



North Dakota Student Engagement Survey Results: Part 3

Survey Results and Reports Training for District Administrators and Accountability Coordinators

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Focus

- Webinar 1: Review the statewide Student Engagement Survey data
- Webinar 2: Learn how to interpret and analyze the Student Engagement Survey results
- **Webinar 3: Recognize how this data can be used to enhance student engagement in your school**



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Perceptions

Educator perceptions:

- Active
- Following along
- Paying attention
- Listening
- Participating
- Complying
- Working collaboratively
- Behaving

Student perceptions:

- Getting good grades
- Reaching goals set by teachers
- Getting their work done
- They don't see how it applies to them



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Learning targets

- **Discover** why engaging your students is critical—behaviorally, cognitively, and emotionally
- **Gain** an understanding of how to interpret student engagement results
- **Connect** intentional use of instructional strategies and techniques to promote active student engagement



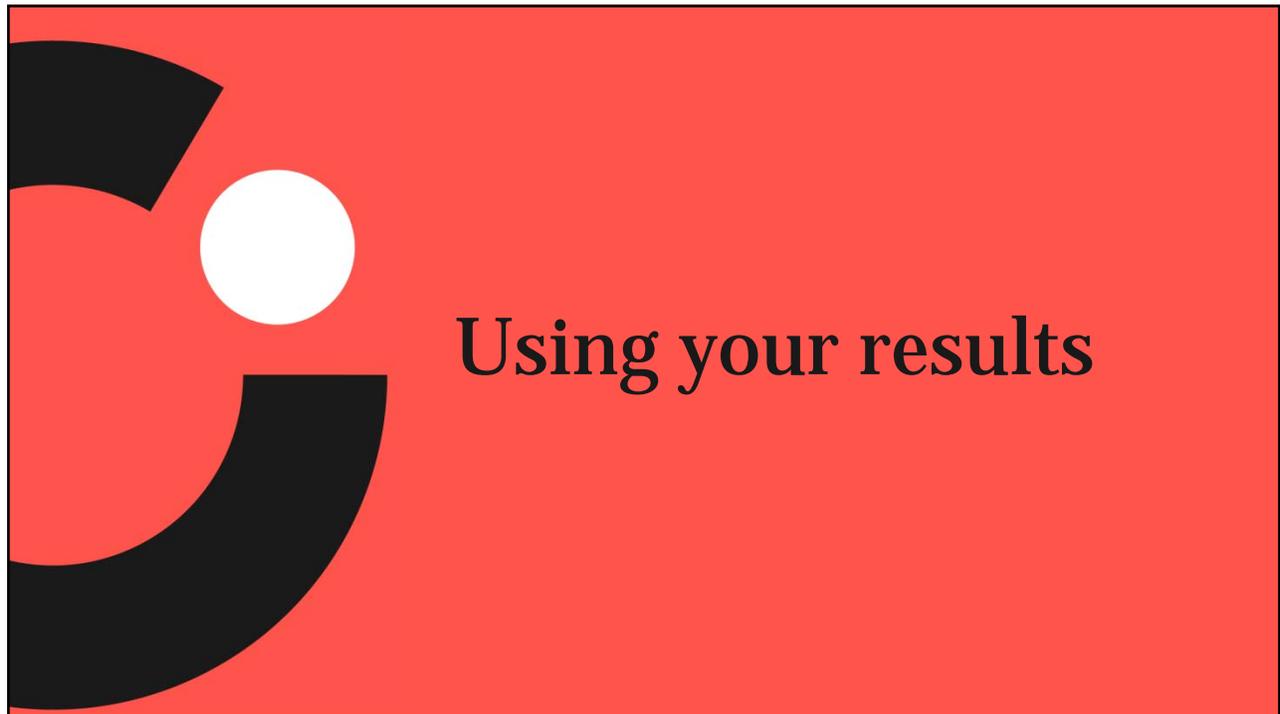
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“A lot of teachers . . . have really strong abilities to engage socially with the students, but then it’s not enough. . . . You have to go much deeper than that and actually start to engage with students around their curiosity, their interests, their habits of mind through understanding and approaching material to really be an effective teacher.”

Mary Helen Immordino-Yang, 2019



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Results are helpful to **leaders and teachers**

- Both leaders and teachers use the results!
 - Which domain needs the most attention?
 - What conclusions can be made?
- Leaders:
 - What support do teachers and students need?
 - Provide professional learning for teachers in focused areas
- Teachers:
 - Self-reflect your areas of strengths or challenges
 - Employ instructional strategies and then re-evaluate



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Relationships are key to improved engagement

Strong teacher-student relationships are associated with both short-term and long-term improvements on school measures, regardless of student backgrounds, including:

1. Higher student academic engagement
2. Chronic absenteeism
3. Grades
4. Fewer disruptive behaviors and suspensions
5. Lower school dropout rates

Added bonus: Teachers benefit. The teacher's relationship with students was the best predictor of how much the teacher experienced joy versus anxiety in class (Sparks, 2019).



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Instructional strategies

No student checks out

- Debate-team Carousel
- Jigsaw
- Chalkboard Splash
- Strategies that involve movement/change

Virtual setting

- Blogs/Discussion boards/Flipgrid
- Mentimeter
- Stop every 3–5 slides or minutes – student response



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Instructional strategies cont'd

- Graphic organizers
- Notetaking skills
- Debate-team Carousel
- Jigsaw
- Chalkboard Splash
- Lesson Opening/Closure
 - Learning targets
 - Anticipatory guides
 - IQ cards



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Instructional practices

- Create team-building/collaborative structures
- Be interested in and get to know the learner deeply
- Support student learning with positive formative feedback
- Build trust between teacher and student
- Build trust between students and among them



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“ You could be the most brilliant, informed person on earth, but if your class is in a state of boredom, your teaching isn’t making an impact.”

Unknown



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Improvement plans

- System wide requirements
 - Data driven (student achievement, growth, graduation rate, career readiness)
 - SES data can support as one of the indicators for monitoring performance – increased engagement can positively affect:
 - Learning recovery
 - Marked improvement and growth
 - Chronic absenteeism
- School implementation



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Contact Us

- If you need technical support regarding accessing your survey results, please contact Cognia Client Care at 888.413.3669 or clientcare@cognia.org
- For questions about the survey and its use in school accountability or policy questions, contact Joe Kolosky at NDDPI at jkolosky@nd.gov



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Resources

- Himmele, P. & Himmele W. (2017). Total Participation Techniques-Making Every Student as Active Learner, 2nd Edition
- Marzano (2001). Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement
- Kagan, S. & Kagan, M. (2015) Kagan Cooperative Learning
- Marshall, Kim. "A How-to Plan for Widening the Gap." *Phi Delta Kappan*. May 2009: Volume 90, issue 9. Page(s): 650-655
- Dary, T., Pickeral, T., Shumer, R., & Williams, A. (2016). *Weaving student engagement into the core practices of schools: A National Dropout Prevention Center/Network position paper*. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from www.dropoutprevention.org/resources/major-research-reports/student-engagement/student-engagement-2016-09.pdf
- Sparks, S. (2019, March 21). Why teacher-student relationships matter: New findings shed light on best approaches. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2019/03/13/why-teacher-student-relationships-matter.html?cmp=eml-enl-eu-news2&M=58780808&U=1301756&UID=cd552309df47d734b197ab1649df3869>



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