

Teacher Interview Protocol Fall 2024

Overview

- **Objective:** Understand how classroom climate and identity impact Black and Latino student math engagement
- **Time Required:** 30 minutes
- **Facilitators:** At least two facilitators are needed.
- **Structure:** Semi-structured interview
- **Participants:** Math teachers
- **Incentives:** \$50 e-gift card
- **Supplies:** Audio recorder and device that can connect to the Internet
- **Location:** on Zoom

Prior to the Interview

- Obtain consent forms from participants.
- Share information with participants about when and where the interview will be occurring.

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 Black and Latino students' engagement in math. This interview is a part of a research study. The purpose of this research is to develop culturally sustaining practices and tools 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 30 minutes.

Informed consent. Participation in today's conversation is completely voluntary. Perspectives and experiences that you share today will be kept confidential, meaning we will not share your responses with anyone outside of the researchers on this study, 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 stop the interview, please let me know. We would like to record the conversation today for our records.

Are you willing to be recorded?

If the participant is not willing to be recorded, ask if they would be willing to proceed with

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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

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

Let's start by getting to know each other. Please share your made-up name, your preferred pronouns, the grade you teach, and one sentence about something that you enjoy learning about either inside or outside of school.

Classroom Climate Questions (10 minutes total)

As I shared in the introduction, we are conducting this interview to better understand Black and Latino students' engagement in math. For the next 30 minutes, we will be asking some questions about your classroom and your perceptions of Black and Latino students' engagement in your math classes. Let's get started!

1. How would you describe the environment of your classroom?
Follow up prompts: What are the norms of your classroom? How do you establish these norms? Do you think students understand the norms of your classroom?
2. What activities or tools do you use to support your students learning?
Follow up prompt: Which activities or tools do you see students use?
Follow up prompt: Which activities or tools do students like best?
3. What strategies do you use to help students feel supported in math?
Follow up prompt: How do you create a culture where students feel supported and safe to make mistakes?
Follow up prompt: Do your strategies look different for Black and Latino students?
4. What strategies do you use to help students stay engaged in math?
Follow up prompt: How do you motivate a student who may be struggling with math?
Follow up prompt: Do your strategies look different for Black and Latino students?

Identity Questions (10 minutes total)

Now that we know more about the strategies you use to support students learning and stay engaged in math class, we want to talk about how students' identities might affect their math class experience. Identity is something that defines your experience, and it can be something external that's easily visible, or something internal or less visible to others.

5. What identities do you think students think about most often when they are in their math class?
6. In what ways do you think students' identities impact their experiences in math class?
7. How do you vary your teaching methods to meet the needs of diverse learners in your math class?
8. How do you ensure that students of different identities feel capable and supported in math?

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. Her name and contact information also are included on your consent form. *Stop recording. Alert Jennifer gift card.*