

Teacher Development and Evaluation

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Student Engagement

Saint Paul Federation of Teachers and Saint Paul Public Schools believes in ongoing reflective practice to positively impact student achievement. Student engagement surveys provide an opportunity for students' voices to be heard. Student responses contribute to educators' analysis of effective practices. Each year the educator will select a class in which to conduct a student engagement survey. Surveys will be conducted twice a year in the same class. Educators will develop surveys in their PLCs to ensure that the surveys are age-appropriate and make sense for the class content. Surveys provide an opportunity for students to provide feedback about their engagement. Student engagement will be evaluated during the performance review conducted by administration through the Standards of Effective Teaching ([SET](#)) or [applicable evaluation tool](#). The Student Engagement component of TD&E involves a student survey, PLC discussion around results, and a reflection completed by the educator on PD Express.



Students who are engaged are:

- **Active:** Students have the opportunity and show willingness, need, and desire to be involved in their learning.
- **Safe:** Students are comfortable taking risks and do not feel threatened.
- **Respected:** Students are valued as individuals.
- **Challenged:** Students feel adults and peers have high academic and behavioral expectations for themselves and each other.
- **Supported:** Students pursue and receive equitable assistance.

Survey Questions

The survey must include questions that align with the five engagement categories listed above. Educators select questions from a bank of age- and culturally-appropriate questions that are housed in Lotus Notes. Teachers must select at minimum:

- Grades K - 2: One question per category
- Grades 3 - 5: Two questions per category
- Grades 6 - 8: Two questions per category
- Grades 9 -12: Two questions per category

MINNESOTA STATUTE 122A.41

Cities of the First Class - Subdivision 5, Paragraph b

"(10) must use **longitudinal data on student engagement** and connection and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible, including academic literacy, oral academic language, and achievement of English learners"

SURVEY BANK IN LOTUS NOTES

[Video tutorial](#) and [PDF reference sheet](#) on how to navigate the survey bank submit questions to REA to be vetted.

PLC RESOURCES

[Writing Good Survey Questions](#)

[Survey Administration Guidelines](#)

[Survey Directions](#)

Data Summary Sheet for PLC Conversation

- [Grades PK - 2](#)
- [Grades 3 - 12](#)

[PLC Guiding Questions for Data Analysis](#)

[PK-2 Larger Likert Scale Overlay](#)

EDUCATOR REFLECTION

[Video tutorial](#) on how to complete reflection in PD Express.

Reflections

1. Log in to [PD Express](#).
2. Create a self assessment using form **Student Engagement Survey - First Round SY14-15**.
3. **Save** reflection and **submit** for review

If a PLC feels there is a better question that addresses an aspect of engagement for their particular subject area, they may submit a request for that question. If approved by the Office of Research, Evaluation, and Assessment (REA), the question will be added to the bank for that area. Educators may add one to two additional questions that they would provide feedback to improve instruction and/or the classroom environment that does not cover the five student engagement categories. These additional questions must be vetted through REA. To learn how to submit a question to REA, watch the [video tutorial](#) and use the [reference sheet](#) on how to navigate the survey bank in Lotus Notes.

The TD&E Oversight Committee feels that by students self-identifying their race on anonymous surveys, it will provide opportunities for teachers to have courageous conversations around student engagement results. Statistical standards from the [National Center of Education Statistics](#) that comply to the Department of Education guidelines for defining race were followed. If a student chooses not to self-identify race then question should be left blank. Similarly, if a student cannot self-identify their race then the question should be left blank.

My ethnicity is:

- Hispanic or Latino
- Not Hispanic or Latino

My race is (mark one or more):

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

once all components are answers.

PDF of Survey Reflection Questions is available to draft notes prior to entering plan in PD Express.

