

IRB #: IRB-FY15-16-90

Title: Teachers with Expertise in Data Use: How Do They Engage in Data Driven Decision making from Student Performance Data to Influence Instruction?

(credit to Dr. Helenrose Fives and Dr. Nicole Barnes)

Creation Date: 11-20-2015

Status: Unsubmitted

Principal Investigator: Ida PI

Personnel

Applicant Status

Please click one below.

☒ Faculty

☐ Staff

☐ Adjunct

☐ Student

Applicant: Faculty or Staff or Adjunct Faculty

Please provide the Principal Investigator and the Primary Contact of this study/activity.

Principal Investigator

- *If you are the PI, your name should have already auto-filled.*
- *If another faculty or staff will be PI, delete your name and find the PI's name below.*

Primary Contact

- *This can be the same individual as the listed PI.*

- *Select another individual as your primary contact if that individual will be managing the IRB submission process on your behalf.*

Please note: If you cannot find a person in a people finder, please contact the IRB Office immediately.

Principal Investigator

Provide the name of the Principal Investigator of this study/activity. For Student Submissions, include your Faculty Sponsor's name here. and list yourself below as "Primary Contact".)

Name: Ida PI

Organization: Kinesiology

Address: 424 Cayuse Ave , Portland, OR 90210-0004

Phone: 503-297-9043

Primary Contact

Provide the name of the Primary Contact of this study/activity.

Name: Ida PI

Organization: Kinesiology

Address: 424 Cayuse Ave , Portland, OR 90210-0004

Phone: 503-297-9043

Co-Principal Investigator(s)

Provide the name(s) of Co-Principal Investigator(s) of this study.

Name: Frank Faculty

Organization: Anatomy

Address: 2525 SW 1st Ave Suite 201, Portland, OR 97201-4762

Phone: 503-297-9043

Key Research Team Member(s)

Provide the name(s) of other key Research Team Member(s) for this study.

Name: Irene Investigator

Organization: Anatomy

Address: 2525 SW 1st Ave Suite 201, Portland, OR 97201-4762

Phone: 503-297-9043

Roles of research team members

Please describe the roles of each research team member.

For example:

Susan Day - Study Lead

Bill Jones - Recruiter and Data Collection

Eddie Smith - Consenting and Data Analysis

Ida PI- All aspects of research. Frank Faculty- all aspects of research Irene Investigator- data analysis, data collection, data organization, communication with participants (scheduling), writing, delivering compensation

Are all the research team members affiliated with MSU?

☒ Yes

No, some research team member(s) are not affiliated with MSU.

What type of activity is this submission for?

☒ Research Study

Is this a multi-institutional study?

Yes

☒ No

Has this study been previously approved by MSU or another IRB?

Yes, by MSU's IRB.

Yes, by another IRB.

☒ No

Activities Without a Plan to Conduct Research (Case Study, Secondary Data Analysis of publicly available data-sets, or Quality Improvement project) requiring Human Subjects Research determination.

Study Dates

Please enter the anticipated study dates. These can be estimates and are not binding.

Start Date

Please provide the date for when the study will begin.

02/01/2014

End Date

Please provide the date for when the study will end.

02/01/2015

Study Sites

Please check all sites where the study will take place.

☒ MSU Campus sites

Please provide building name(s) and location(s) where the study will take place on campus.

MSUNER

☒ Off Campus sites

Check all that apply

Public Places - i.e. library, coffee shop, public park, etc.

☒ Private Places - i.e. schools, institutions, clinics, etc.

Please list the name of each location.

You will need permission via a Site Approval Letter for each individual site.

Teachers' Schools- approval pending

Attach Site Approval Letters

Please use our [template for Site Approval letters](#) so your permission will contain all the required information.

Online

Study being conducting via Skype or another telecommunications application software product.

CITI Training

Have all MSU personnel on this study completed human subjects training through CITI?

☒ Yes

☐ No

Child Abuse and Neglect Reporting Requirements [NJ Statute 9:6-8:10]

This NJ Statute requires any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report the same immediately to the Division of Youth and Family Services by telephone or otherwise.

For specific information on reporting please visit
<http://www.nj.gov/dcf/reporting/how/index.html>.

Will the research team comply with this statute and any other relevant state statutes on child abuse reporting?

