

## Overview

These items are intended to serve as discussion prompts for early elementary teachers to use with their students to collect feedback about their practice.

The items in Table 1 may be used by teachers in a conversational setting with individual students or small groups of students. The prompts are listed in no particular order. A teacher may choose to use them in any way that the teacher and the teacher’s evaluator deem helpful. Teachers may want to record notes as students respond.

**Table 1. K–2 Discussion Prompts**

K–2 Discussion Prompts
1. Students help each other to learn.
2. I can talk about what I am learning.
3. When I am stuck, my teacher wants me to try again before she or he helps me.
4. My teacher asks us if we understand what he or she is teaching.
5. After I talk to my teacher, I know how to make my work better.
6. I feel like I belong at my school.
7. I feel safe at school.
8. In this class, students follow the rules.

## Instructions for Administering

Districts should work with their K–2 teachers to determine the best way to administer the discussion prompts—whether through soliciting responses from individual students, small groups of students, or a full class. If a teacher or school wants to preserve student confidentiality in the solicitation of verbal feedback, another staff member familiar to the students may engage them in responses to these discussion prompts. However, steps must be taken to ensure that younger students are clear about the subject (their teacher) of the discussion.

It is important to make students feel comfortable responding to the discussion prompts. Prior to beginning the discussion, classroom teachers or proctors should inform students of the purpose of the discussion. Communicate to students that they are having this discussion to help their teacher learn how they feel about being a student in their (the teacher’s) class. The reason for the discussion is to help their teacher make their class even better. Students should be assured that there are no right or wrong answers and that they should answer honestly.

Students in Grades K–2 will require guidance and support when engaging in discussion about the prompts. The classroom teacher or survey proctor may clarify or rephrase words if a student does not understand.

Table 2 provides a crosswalk between discussion prompts and the MSFE Teacher Evaluation and Professional Growth (TEPG) Rubric Core Propositions and Standard Indicators.

**Table 2. Crosswalk Between Discussion Prompts and TEPG Propositions and Indicators**

Core Proposition 1: Teachers are committed to students and their learning	Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students	Core Proposition 3: Teachers are responsible for managing and monitoring student learning
<b>1.1 Understanding of Students</b>	<b>2.1 Subject Knowledge</b>	<b>3.1 Managing Classroom Rules and Expectations</b>
<b>1.2 Application of Learning Theory</b>	<b>2.2 Pedagogical Content Knowledge</b>	<b>3.2 Student Engagement</b>
<b>1.3 Classroom Climate</b>	<b>2.3 Goal-Focused Planning</b>	<b>3.3 Assessment of Student Progress</b>