Teacher Engagement
A Model that Works

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Teacher Engagement

▸ What is Engagement?

▸ Can we measure Engagement?

▸ The Job Demands-Resources (JD-R) Model

▸ How can I apply this?

▸ Taking it further:
  ▸ Job Crafting

▸

What is Engagement?

Work Engagement

▸ ***Engagement*** is a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behavior.

Components of Engagement

▸ ***Vigor*** – high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties.

▸ ***Dedication*** – being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge.

▸ ***Absorption*** – being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work.

Schaufeli and Bakker (2003)

Measuring Engagement

Gallup Survey

▸ **Q12 employee engagement instrument**

  ▸ Instrument reflects over 30 years of qualitative and quantitative research.

  ▸ Applicable to a broad range of professions.

  ▸ Twelve items rated on a scale from 1 (extremely dissatisfied) to 5 (extremely satisfied).

  ▸ Actionable issues for management.

  ▸ Hierarchical Order:

    ▸ Definition of job expectations is a basic need.

    ▸ Being provided with opportunities to improve/learn is at a high level.

Harter, J., Schmidt, F., Killham, E., & Asplund, J. (2006)

Utrecht Work Engagement Scale

- Introduced in 1999.

- Based upon a three factor model: vigor, dedication and absorption.

- Applicable to a broad range of professions.

- 17 items rated on a scale from 0 (never) to 6 (every day).

- Available in eleven languages.

- Is free for use for non-commercial scientific research.

Schaufeli, W. & Bakker, A. (2003)

	Almost never	Rarely	Sometimes	Often	Very often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

1. _____ At my work, I feel bursting with energy* *(VI1)*

2. _____ I find the work that I do full of meaning and purpose *(DE1)*

3. _____ Time flies when I'm working *(AB1)*

4. _____ At my job, I feel strong and vigorous *(VI2)**

5. _____ I am enthusiastic about my job (*DE2)**

6. _____ When I am working, I forget everything else around me *(AB2)*

7. _____ My job inspires me *(DE3)**

8. _____ When I get up in the morning, I feel like going to work *(VI3)**

9. _____ I feel happy when I am working intensely *(AB3)**

10. _____ I am proud on the work that I do *(DE4)**

11. _____ I am immersed in my work *(AB4)**

12. _____ I can continue working for very long periods at a time *(VI4)*

13. _____ To me, my job is challenging *(DE5)*

14. _____ I get carried away when I'm working *(AB5)**

15. _____ At my job, I am very resilient, mentally *(VI5)*

16. _____ It is difficult to detach myself from my job *(AB6)*

17. _____ At my work I always persevere, even when things do not go well *(VI6)*

# Norm Scores for UWES – 17 (N = 2,313)

	Vigor	Dedication	Absorption	Total Score
Very Low	≤ 2.17	≤ 1.60	≤ 1.60	≤ 1.93
Low	2.18 – 3.20	1.61 – 3.00	1.61 – 2.75	1.94 – 3.06
Average	3.21 – 4.80	3.01 – 4.90	2.76 – 4.40	3.07 – 4.66
High	4.81 – 5.60	4.91 – 5.79	4.41 – 5.35	4.67 – 5.53
Very High	≥ 5.61	≥ 5.80	≥ 5.36	≥ 5.54
M	3.99	3.81	3.56	3.82
SD	1.08	1.31	1.10	1.10
SE	.01	.01	.01	.01
Range	.00 – 6.00	.00 – 6.00	.00 – 6.00	.00 – 6.00

http://www.beanmanaged.com/doc/pdf/arnoldbakker/articles/articles_arnold_bakker_87.pdf

