

## Student & Teacher Feedback Protocol

### Overview

- **Objective:** Understand how students and their teachers interpret survey items developed to capture their engagement in math
- **Time Required:** 60 minutes in Fall 2023
- **Facilitators:** At least two facilitators are needed.
- **Structure:** Semi-structured interview
- **Participants:** Students or math teachers
- **Incentives:** \$50 gift card
- **Supplies:** Audio recorder and device that can connect to the Internet
- **Location:** In-person and/or virtual

### Prior to the Interview

- For student participants, obtain parental consent and student assent forms.
- For teacher participants, obtain consent forms.
- Share information with participants about when and where the interview will be occurring.

### Introduction

**Welcome.** Hello, my name is [SAY NAME] and I am [INSERT RELEVANT POSITION]. [Introduce other staff who are present.] Child Trends, Search Institute, and McREL International, which are non-profit education research organizations, are partnering to understand your experiences in math. This interview is part of a research study. The purpose of this research is to better support Black and Latino students' engagement in math. We think the best way to do that is to listen and learn from the experiences of individuals, like yourselves. Our conversation today will last about 60 minutes.

**Informed assent.** Participation in today's conversation is voluntary. This means that you do not have to do it and can quit at any time. Perspectives and experiences that you share today will be kept confidential. This means we will not tell anyone outside of the researchers on this study what was said in the interview, and we will not use your names in the written report for this study. You will not benefit personally from participating in the interview. You may feel uncomfortable answering certain questions, but you may skip or refuse to answer any questions you are not comfortable answering or leave the interview at any time. If you would like to leave the interview, please let me know. Your decision to participate will not have an impact on your experiences in school. You can skip any question you do not want to answer. We would like to record the conversation today for our records.

Are you willing to be recorded?

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Learn more about the Adapted Measure of Math Engagement at <https://www.childtrends.org/project/adapted-measure-of-math-engagement>.

## *Adapted Measure of Math Engagement*

*If the participant is not willing to be recorded, ask if they would be willing to proceed with the interview without recording it. Instead, the facilitator will take notes during the discussion. If this option is acceptable, document how the interview was processed on your notes.*

Do you have any questions?

*If the participant agreed to be recorded, say the following:* Since you have agreed to be recorded, I will need you to provide your consent verbally when I turn on the recording.

*Turn on record and ask the following:* Do you agree to participate in this interview as I have described it to you, including agreeing to be recorded?

*The participant should say “yes” into the recording. Thank the participant and continue with the interview.*

### **Ice Breaker**

Use one of the two sets of questions detailed below based on participant type.

#### **For Students**

Let's start by getting to know each other. Feel free to share only to the extent you feel comfortable.

1. What made-up name would you like us to use when talking to you during this interview?
2. What are your preferred pronouns?
3. What grade are you in?
4. How do you identify in terms of gender?
5. How do you identify in terms of race/ethnicity?
6. Do you like math?

#### **For Teachers**

Let's start by getting to know each other. Feel free to share only to the extent you feel comfortable.

1. What made-up name would you like us to use when talking to you during this interview?
2. What are your preferred pronouns?
3. What grade do you teach?
4. How long have you been teaching?
5. How do you identify in terms of gender?
6. How do you identify in terms of race/ethnicity?
7. Why did you become a math teacher?

## Interview Questions

I want us to discuss the survey that we developed to capture your experiences in your math class and gain your feedback on it. I have some sample questions for you to try out. We're interested in how you get your answer more than what your actual answer is. So, for example, we want to know what you're thinking about when you hear the question, what pictures you see in your head, what examples you think of in your mind, and what the words mean to you.

As we go through each question, I'll ask you to read the question and think aloud about each question. I'll also ask you to identify any words that are difficult. Your feedback will help make sure these survey questions make sense to other students.

Let's start with an example. *Demonstrate reading the first question and thinking aloud about it.* Any questions?

*Once the participant's questions have been answered, proceed through the list of survey questions. Ask participants to read each question and think aloud. Encourage participants to identify any difficult words. Cover as many questions as possible.*

Great! Let's start:

Now that we have covered all the questions, we would like to know what you think about the survey. *Ask one of the following based on role:*

- [Students] Thinking about who you are and your experiences in math classes, what is something that is a big part of your experience but that we haven't asked about?
- [Teachers] Thinking about who your students and their experiences in math classes, what is something that is a big part of their experience but that we haven't asked about?

## Conclusion

Thank you for your participation today. If you have any questions, concerns, or additional information you would like to share, email Samantha Holquist at [sholquist@childtrends.org](mailto:sholquist@childtrends.org). Her name and contact information also are included on your consent form. *Stop recording. Hand out gift card.*

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## Probes for Questions

### Think Aloud Probes

- In your own words, what do you think this question is asking?
- [Students] In your own words, how does this question help teachers understand your experiences in math class?

### *Adapted Measure of Math Engagement*

- [Teachers] In your own words, how does this question help you understand students' math engagement?

#### **Understanding Probes**

- Can you repeat the question I just asked in your own words?
- Was there anything confusing about this question?
  - How would you rewrite this question to make it easier to understand?
  - Would this question be easier to understand if it was phrased this way instead: <insert question>?
- What does the word <term> mean to you as it is used in the question?
  - How would you change <term> to make it easier to understand?

#### **Retrieval Probes**

- Before I asked you about <topic of question>, how much had you thought about it?
- You said <response option selected>. How sure are you of that?

#### **Judgment Probes**

- How comfortable did you feel answering this question?
- Did this question feel awkward?
- Did this question feel inappropriate?
- How well does this question apply to you?
- Is your answer always the same or would it vary?