- [Individual Reflection - First Round](#)
- [Individual Reflection - Second Round](#)

Implementation Schedule for Student Engagement Launch SY14-15

- **December - January:** Educators review survey bank in Lotus Notes and submit additional questions to REA
- **March - April:** Survey administration, PLC discussion, and educator reflection

Suggested Schedule for SY15-16

- **Elementary:** October and January
- **Secondary, year-long classes:** October and February
- **Secondary, first semester only classes:** October and December
- **Secondary, second semester only classes:** February and April

Survey Format

Student Engagement Surveys have students rate responses on a Likert Scale.

Grades PK - 2 have a Likert scale of three options including face icons. If PLC groups want to overlay larger face icons prior to photocopying surveys please use this [resource](#). Example of [PK-2](#) survey.

- Yes
- Sometimes
- No

Grade 3 - 12 have a Likert Scale of five options. Examples of [3-5](#), [6-8](#), and [9-12](#) surveys.

- Yes Always
- Mostly Yes
- Maybe Sometimes
- Mostly No
- No

For SY14-15 the survey will be paper and pencil. The [Oversight Committee](#) will determine if administration details of the survey needs to change in the future years. If an educator and/or PLC wants to use an electronic means (e.g. Google

form) to give the survey they can do so. An electronic survey administration needs to make sure that survey results stay anonymous and student names are not being collected.

Results

Educators will discuss results in PLC similar to how results from common assessments are analyzed. Educators will fill out a summary reflection form in PD Express around student engagement results after each survey administration. Reflections will be routed to building administration teams (principal, assistant principals, and admin interns) for review.

Role of Professional Learning Communities (PLCs)

PLCs play an important role in strengthening practices around student achievement and engagement. Saint Paul Public Schools is currently developing suggested practices in which the student engagement survey will be embedded in the data cycle for PLCs.

PLC teams will;

- **Step 1:** Review the survey bank in Lotus Notes to determine which questions for each of the five categories will be given. Additional items currently not listed in the bank will need to be vetted by REA. Resources for navigating the survey bank include a [video](#) and [reference sheet](#). Prior to submitting a survey item, please check out the resource on [writing survey questions](#).
- **Step 2:** Review as a PLC the [survey administration guidelines](#) and [survey directions](#).
- **Step 3:** Determine date in which surveys will be administered and the date in which the PLC will discuss survey results. This is similar to how PLC teams determine the dates of a common formative assessment work in PLCs.
- **Step 4:** Each educator administers the survey by following the [survey administration guidelines](#) and [survey directions](#).
- **Step 5:** Each educator (1) compiles survey results prior to PLC meeting - graphic organizers are available to assist with this process [grades PK-2](#) and [grades 3-12](#); (2) brings reflection responses ([first round](#), [second round](#)) to the PLC meeting. These questions can be answered by hand or electronically. Eventually, the educator will need to input their responses into PD Express.
- **Step 6:** PLC discusses survey results by using the [guiding questions for data analysis](#).
- **Step 7:** Educators complete reflection responses in PD Express and submit to school administration team within two weeks of PLC discussion.

The TD&E Oversight Committee recommends that administrators and coaches not be present for PLC conversations regarding student engagement survey results. The TD&E Oversight Committee strives to have PLCs involved in rich conversations in a safe environment where current practices can be confirmed and challenged. By using the Courage Conversations protocol (four agreements and six conditions), PLC teams will continue to dive deeper into discussions around equity. Raising the achievement of all students while eliminating racial predictability and disproportionality is a priority of Saint Paul Public Schools Equity Policy and commitments of Strong Schools, Strong Communities 2.0. The PLC team will need to notify the principal and any other parties that are typically present for PLCs of the date in which student engagement survey results are discussed. If all PLC team members agree, an invitation to attend can be extended to members outside of their PLC.

Commonly Asked Questions

How much time do the surveys take?

Surveys take approximately 15-20 minutes for students to complete depending on

grade level. Starting in SY15-16, surveys will be given twice during the school year to provide longitudinal data. Additional time will be needed for the educator to summarize, interpret, and reflect on the results. This will include a conversation in professional learning communities and an individual educator written reflection.