Job Demands-Resources (JD-R) Model

Work Engagement Framework
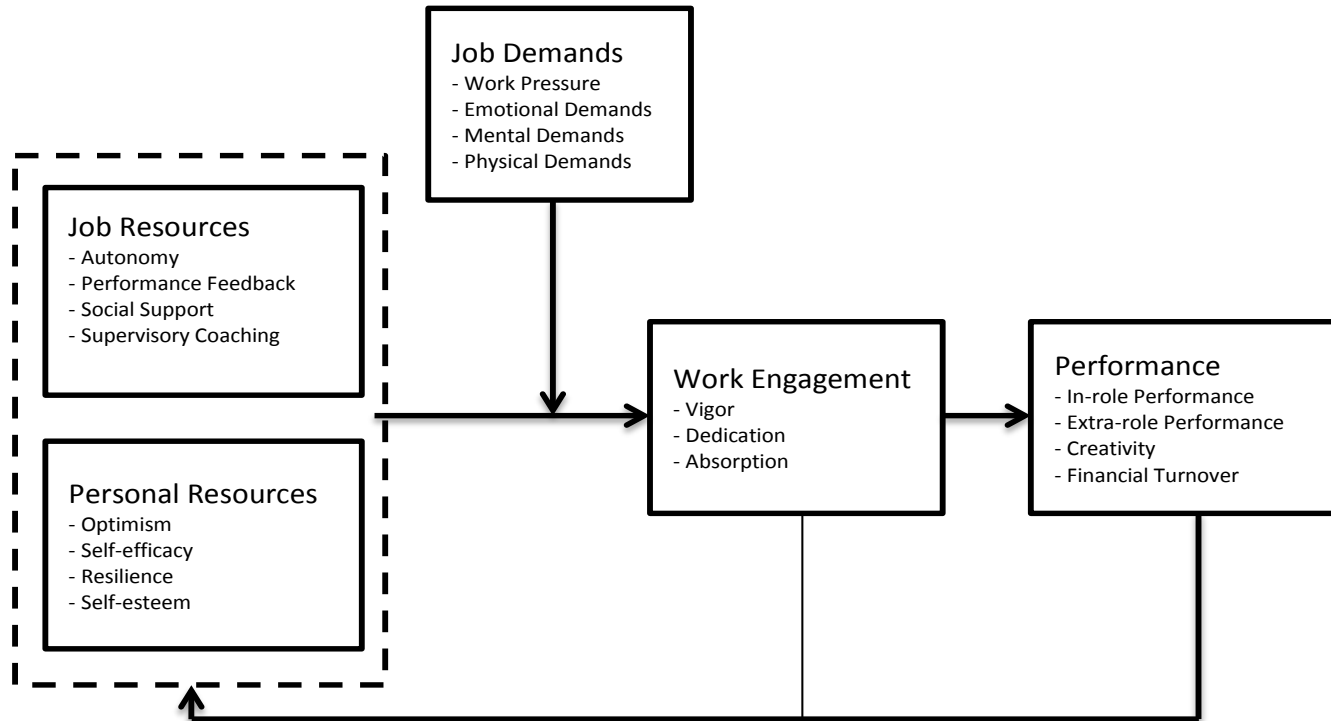
The JD-R model of work engagement (Source: Bakker & Demerouti, 2008)

Components of the JD-R Model

▸ *Job Demands* refer to those physical, social, or organizational aspects of the job that require sustained physical and/or psychological effort and are therefore associated with certain physiological and/or psychological costs.

▸ *Job Resources* refer to those physical, social, or organizational aspects of the job that may: reduce job demands and the associated physiological costs; be functional in achieving work goals; and stimulate personal growth, learning, and development.

▸ *Personal Resources* refer to positive self-evaluations that are linked to resiliency and refer to individuals' sense of their ability to control and impact upon their environment successfully.

Xanthopoulou, et. al (2007)

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Application

Scenario Questions

- How engaged is this person? What evidence is in their Performance?

- Would you/could you make any changes to their Job Demands? What do you hope to accomplish?

- Would you make any changes/additions to their Resources? What do you hope to accomplish?

Elementary Teacher Scenario

▸ Mrs. Smith has been with the district for 28 years. Although, over the years she has taught many grades, she has been teaching fifth grade for the last five years. This year she has 18 students in her class. Although she has had some professional development to integrate technology into her daily teaching routine, she prefers to use the chalk board and paper and pencil activities. She has drawers full of activities she has collected over her many years of teaching and dives into her self-made tool box every day. Students and parents appreciate her warmth and caring. Nothing seems to ruffle her feathers. She's seen it all. Although she faithfully attends faculty meetings, prepared and on-time, she only participates actively when asked and never volunteers for a project or to support a newer teacher.

