Saint Paul Public Schools
A World of Opportunities

Search

Español | Hmoob | Soomaali

HOME   About   Schools   Parents   Students   Staff   Community   School Board   QUICK LINKS

Teacher Development and Evaluation

Home

Individualized Growth and Development Plan

Student Achievement

Student Engagement

Peer Collaboration   ▶

Educator Practice

Summative Evaluation

Oversight Committee

Administration

SPFT Stewards

FAQ

Feedback

Home > Student Engagement

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 to express their perspective. Student responses contribute to educators' analysis of effective practices. Each year the educator (tenured and probationary) will select a class in which to conduct a student engagement survey. Surveys will be conducted twice a year in the same class. With most surveys being conducted electronically, the TD&E Oversight Committee encourages educators to survey all students in which they work with on a regular basis. 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 PDExpress.

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 SPPS Apps. Educators must select at minimum:

- Grades PK - 2: One question 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 AND FORMS IN SPPS APPS

These files are accessed through a stpaul.k12.mn.us email account. Please make sure that you are logged onto your SPPS Apps account. If you need assistance with SPPS Apps click here.

Student Engagement Survey Bank - TD&E

There are tabs in the spreadsheet for various educator groups. Only questions that are located in the survey bank can used when designing surveys. Please see the section below on how to submit additional quested to be vetted.

PDF directions and video on how to create an electronic survey

PK-2 TD&E Student Engagement Survey (Responses)

3-12 TD&E Student Engagement Survey (Responses)

SUBMIT A QUESTION TO BE VETTED

Information on this form will be routed to Teacher Development and Evaluation along with the Office of Research, Evaluation and Assessment to be analyzed. It typically takes two weeks for a question to be vetted. An email will be sent to the requesting individual

- Grades 3 - 5: Two questions per category
- Grades 6 - 8: Two questions per category
- Grades 9 -12: Two questions per category

The TD&E Oversight Committee updated questions in the bank during the summer of 2015. The perspective of questions were altered. For example, "In this class, we learn to correct our mistakes." was modified to "In this class, I learn to correct my mistakes.". The grade bands were also reviewed and multiple questions were extended to cover additional age groups. Educators will have the option on the survey to change the wording of "my teacher", "my counselor", etc. to include a specific name. For example educators my choose to modify a vetted questions such as "My teacher is available when I need help." to "Ms. Jones is available when I need help."

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 and are found under the various-other category. Submit a question; the form requires you to logged onto your SPPS Apps account. If you need assistance with SPPS Apps click here.

The TD&E Oversight Committee feels that by students self-identifying their race on anonymous surveys, it will provide opportunities for educators 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 ethnicity and race were followed.

- *Hispanic or Latino:* A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- Race is based in the following five categorizations:
  - *American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
  - *Asian:* A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Burma, Cambodia, China, India, Japan, Korea, Laos, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
  - *Black or African American:* A person having origins in any of the black racial groups of Africa.
  - *Native Hawaiian or Other Pacific Islander:* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  - *White:* A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

If a student chooses not to self-identify race then the question should be left blank. Similarly, if a student cannot self-identify their race then the question should be left blank. It is challenging to develop a survey which encompasses the richness and complexity of ethnicity, race, and culture in a one size fits all model. Based on feedback from students and staff, third through twelfth grade students will be able to choose to answer an open ended question regarding the word(s) that best describe their ethnicity, race, and/or culture.

Students are prompted on the survey; "It is hard to develop a survey that includes all ethnicities, races, and cultures in our community. Guidelines from the National Center of Education Statistics were followed. This information helps educators improve learning for all students. Please select the options that best describe who you are."

My ethnicity is:

- Hispanic or Latino
- Not Hispanic or Latino

regarding the status of the question after it has been reviewed.

Please only submit one question per form.

Submit a question.

The form requires you to logged onto your SPPS Apps account. If you need assistance with SPPS Apps click here.

