

How to Use the SEI to Increase Student Engagement

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**CHECK &
CONNECT**

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SEI Overview

- Student self-report survey
- Development based on the Check & Connect model of engagement
 - Academic
 - Behavioral
 - Affective
 - Cognitive

SEI Validation

- SEI- validated for students in 6th-12th grade
 - Appleton, J.J., Christenson, S.L., Kim, D., & Reschly, A. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology, 44*, 427-445.
- SEI-Elementary
 - Carter, C. P., Reschly, A. L., Lovelace, M. D., Appleton, J. J., & Thompson, D. (2012). Measuring student engagement among elementary students: Pilot of the student engagement instrument--elementary version. *School Psychology Quarterly, 27*(2), 61-73.

SEI Affective Engagement Measures

SEI (6th- 12th)

- Affective Engagement
 - Teacher-student relationships (TSR)
 - Peer support at school (PSS)
 - Family support for learning (FSL)

SEI-Elementary (3rd- 5th)

- Affective Engagement
 - Teacher-student relationships (TSR)
 - Peer support for learning (PSL)
 - Family support for learning (FSL)

SEI Cognitive Engagement Measures

SEI (6th-12th)

- Cognitive Engagement
 - Control and Relevance of School Work (CRSW)
 - Future Aspirations and Goals (FGA)
 - Intrinsic Motivation (IM)

SEI-Elementary (3rd-5th)

- Cognitive Engagement
 - Future Goals and Aspirations (FGA)

SEI Administration

- Standardized administration
 - Script provided
 - Individual items are read to student(s)
- Can be administered paper/pencil or in an online survey format
 - Online application in development

SEI Administration

Student Engagement Instrument

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ✓ ✗ ○ ●

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My family/guardian(s) are there for me when I need them.	①	②	③	④
2. After finishing my schoolwork I check it over to see if it's correct.	①	②	③	④
3. My teachers are there for me when I need them.	①	②	③	④
4. Other students here like me the way I am.	①	②	③	④
5. Adults at my school listen to the students.	①	②	③	④
6. Other students at school care about me.	①	②	③	④
7. Students at my school are there for me when I need them.	①	②	③	④
8. My education will create many future opportunities for me.	①	②	③	④

SEI Administration

■ ■
■ ■

Student Number									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Elementary Student Engagement Instrument

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Your honest answers to this questionnaire will be important for understanding what you think of your school and how to keep improving it. Your answers will be confidential - that means nobody at your school will see what you put for any of the below items. School staff will only see information for groups of items or students.

Please use a pencil. Write your "Student Number" in the "Student Number" boxes provided on this form, and then darken the circles corresponding to each digit of your Student Number.

Do not begin marking your answers until your teacher starts reading the items aloud.

	STRONGLY <u>AGREE</u>	AGREE	IN THE <u>MIDDLE</u>	DISAGREE	STRONGLY <u>DISAGREE</u>
1. My family/guardian(s) are there for me when I need them.	5	4	3	2	1
2. If I don't do well in school it's because I'm not smart.	5	4	3	2	1
3. My teachers are there for me when I need them.	5	4	3	2	1
4. Other students here like me the way I am.	5	4	3	2	1
5. Adults at my school listen to the students.	5	4	3	2	1
6. Other students care about me.	5	4	3	2	1
7. Students at my school are there for me when I need them.	5	4	3	2	1
8. My education will create many chances for me to reach my future goals.	5	4	3	2	1

Individual Items on the SEI

- Student Engagement Instrument (SEI)
- Elementary Student Engagement Instrument (SEI-E)



SEI Scoring (6th-12th)

Scoring Procedures

Within each clear box, write the number that corresponds with the rating identified by the student.
Use either five or four options depending on the version of the SEI Scale you are using.

5-point scale: Strongly Disagree (1), Disagree (2), Neither Agree Nor Disagree (3), Agree (4), Strongly Agree (5)
4-point scale: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)

Item	TSR	PSS	FSL	CRSW	FG	IM*
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
Total						

*Intrinsic Motivation (IM) is the only domain where the item responses are reversed.

Student responses should be re-coded as follows before entering the value in the clear box:

5-point scale:
Strongly Agree (5) = 1
Agree (4) = 2
Disagree (2) = 4
Strongly Disagree (1) = 5

4-point scale:
Strongly Agree (4) = 1
Agree (3) = 2
Disagree (2) = 3
Strongly Disagree (1) = 4

Write each column total in the box next to the column title.
Then divide by the number of items answered¹ to calculate a column average.