Middle School Scenario

‣   Mr. Doe has been a middle school science teacher for 5 years. This is his first year working in your district. He said he left the last district because the classes were large, children were unruly, he didn't have enough supplies to go around and he received no support from his principal. Now he is assigned to teach six classes a day. Because he is new, he was assigned a mentor who is another science teacher working in the district for the past 10 years. He and the mentor meet over lunch most days because they have the same lunch period and really hit it off. He has taken the initiative to observe and then co-teach with another science teacher several times. He has invited his department chair into his class to observe his teaching and has asked for and received constructive feedback. The students appear to be engaged in his class as they pay attention to him when he is teaching and actively participate in class.

High School Scenario

▸ Miss Jones is an English Language Arts Teacher. She has been teaching for 8 years and this is her 2nd year with your district. She has won an award for her creative writing and will tell you that she just loves having the opportunity to be involved with her craft every day. Last year she started a club that created a school-wide diversity awareness project. It included performance, artistic creations and creative writing. Students flock to her. However, she is not really interested in the student who wants to be a part of the group but has little innate talent. She expects unending time commitments from students. She has one friend on the faculty. Everyone else keeps their distance. At faculty meetings she makes sure she gets time to talk about her projects but never wants anyone else to be involved.

Psychologist Scenario

▸ Dr. Shrink has been a school psychologist for 20 years. He is able to support the students in amazing ways. For example, the other day one of the students heard her grandparent died while she was at school. Dr. Shrink was able to help the student better understand and deal with the sad feelings she was experiencing. When Dr. Shrink is assigned an assessment he is able to make the student feel comfortable and clearly gets the best performance out of them. His reports are clear, comprehensive and insightful. Unfortunately, Dr. Shrink takes a lot of sick time (he uses whatever he has), frequently arrives at work a few minutes late and is out the door at the strike of three. If a teacher asks for his help with a student, his first response is always, "I'm really overwhelmed. I don't know when I can get to it." In a minor crisis he always says he can't adjust his schedule so the administrator has to get involved and demand it. Once he approaches the crisis he can be counted on to do the right thing.

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Technology Scenario

▸ Tim the Technology person is a real nerd. He is so into technology. Tim has worked in the field of technology for about 6 years but has only been working in a school for 2. He is aware of all the latest advances because he takes his own time to research, try out and become familiar with new devices, programs and applications. He seems like he can fix anything. If you're having a tech problem, Tim is your guy. If he doesn't know what to do, he will find out. Sometimes in his enthusiasm he gets staff members so excited about some new application or development that they think the school is going to get it. Then they are disappointed when it doesn't happen. Every now and then we can't find him. We search high and low but no Tim. One of the custodians says he leaves the building sometimes.

Nurse Scenario

▸ Nurse Nightingale, an RN, has been a school nurse for 15 years. She has worked in the high school the whole time. She arrives at school a half hour early every day so she can be ready for the arrival of students. She keeps up to date on issues affecting the health office by accessing the School Health Services website. The student body has 1500 students. There are over 100 visits to the health office daily. She asked for a bulletin board outside her office which the Principal agreed to. She posts current information of importance to high school students in an attractive eye-catching way. She also occasionally sends out a group email to the faculty with pertinent health related news/ information. Last week the Principal had to intervene when she refused to allow a student who had a recent concussion return to play basketball before consulting with the District Medical Director. The parents were angry and the coach said she isn't a team player.

▸ (P.S.—She didn't get invited to the Holiday Party. They forgot about her.)

Take-Aways

▸ Engagement isn't all or none.

▸ The Work Engagement Framework can be applied to all members of the school community.

▸ The model provides a structure for our approach to supporting teachers whether they are engaged or not.