Will all PLC groups in a school be giving the survey at the same time?

Possibly, through joint messaging between the principal and SPFT building stewards guidance around survey administration will be given. The TD&E Oversight Committee will provide suggested timelines for the course of the school year. Most likely, PLC groups will be administering the survey at a time within the data cycle that will be beneficial to bring forth student voices around engagement that can impact their work toward student achievement.

In the same school year, does the first and second survey need to have the same questions for active, safe, respected, challenged, and supported categories?

Yes, to provide longitudinal data the questions from the five categories must be the same during the school year. PLC groups will have the opportunity to revise their survey questions at the start of a new school year. The optional 1-2 content specific questions that a PLC group may choose to add can be different from the first to second survey administration. Additional questions must be vetted by REA.

For the optional 1-2 questions, can PLC groups choose additional questions from the five categories?

Yes, PLC groups can choose to ask 1-2 additional questions from the five engagement areas or from the questions in the vetted optional section. For example, a PK-2 PLC group could choose to add an additional question from the safety category and one question that is content specific.

What is the purpose of the Lotus Notes survey bank?

The Lotus Notes survey bank is the tool for PLC teams to access items that have been vetted by REA. The survey bank in Lotus Notes is for educators to select and print questions that can be used to survey students. Students do not take the survey in Lotus Notes. The bank is an electronic venue where survey items can be monitored by REA and updated when additional questions are vetted.

How do questions get submitted to REA to be vetted?

Questions are submitted through the Lotus Notes survey bank. Please refer to the [video tutorial](#) and use the [reference sheet](#) on how to navigate the survey bank in Lotus Notes.

Can open-ended questions be posed as the optional question on the survey?

Yes, open-ended questions can be asked as the optional question. Additional survey questions must be submitted to REA to be vetted.

How many students take the survey? For example, if a science specialist teaches every classroom, must they give it to the whole school?

Specialists and secondary teachers choose one class of students that correlates to their work in PLCs. Elementary classroom teachers give the surveys to their class. Educators in their PLCs will determine when the surveys are given within the windows assigned for each semester. A secondary teacher or specialist may choose to give surveys to more than one section if they want to gather additional data. For example if a teacher's PLC is focusing on intermediate algebra and the teacher instructs three sections of the course, the minimum survey administration requirement is one section. Non-classroom educators, such as counselors, nurses, etc., will work with their PLC to determine who will be surveyed. For these groups, the TD&E Oversight Committee recommends at least 10 individuals be surveyed.

I am a specialist and not actively working with a PLC this school year. What should I do about the student engagement survey?

Practices are being developed so that all educators under TD&E will be actively engaged in a PLC during SY15-16. In the unique case that an individual is not involved in a PLC this year, he/she will do the process individually this school year (review questions, suggest additional questions to REA, administer the survey, and reflection on the results). The only component that will not occur will be the discussion around survey results with colleagues in the PLC. Questions specific to PLC conversation can be omitted on the individual reflection.

Should an educator avoid giving the survey to the group of students who are already very engaged?

Educators are encouraged to challenge themselves with a group of students selected so they can create the most engaging environments as possible for their students. All students within the selected class are expected to complete the survey. Specific survey results are for the educator. The educator will reflect and share take-aways with administration.

I want to give the student engagement survey electronically. Can I do this?

If an educator and/or PLC wants to use an electronic means (e.g. Google form) to give the survey they can do so. An electronic survey administration needs to make sure that survey results stay anonymous and student names are not being collected.

Should surveys be translated?

The TD&E Oversight Committee acknowledges that you are the expert practitioner and you and your PLC team will decide whether or not the survey should be translated. Currently, English is the only language in which survey questions are available in the bank.

I feel that my students could better follow the organization of the survey if font size was larger, what options do I have?

