



## Overview

Students, particularly challenging ones, can serve as a valuable source of feedback and information about the effectiveness of the classroom instruction and learning environment. In many classrooms, the feedback about growth, progress, and effectiveness flows only from the teacher to the student. This intervention asks for students to complete a **Course Evaluation** for the purpose of providing feedback to the teacher.

## Putting It All Together

Although this intervention is often used with all students, it can be particularly powerful with students who challenge authority or have difficult, overt behaviors. Before using the intervention, it is helpful to create a worksheet or handout that lists questions or comments to rank on a Likert-type scale. Talk with the student and use an **Engaging Frame** such as “Becky, my goal is to become a better teacher, and I couldn’t think of anyone better than you to give me some feedback about how I teach.” Ask the student to provide feedback on questions or statements such as the following:

My teacher provides clear directions.	1	2	3	4	5
My teacher cares about me.	1	2	3	4	5
The lessons and activities are fun.	1	2	3	4	5
Students are treated fairly in class.	1	2	3	4	5
My teacher is organized.	1	2	3	4	5
Grades are fair and accurate.	1	2	3	4	5

## Tips and Variations

- Depending on the student, consider including some open-ended questions, such as “One thing I would change about this class is \_\_\_\_\_.”
- **Course Evaluations** are powerful because they can open a line of communication, but the feedback should never be used as a punishment or as a way to make the child feel guilty if he or she provided negative ratings or comments.