Taking it further

Job Crafting

- The physical and cognitive changes individuals make in their task or relational boundaries.
    - Physical changes: changes in the form, scope or number of job tasks.
    - Cognitive changes: changing how one sees the sees the job.
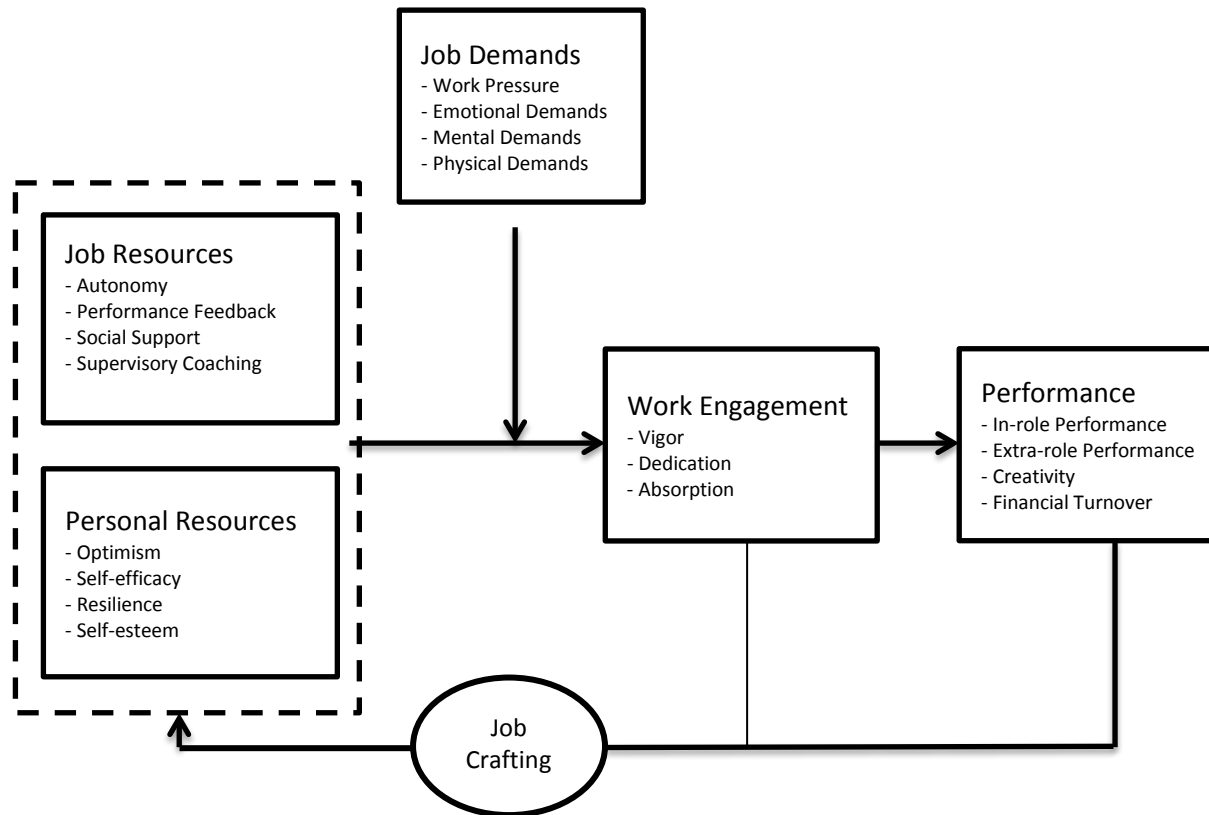
Demerouti, E., Bakker, A. & Halbesleben, J. (2015)

Job Crafting

▸ Two concepts have evolved:

• *Cognitive Model*: Focuses on the meaning of work. How you think about your work. Do you focus on the positive aspects of your job?

• *Behavioral Model*: Looks at how workers align their work tasks with their own preferences and motives. This is an extension of the JD-R Model.

Job Crafting Model

Based on The JD-R Model of Work Engagement (Bakker & Demerouti, 2008)

Effects of Job Crafting

For the Worker

- Increased autonomy
- Increased feelings of self-efficacy and self-esteem
- Decreased pressure and stress
- More utilization of perceived personal strengths

For the Co-Worker

- Decrease in autonomy
- Increased stress
- Negative feelings about the job and co-worker
- Decreased self-esteem

Resources

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