☒ Yes

☐ No

☐ N/A

Adverse Events

XII. Report of Injury, Adverse Events, and/or Unanticipated Problems

A. Injury or unanticipated problem involving risks to subjects or others Investigators must report to the IRB, within 3 days of its occurrence, any injury or unanticipated problem involving risks to subjects or others as a consequence of the research project. By definition, an adverse event is any injury, problem, or unfavorable occurrence experienced by human participants or others during conduct of research activities. Adverse events may or may not be caused by the research protocol. They are recognized as occurring in the same span of time with the research. An adverse event may be anticipated and thus listed in the risks section of your protocol. If it is not included in the risk section of your protocol, it would be considered unanticipated. Unanticipated Problems should have the following characteristics:

1. Must be unexpected in terms of nature, severity, or frequency.
2. Must be related or possibly related to the participation in research
3. May suggest that the research places subjects or other persons at a greater risk of harm than previously recognized Investigators should use their best judgment regarding the nature and degree of a reportable injury or unanticipated problem. In general, whether anticipated or not, anything serious enough to warrant medical or psychiatric intervention is reportable, as are verbal or written complaints of subjects in which they proclaim that participation presents substantial discomfort, risk, and/or endangerment beyond that explained to them, or as otherwise stated in the consent form.

For more information please read and review the complete [adverse event reporting requirements](#) or you may select the help button on the upper right hand corner of this box for further review.

Please click below to verify that the PI and the entire research team member will comply with these requirements.

☒ I verify that the PI and the entire research team will comply with these requirements.

Certificate of Confidentiality from NIH

Will the research team request a Certificate of Confidentiality from NIH?

[Click here for more information on CoCs.](#)

Yes

X No

Study Population

Please describe the characteristics of your participant population(s).

1 Fifth grade teacher who agrees to serve as a pilot participant in the Spring of 2014.

10 fifth grade English/Language Arts-Social Studies teachers with expertise in classroom level data use as identified by nominations from school administrators.

10 School administrators (e.g., principals, department chairs, curriculum coordinators) from the schools of the 10 teachers selected for the study.

10 District level administrators (e.g., superintendents, asst. superintendents, district assessment coordinators, etc.).

Vulnerable Populations

Please check the population(s) that will be recruited and targeted for this study. Check all that apply.

Under the age of 18 years

Pregnant

Human fetuses/newborns

Cognitively disabled or impaired

Diminished capacity to give informed consent

Veterans

Elderly or aged

Terminally ill

Undocumented persons

Students currently enrolled in classes offered by any research team members

SONA - MSU's Student Participant Pool

Persons who are under the authority of the research team

For example: employees, staff, patients, clients.

Persons who are institutionalized

For example, prisoners, persons in hospices, persons in hospitals, nursing homes, rehabilitation centers, homeless shelters, holding centers for immigrants.

X None of the above applies to this study

Ages

Please check the age range of subjects that will be enrolled in this study. Check all that apply.

Birth to five years old

6 to 17 years old

X 18 years and older

Participant Enrollment

Projected total enrollment

Please enter the total number of subjects to be enrolled over the complete course of the study, at all study sites.

16 males, 15 females

Will participants be screened to include or exclude based on:

Gender

Ethnicity/Race

X Not applicable

Screening Tools

Are you using any screening instruments to select your participants?

X Yes

Please attach the screening instruments you will be using.

[screening.docx](#)

No

Participant Interaction

Please select all that apply.

Online surveys/questionnaires

X In-person surveys/questionnaires

Please describe number of surveys or questionnaires and length of time to complete.

The box below will expand to hold a list of surveys if necessary, for example:

Student Paper Survey - 10 minutes to complete

Adult Paper Survey - 25 minutes

Teacher Paper Survey - 40 minutes

Data Use Reflection Questionnaire- see "interview" section for total time estimates

Please attach all surveys and questionnaires.

[interviews.docx](#)
[questionnaire.docx](#)

X Interviews

Please describe number of interviews, length of time and interview location.

The box below will expand to hold a list of interviews if necessary, for example:

Student Interview 20 -30 minutes - Smith Hall

Adult Interview - 25 - 35 minutes - local Library or place as chosen by participant

Teacher Interview - 40 - 60 minutes - Smith School Cafeteria, after school hours

fifth grade teacher interview- total time approx. 20.5 hours

school administrator interview- approx. total time approx. 4 hours

district level administrators- total time approx. 4 hours

Please attach any interview scripts and interview questions.

