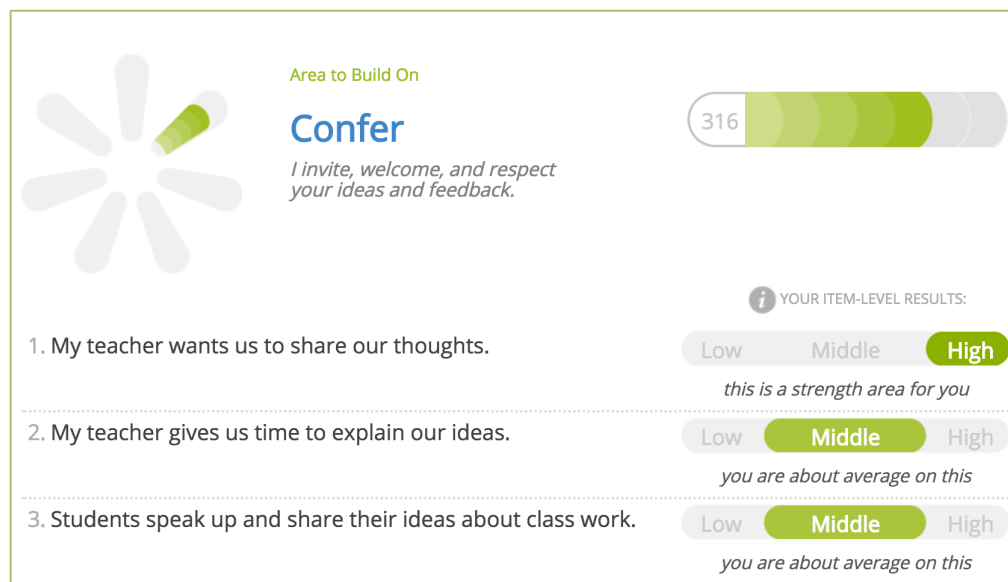


¹ Some Tripod partners also administer a version of the Tripod survey that also includes measures of Engagement, Peer Support, School Climate, and Success Skills & Mindsets. This document only focuses on interpreting your Tripod 7Cs results.

Item Level Results

Figure 2 shows another important display in the report. Results for each item are categorized as Low (in the bottom quarter of scores), Middle (in the middle half), or High (in the top quarter).

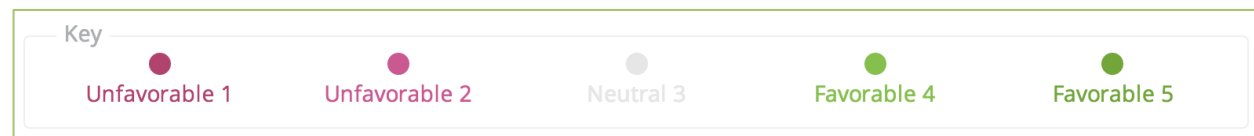
Figure 2: Sample Item Level Results



Item Response Detail

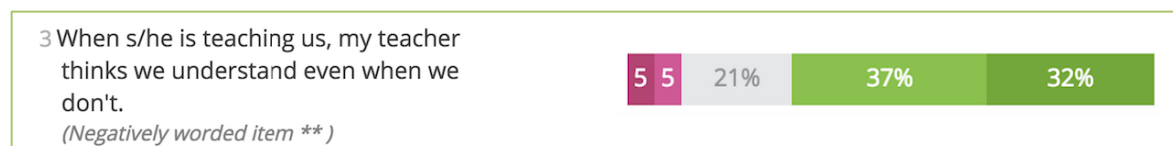
For each item on the survey, students mark one of five response options. In the *Item Response Detail* section of your report, bar charts are used to display the percentage of students who selected each response option. As shown in **Figures 3 and 4**, green bars represent the percentages of favorable responses, while purple bars indicate unfavorable responses.

Figure 3: Five Levels for Student Responses



For some statements on the survey, disagreement is the desired response. **Figure 4** shows an example.

Figure 4: Example with Negatively Worded Item



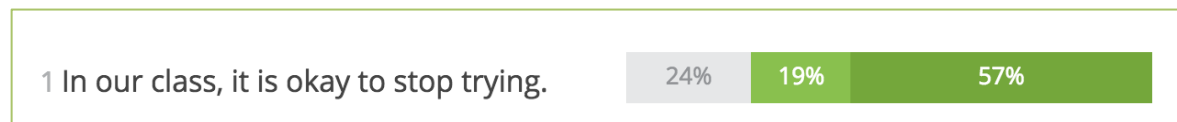
Students are presented with this statement: “When s/he is teaching us, my teacher thinks we understand even when we don’t.” Because this item is worded negatively, disagreement is the favorable response. **More green indicates that more students disagreed with this statement, which is the desired response in this case.**



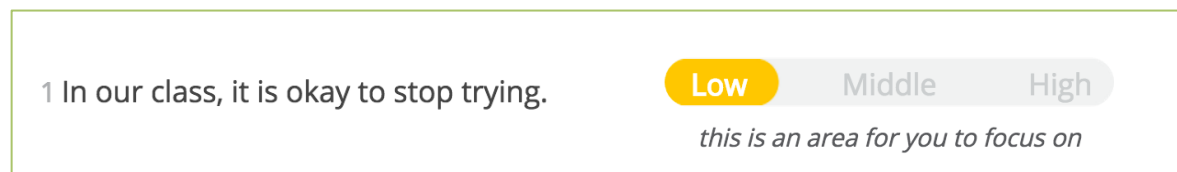
Whether the survey item is worded positively or negatively, more green is always better.

Comparing Item Level Results and Item Level Detail

Because item response detail and the indication of *High*, *Middle*, or *Low* in the item level results present different information, it is possible to have a relatively high percentage of favorable responses and a *Low* result when viewing “*Item Level Results*.” Take this example where the majority of students gave a “favorable” response.



However, relative to other classrooms, these results are on the low side, as indicated by the following display.



This combination of visual displays indicates that classrooms performing at the middle and high end of the distribution had even more students responding more favorably. Therefore, even though there are a considerable number of favorable responses (which is positive), the second visual display indicates that there is still room for improvement.

The goal in reviewing results is always to reflect on the perspectives of students in order to identify opportunities to improve. Our purpose in showing your results relative to other classrooms is to give you a better indication about where you may want to focus as you set goals and pursue opportunities for professional learning.