The print size is fixed in Lotus Notes. The TD&E Oversight Committee acknowledges that you are the expert practitioner and you and your PLC will decide if questions need to be reproduced (typed or hand written). The Likert Scale options cannot be modified. Grades PK-2 (yes, sometimes, no). Grades 3-12 (yes always, mostly yes, maybe sometimes, mostly no, no).

I work with students with special needs; which grade level survey should I use?

The TD&E Oversight Committee acknowledges that you are the expert practitioner. Working with your PLC, review the questions at various levels and determine the best option for the needs of your students.

I work with students with a limited vocabulary and/or mostly are non-verbal. What should I do about the survey?

The TD&E Oversight Committee acknowledges that you are the expert practitioner. A survey needs to administered, however, you can differentiate how the survey is administered based on how learning typically occurs in your setting.

I work with students who read multiple grade levels below their peers. I don't feel they would be able to interpret the questions at their grade level. What should I do about the survey?

The TD&E Oversight Committee acknowledges that you are the expert practitioner. Working with your PLC, review the questions at various levels and determine the best option for the language needs of your students.

Is the educator in the room when the surveys are administered?

It is up to the educator. If he or she chooses to leave the room, the educator should arrange for alternate student supervision while the survey is being administered. Please refer to the resource on [survey administration practices](#).

Do students know the purpose of the survey?

Educators should tell students that they want to be the best practitioner possible and they are looking for honest feedback. Please refer to the resource on survey administration.

What does the asterisk (*) mean next to a survey question?

An asterisk at the end of a survey question means that the question can be found under more than one category (active, safe, respected, challenged, and supported). PLC teams should not repeat the same question under two different categories.

How do teachers who co-teach administer the survey?

Secondary Staff: For co-teaching staff that share groups of students throughout the day it is

recommended that one teacher administer the survey with one section of students and the other teacher administer the survey with a different section of students. A second option is to administer the survey twice, once for each teacher. The spirit of the TD&E statute is to provide educators with feedback specific to that teacher's instructional craft and structure.

Elementary Staff: Co-teaching staff that share a group of students should administer the survey twice, once for each teacher. The spirit of the TD&E statute is to provide educators with feedback specific to their work.

I am a coach, how does a student engagement survey work for me?

In the survey bank there are questions for the role of a coach/TOSA. Depending on the job duties for the individual, the PLC group will determine if the survey should be administered to students or adults. For example, Peer Assistance and Review (PAR) Consulting Teachers work directly with teachers to promote student achievement. The PAR team will be administering surveys to teachers they work with around the five engagement areas. In this case their 'students' are probationary teachers.

Are student survey responses private or public data?

The Teacher Tenure act outlines the process for Development, Evaluation and Peer Coaching in [MN Statute 122A.41](#); Subd. 5. In paragraph 12 of this section it states that "Data on individual teachers generated under this subdivision are personnel data under section 13.43". An employee's performance evaluation data is not public data as defined by this statute. Therefore, individual teacher data gathered as part of the evaluation process is considered private data including student engagement surveys and responses.

What if a parent or guardian asks to see the survey that was administered?

Questions regarding the engagement survey can be directed to [TD&E website](#) where examples of survey questions are available for public view. Specific surveys are tied to private data.

What will happen if I don't complete the student engagement component?

Student engagement data is a requirement mandated by the State of Minnesota (see statute to the right). In the TD&E system jointly developed by Saint Paul

Public Schools and Saint Paul Federation of Teachers, surveys combined with educator reflections, is how this component is being met. All components come together for the summative evaluation. Noncompliance may result in an insubordination report.

Are student engagement surveys and administration process subject to review?

Yes, the role of the TD&E Oversight Committee is to review feedback from all stakeholders. Modifications to components of the jointly developed TD&E plan will occur through the Oversight Committee. The TD&E Oversight Committee meets on a monthly basis throughout the school year. Feedback about Teacher Development and Evaluation can be submitted here.

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