

## Engagement Monitoring & Support Tools: Educator Engagement Survey

This document includes information about and instructions for using the Educator Engagement Survey. If you have any questions about the survey, please contact Michael Huang, Vice President of Learning and Practice, at [K12Opportunities@cisnet.org](mailto:K12Opportunities@cisnet.org).

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## Overview & Sources

### What is the purpose of the Educator Engagement Survey?

In response to the recent shifts in learning, Communities In Schools (CIS®) and the American Institutes for Research (AIR) partnered to develop the Engagement Monitoring & Support Tools, a set of tools to understand engagement at the individual, classroom, and school levels. One of these tools is a brief set of survey items for teachers in any learning environment (virtual and distance, hybrid, or in person) to report how they are engaging while teaching. The Educator Engagement Survey items are designed to understand engagement levels in aggregate (i.e., for a group of educators), rather than as an assessment for an individual teacher. The items allow schools to understand educators' global engagement levels and identify areas for additional supports to meet the teachers where they are in the moment.

### What topics are covered?

The set of survey items covers four key domains of engagement: Emotional, Social, Behavioral, and Cognitive.

- **Emotional engagement** captures teachers' positive and negative feelings about teaching (e.g., "I enjoy teaching.").
- **Social engagement** addresses how teachers are connecting with colleagues (e.g., "I enjoy working with my colleagues at this school.") and students (e.g., "I talk with my students about things other than what we are doing in class.")
- **Behavioral engagement** measures teachers' actions towards effective teaching (e.g., "I make myself available to my students outside of class time.").
- **Cognitive engagement** refers to teachers' motivation and mental engagement (e.g., "I am motivated to contribute more than what is expected of me at this school.").

### Where do the survey items come from?

Most of the items included in this brief survey were adapted from other established and/or validated surveys. The sources are listed below (in alphabetical order):

- Engaged Teachers Scale - <https://journals.sfu.ca/flr/index.php/journal/article/view/44/37>
- South Carolina Teacher Survey - <https://safesupportivelearning.ed.gov/resources/south-carolina-teacher-survey>
- Teacher Engagement Survey - <https://www.sogosurvey.com/survey-templates/school/teacher-engagement-survey/>
- U.S. Department of Education School Climate Surveys (EDSCLS)—<https://safesupportivelearning.ed.gov/edscls>

## Educator Engagement Survey

The purpose of this survey is to understand educators' levels of engagement in their work during this challenging school year. Your responses will help identify areas of strength to lift up and areas where more support is needed for educators as they continue to show up for our students and families.

Please respond to the items in this survey based on your experience teaching in the **last 30 days**.

1. What grade(s) do you teach? Select all that apply.

- |  |                                  |                                   |
|--|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Prekindergarten | <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 9  |
| <input type="checkbox"/> Kindergarten    | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 1         | <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 2         | <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 3         | <input type="checkbox"/> Grade 8 |                                   |

2. Are you teaching primarily (mark one response):

- In person, at your school, with all students attending in person and no students attending virtually
- In person, at your school, with some students attending in person and some students attending virtually
- Virtually from your school with all students attending virtually
- Virtually from your home with all students attending virtually
- Other (please specify)

### Emotional Engagement

**How strongly do you agree or disagree with the following statements? Mark one response.**

3. I enjoy teaching.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

4. I look forward to teaching.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

5. I try to help my students feel excited about learning.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

6. I feel fulfilled by teaching.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree

### Social Engagement

**How strongly do you agree or disagree with the following statements? Mark one response.**

7. I enjoy working with my colleagues at this school.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
8. People at this school care about me as a person.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
9. I feel like I belong at this school.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
10. I talk with my students about things other than what we are doing in class.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
11. I feel supported by administrators at this school.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree

### Behavioral Engagement

**How strongly do you agree or disagree with the following statements? Mark one response.**

12. I have a clear understanding of what is expected of me as a teacher.
- Strongly Disagree
  - Disagree

- Agree
  - Strongly Agree
13. I pursue professional development opportunities that I need to effectively teach my students.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
14. I make myself available to my students outside of class time.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
15. The COVID-19 pandemic negatively impacted my ability to focus on teaching.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
16. Changes due to the COVID-19 pandemic (such as the transition to virtual learning, use of masks, physical distancing) negatively impacted my ability to effectively teach academic content.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree

### Cognitive Engagement

**How strongly do you agree or disagree with the following statements? Mark one response.**

17. I am motivated to contribute more than what is expected of me at this school.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
18. I understand how students' experiences in my class can affect their feelings about learning in general.
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
19. I try my hardest to perform well while teaching.

- 
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree

## Scoring Instructions

This section summarizes AIR's recommended approach to scoring the survey items for the Educator Engagement Survey (Version 1.0). This is Version 1.0 in an iterative development process. As we learn more about the survey's use as a measurement tool, we will revise it based on feedback and reviewed data.

### Response Values

All engagement items have four response options. Each response option is assigned a numeric value; more positive responses receive higher numeric values compared with less positive responses, as specified below. Only one response is permitted per item.

Responses to items 3–14 and 17–19 should be coded as follows:

- Strongly Agree (value of 4)
- Agree (value of 3)
- Disagree (value of 2)
- Strongly Disagree (value of 1)

Responses to items 15 and 16 should be coded as follows:

- Strongly Agree (value of 1)
- Agree (value of 2)
- Disagree (value of 3)
- Strongly Disagree (value of 4)

### Identifying Which Items to Include in Each Domain

Items are grouped by domain under the appropriate headers. Items to include in each of the four domains are listed below:

- **Emotional Engagement:** items 3–6
- **Social Engagement:** items 7–11
- **Behavioral Engagement:** items 12–16
- **Cognitive Engagement:** items 17–19

### Calculating the Global and Domain Scores for Engagement

The process AIR proposes for calculating individuals' Global Engagement Scores and scores for each domain involves using item means as described next.

- **Within each domain, calculate the average numeric value for the educator's responses to the items.** For example, for Emotional Engagement, there are four items; an educator who answered *agree* (value of 3), *disagree* (value of 2), *agree* (value of 3) and *strongly agree* (value of 4) would have an Emotional Engagement domain average of 3. *Note: For any skipped item, do not include that item in the calculation.*
- **Then, average the domain averages to obtain the Global Engagement Score.** The scores will range from 1 to 4.

These items are designed to understand engagement levels in aggregate (i.e., for a group of educators), rather than as an assessment for an individual teacher. To examine engagement

levels in aggregate, average individuals' scores within areas of interest (e.g., Global Engagement, Emotional Engagement, etc.). Alternatively, review the distribution of scores across categories (e.g., XX% of scores were Higher Global Engagement). See the next section for more information about score categories.

### Categorizing Engagement Scores

Because of the low number of items for each domain and the preliminary understanding of the measurement properties of the set of items, we have proposed thresholds for “higher” and “lower” on each domain and for Global Engagement, based on the range of possible scores. These scores can be used to understand the needs of educators in aggregate and inform broader supports for the school community. We propose to flag scores only at the lowest and highest ends of the distribution because (prior to further examination of the data) information is too limited to make distinctions for scores in the middle of the distribution.

- **Higher:** Scores equal to or greater than 3.5
- **Lower:** Scores equal to or less than 1.5

“Lower” scores should then be categorized as “Lower [domain],” such as “Lower Global Engagement” or “Lower Emotional Engagement.” “Higher” scores should then be categorized as “Higher [domain],” such as “Higher Global Engagement” or “Higher Emotional Engagement.” For practical purposes, scores that are not in these categories can be labeled as “Moderate [domain],” such as “Moderate Global Engagement” or “Moderate Emotional Engagement.” As previously noted, as we learn more about the measurement properties of these items, we will release updated guidelines regarding thresholds for “lower,” “moderate,” and “higher” categories. Note that the domain categorizations are domain-specific, meaning scores can be “lower” or “higher” in one domain, but not others.