AFFECTIVE (PSYCHOLOGICAL) ENGAGEMENT:

Teacher-Student Relationships (TSR) / 9 (or 8 or 7 if fewer answered)

Peer Support at School (PSS) / 6 (or 5 if fewer answered)

Family Support for Learning (FSL) / 4 (or 3 if fewer answered)

COGNITIVE ENGAGEMENT:

Control and Relevance of School Work (CRSW) / 9 (or 8 or 7 if fewer answered)

Future Aspirations and Goals (FG) / 5 (or 4 if fewer answered)

Intrinsic Motivation (IM) / 2

SEI Total (SEI_Tot) / 35 (use number answered)

Affective Cognitive

SEI Scoring (3rd - 5th)

Scoring Procedures

Within each clear box, write the number that corresponds with the rating identified by the student.
5-point scale: Strongly Disagree (1), Disagree (2), In the middle (3), Agree (4), Strongly Agree (5)

Item	TSR	PSL	FSL	FGA	IM*	BEH	DISS	Notes
1								*Intrinsic motivation (IM) items #17 and #30 need to be reversed in value.
2								
3								
4								
5								<i>Student responses for items 17 and 30, should be recoded as follows before entering the value in the clear box:</i> Strongly agree (5) = 1 Agree (4) = 2 In the middle (3) = 3 Disagree (2) = 4 Strongly disagree (1) = 5
6								
7								
8								
9								
10								
11								Affective Engagement: TSR = teacher student relationship; PSL = peer support for learning; FSL = Family support for learning.
12								
13								
14								Cognitive Engagement: FGA = Future aspiration and goals; IM = intrinsic motivation
15								
16								
17								Additional domains: • BEH= Behavioral Engagement • DISS= Disaffection
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31a								
31b								
31c								
Domain	TSR	PSL	FSL	FGA	IM	BEH	DISS	
Total								

Write each column total in the box next to the column title, then divide by the number of items answered² to calculate a column average.

AFFECTIVE (PSYCHOLOGICAL) ENGAGEMENT

Teacher-Student Relationship (TSR) / 9 (or 8 or 7 if fewer answered)

Peer Support for Learning (PSL) / 6 (or 5 if fewer answered)

Family Support for Learning (FSL) / 3 (or 2 if fewer answered)

COGNITIVE ENGAGEMENT:

Future Goals and Aspirations (FGA) / 5 (or 4 if fewer answered)

Intrinsic Motivation (IM) / 2 (or 1 if fewer answered)

SEI TOTAL

/ 26 (use number answered)

SEI Results and Interpretation

- School/district-wide administration/interpretation
 - Develop local norms
 - Obtain percentile rank based on local norms
 - Identify lowest 10% of students
- Individual student administration/interpretation
 - Percentile rank for total scores and individual domains
 - Track changes in percentile rank from fall to

Understanding SEI Scores

- Scores at or below the 10% percentile are most significant indicators of low student engagement
- General groupings
 - Low engagement: 1st percentile- 25th percentile
 - Middle/average engagement: 25th percentile – 75th percentile
 - High engagement: 75th percentile – 99th percentile

Understanding SEI Scores

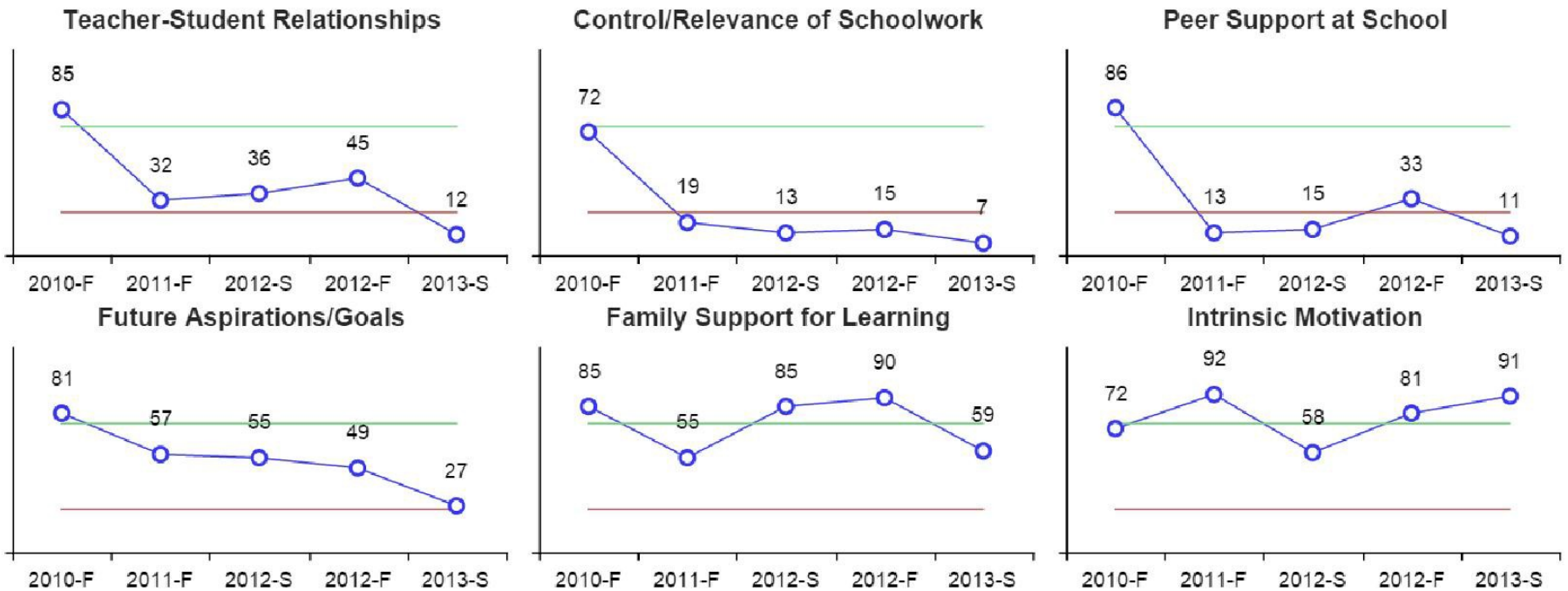
- Use SEI subscale percentile ranks to inform interventions with students:
 - Affective Engagement
 - Teacher-Student Relationships: 32
 - **Peer Support at School: 13**
 - Family Support for Learning: 55
 - Cognitive Engagement
 - **Control-Relevance of School Work: 19**
 - Future Goals and Aspirations: 57
 - **Intrinsic Motivation: 92**
- Also use information about:
 - Academic achievement
 - Discipline
 - Attendance
 - Personal observation

