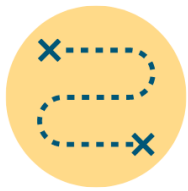


## REFLECTION OPPORTUNITIES TOOL



## Leveraging Google Forms to Get Information and Feedback from Students

by Jara Richards

### TOOL DESCRIPTION

An exemplar Google form used for reflection at the end of a math unit, which educators can use as inspiration for their own, as well as guidance (below) for effective student reflection.

### CRITICAL CONTEXT INFORMATION

This form was developed to guide reflection at the end of Unit 2 of sixth grade math

### TOOL & LINKS

- [Exemplar Google form](#) (please do not complete the form; it can be used as a model for teachers to create their own)

## About this Tool & Guidance for Adaptation

When thinking about incorporating student reflection into the classroom, it's important to think about what information you want to learn from your students. There are many different categories in which valuable data and information can be collected! Depending on what you want to learn from your student, you can ask different types of questions. Categories to consider include:

- **Student reflection on academic topics**

- Give students an opportunity to reflect on strengths and areas of difficulty connected to specific content and learning targets.
- Students can name how they are understanding the topics that are being taught.
- Give students a chance to ask questions or list areas that they want extra practice or assistance.
- Have students reflect on their progress towards standards/units.

- **Student reflection on specific lessons**

- Allow students the chance to explain if they thought that class was engaging.
- Give students a chance to share their thoughts about lessons.

- **Student reflection on activities**

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- Give students a chance to share what types of activities they enjoy in the classroom.
- Allow students to name which type of activities are most engaging to them.

- **Student reflection on my teaching**

- Have students give feedback on what they like in my class and what can be improved.
- Allow students to give suggestions about what they want to see in math class.

- **Student reflection on habits**

- How are students' habits of learning? Examples: Engagement, work completion, participation, study habits.
- How are students' doing with any guiding principles of the school? Example at my school: students reflect on how respectful, responsible, safe, kind, and inclusive they are.

- **Student goal setting**

- Ask students in which areas they have grown throughout the unit/year.
- Have students set goals for the next unit.
- Have students reflect on progress towards goals.

The linked [Google Survey](#) is an example of one way to gather student reflections, but there are many traditional and innovative ways to spark and capture student reflections.

There are then many things you (as teacher) can do once you have students reflect. Go through the responses Google Sheet, and:

- Take notes, color coordinate responses, find common themes.
- Have individual check ins with students to discuss reflections.
- Check in with small groups of students if there are similar responses.
- Check in with the class and talk about overall themes.
- Reflect yourself about how you can use the student reflections to adapt your teaching.

## Teacher Narrative

One of my top goals as a teacher is to truly engage my students in their math learning. I want students to *grow in their understanding of math while being active sense makers who can be aware of their learning journey*. I am constantly self-reflecting about my lesson creation and teaching to see if I am meeting my goal for my students. After a lesson, there are many thoughts that go through my head. "Did that lesson go well?" "Did everyone understand the concept being taught?" "Were there any misconceptions that weren't clarified?" "Did the students engage and participate the way that I wanted?" "Did they enjoy the lesson?" While I can think I have the answers to all of the questions, the problem is that you never really know until you ask the students themselves!

*Of course, informal check-ins are always great and taking a few minutes to check in can be helpful, but I wanted to go deeper to hear from all of my students. I decided to find a way to hear from all the students in my class. In order for my classroom to be more student-centered, I decided to give my students more of a voice in sharing their thoughts and feelings about class through reflection.*

I have prioritized giving students the opportunity to reflect via Google Forms at least once a unit. I explain to the students that I truly appreciate hearing from them, and I think that it is important to know that their thoughts and feelings are important to me as the teacher. I ask different questions in different surveys depending on what information I want to get from the class. Questions can be about student learning, understanding of learning targets, progress towards a goal, how they felt about class, their engagement in a lesson, areas of strength and areas to grow, or goals for the future. By asking them to reflect, they are more thoughtful about where they are at in their learning journey. In addition, I am able to make decisions in my class based on the students' voices. All of this helped me work towards a more student-centered class where I was listening to student voices and making decisions based on their responses.

I have found such value in having students reflect in my classroom. I have found that many students are more willing to share their thoughts and feelings when writing on paper and appreciate having the time to get their thoughts down. Compared to other years, when I just informally checked in with students, I was able to see their thoughts and then check back and ask them specific questions.

- **Example 1:** I started a new practice of doing work in small groups at vertical whiteboards and in the first reflection of the year, when given the opportunity to choose their favorite type of math lesson, 70% named whiteboard tasks in their response. This allowed me to see that they were enjoying the whiteboards and made me confident in continuing to use them in class.
- **Example 2:** One student expressed that they wished that the class was moving at a quicker pace. After reflecting, I was able to check in with the student and talk about opportunities to work above grade level and offer challenge work.

The follow up conversations that can come from these Google Form check-ins can be so powerful. I view the responses as a spreadsheet and go through each response. I highlight different responses and decide if I want to have a whole group, small group, or individual conversations with students. At times, I change or adapt lessons or classes based on student reflections.

## MEET THE AUTHOR

Jara Richards is currently in her ninth year of teaching. She teaches 6th grade math for Boston Public Schools at Eliot K-8 Innovation School, where she uses reflection in her classroom. One of her top goals is to “truly engage students in their math learning.”



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