Resource: Writing Good Survey Questions

SURVEY ADMINISTRATION GUIDELINES & DIRECTIONS

Survey Administration Guidelines

Survey Directions

PLC RESOURCES

Role of the PLC (see center section)

PLC Guiding Questions for Data Analysis

Data Summary Sheet for PLC Conversation if NOT using SPPS Apps Excel file to disaggregate data

- Grades PK - 2
- Grades 3 - 12

EDUCATOR REFLECTION

Educators will complete two reflections each year regarding student engagement. Reflections are written within two weeks of the end of the designated cycle. Reflections are recorded in PDExpress and routed to school administrative team to review. Reflections are processed by administration within two weeks of the deadline.

Video tutorial on how to complete reflections in PDExpress along with a reference sheet.

1. Log into PDExpress.
2. Create a reflection using form **Student Engagement Survey Reflection - First/Second Round**
3. **Save** reflection and **submit** for review once all components are answers.

PDFs of reflection prompts are available to draft notes prior to entering reflection in PDExpress.

- Student Engagement Survey Reflection - First Round
- Student Engagement Survey Reflection - Second Round

My race is (mark one or more):

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

What word(s) best describe your ethnicity, race, and/or culture? (3-12 grade levels)

Suggested Schedule for SY15-16

- **Elementary**: November/December and March
- **Secondary, year-long classes**: November/December and March
- **Secondary, first semester only classes**: Mid October - Mid November and January before the end of the term
- **Secondary, second semester only classes**: March and beginning of May

Survey Format

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

Grades PK - 2 have a Likert scale of three options. If PLC groups want to overlay 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 SY15-16 the survey will be available as a Google form through SPPS Apps. An electronic survey administration needs to make sure that survey results stay anonymous and student names are not being collected; this feature has been turned off in the template and should stay inactive. PLC teams will be able to use the template and quickly insert the vetted questions that they would like to ask. PLC teams may choose to print out the form and use a 'paper and pencil' survey if they feel that method would best meet their needs.

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 PDExpress around student engagement results after each survey administration based on timeframe determined by their school. 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.

PLC teams will;

- Step 1: Review the survey bank in SPPS Apps 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. Prior to submitting a survey item, please check out the resource on writing survey

- 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 assessments in PLCs.
- Step 4: Each educator administers the survey by following the survey administration guidelines and survey directions.
- Step 5: Each educator (1) completes survey results prior to PLC meeting. This will happen automatically in the Google Sheet linked to the Google form. For PLC teams choosing to give the survey as 'paper and pencil', graphic organizers are available to assist with this process grades PK-2 and grades 3-12
- Step 6: PLC discusses survey results by using the guiding questions for data analysis.
- Step 7: Educators complete reflection responses in PDExpress 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 Courageous 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. 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 SPPS Apps survey bank?

The SPPS Apps survey bank is the tool for PLC teams to access items that have been vetted by REA. The survey bank is for educators to sort, select, and copy questions to the Google form to compose a student engagement survey that is meaningful for the educator's growth and development

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 as a minimum requirement. Elementary classroom teachers give the surveys to their class. Educators in their PLCs will determine when the surveys are given within the time 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. With most surveys being conducted electronically, the TD&E Oversight Committee encourages educators to survey all students in which they work with on a regular basis. 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.

Should an educator avoid giving the survey to a 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.

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 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.

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 educator's instructional craft and structure.

Elementary Staff: Co-teaching staff that share a group of students should administer the survey twice, once for each educator. 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 administers 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.

NON-DISCRIMINATION NOTICE   CAREERS   CONTACT US

Saint Paul Public Schools, District 625 | 360 Colborne Street, Saint Paul, MN, 55102 | 651-767-8100 | communications@spps.org

HOME   ABOUT US   SCHOOLS   PARENTS   STUDENTS   STAFF   COMMUNITY   SCHOOL BOARD   NEWS & SPOTLIGHT