Increasing Student Engagement

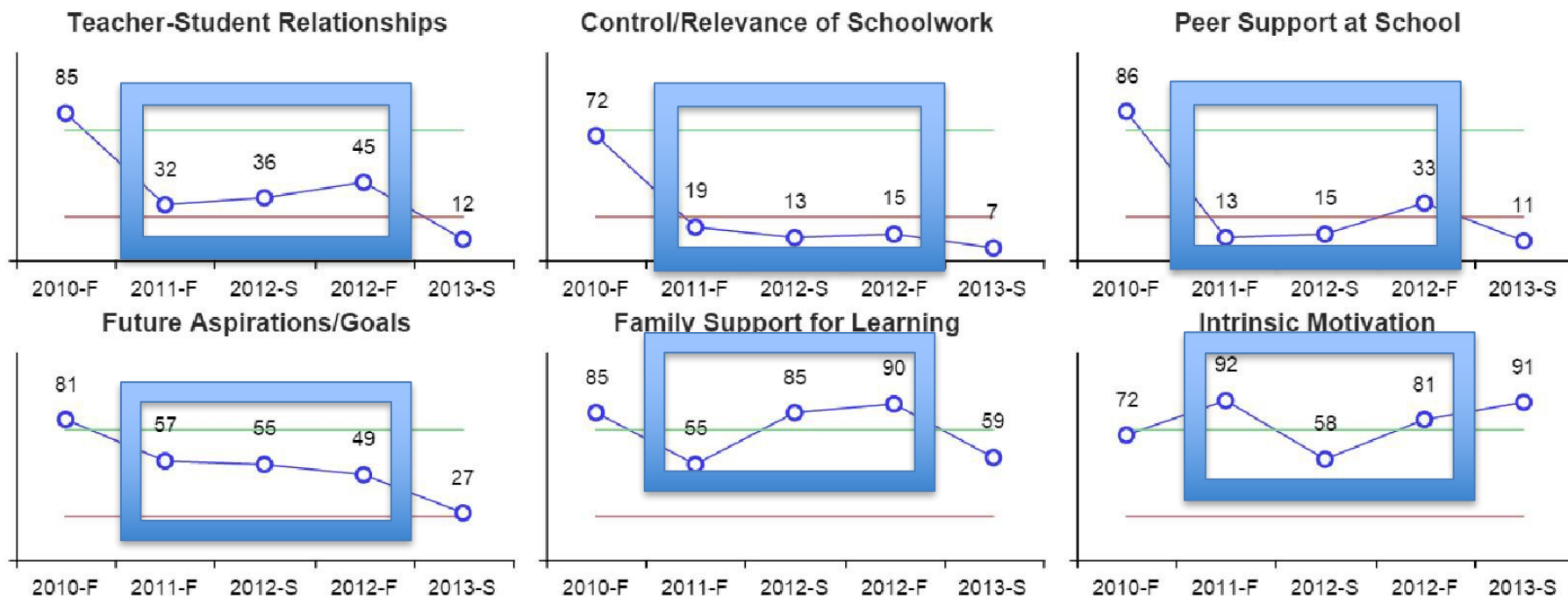
- Review student engagement handout
- What would you do as a Check & Connect mentor?



Percentile Ranks Over Time



Percentile Ranks Over Time (Fall 2011-Fall 2012)



Understanding Changes in SEI Scores

- Affective Engagement
 - Teacher-Student Relationships: 32-36-45
 - **Peer Support at School: 13-15-33**
 - **Family Support for Learning: 55-85-90**
- Cognitive Engagement
 - Control-Relevance of School Work: 19-13-15
 - Future Goals and Aspirations: 57-55-49
 - Intrinsic Motivation: 92-58-81

Next Steps

- Read more about the SEI:
<http://checkandconnect.umn.edu/research/engagement.html>
- Register to gain access to the SEI and supporting documents:
http://checkandconnect.umn.edu/research/sei_register.html
- Stay tuned for the launch of the SEI App!