[interviews.docx](#)

[questionnaire.docx](#)

Focus Groups

Photos, audio and or video recording

Other

Examples: blood draws, MRIs, EEGs, audiology testing, medical devices, genetic testing or physical manipulation.

Informed Consent

Will you obtain informed consent?

X Yes

Check all that apply.

X Adults

Children

No

Adult Consent

Check any and all that apply.

X Adult Consent Form

Link to the MSU IRB [Adult Consent Form Templates](#)

Readability for consent documents must follow:

- General public - 6th to 8th grade reading ability
- College Students - 10th to 12 grade reading ability
- Professionals -12+ reading ability

Adult Consent Form (s)

Please attach your adult consent form(s)
[consent form.docx](#)

Online Consent

Requesting waiver or alteration of standard informed consent procedures

Consent form non-English speaking participants

Debriefing form (for use in deception studies only)

Cognitively impaired or differently abled population consent

Will you offer compensation to your participants?

Compensation may include gifts, gift cards, raffles, money, or providing other similar incentives.

☒ Yes

Compensation description

Please describe your compensation. If your study is funded, please explain how you will document compensation.

Teachers receive \$500 in gift cards distributed over several tasks (initial interview = \$40, think-aloud cycle = \$300, weekly reflections, \$10 each for 12 weeks = \$120, final interview = \$40). Compensation will be dispersed upon completion of each task. School district leaders receive \$200 in gift cards dispersed over two events for the time involved in interviews. District will receive a \$100 gift card upon completion of the Individual Administrator interview in Aug/Sept, and a second \$100 gift card upon completion of the Individual Administrator Interview 2 in May/June. School leaders receive \$300 in gift cards (dispersed over two events) to facilitate the teachers' participation in the study and for the time involved in interviews. School leaders will receive a \$150 gift card upon completion of the Individual Administrator Interview in Aug/Sept. and a second \$150 gift card upon completion of the Individual Administrator interview in May/June. Gift card recipients will sign a receipt upon receiving the gift card. All gift cards will be presented in person by a member of the research team.

☐ No

Will there be any financial cost to the participant enrolled in this study?

Costs might include travel to the study, parking, or other expenses that would not be incurred otherwise.

☐ Yes

☒ No

Research Procedures

Does your research involve any of the following. Please check all that apply.

Induction of mental or emotional distress

Induction of physical stress

Materials/issues commonly regarded as socially unacceptable

Information regarding sexual attitudes, preferences, or practices

Information regarding the use of alcohol, drugs, or other addictive products

Information pertaining to illegal conduct

Information in a student's educational record [this does not include self reported grades or student status]

Information pertaining to a person's psychological health or well-being

Information recorded in a patient's medical record

Procedures that may be regarded as an invasion of privacy

Information that if released, could reasonably damage an individual's financial standing, employability, or reputation within the community

Administration of drugs

Other risks to participants

Study Aims and Rationale

Provide the background, specific aims, hypothesis and rationale of the study.

Drawing from the theoretical and empirical bases of data-driven decision making (DDDM, Mandinach et al., 2008; Marsh, 2012) and teacher expertise (e.g., Alexander et al., 2004) we seek to uncover the craft knowledge of and contextual influences on teachers with expertise in data use. Craft knowledge is the experience-based "how to" knowledge developed and enacted by practitioners. Therefore, we will investigate whether (and under what conditions) fifth grade English Language Arts (E/LA) and Social Studies (SS) teachers with expertise in data use engage in a data based decision making process and what if any subprocesses and microprocesses they evoke to convert classroom student performance data into actionable knowledge for distal (long-term) and proximal (short-term) instructional decisions. We focus on teachers' use of recorded student performance data from formative assessments gathered at the classroom level that are deliberate and are designed to discern and improve students' learning. We rely on multiple rigorous qualitative methodologies (i.e., think-aloud interview protocols, interviews, observations, and document analysis) and a sophisticated analytic plan to answer the following research questions:

1. How, and under what conditions, do fifth grade English Language Arts and Social Studies teachers with data use expertise use documented student performance data to inform distal and proximal instructional decisions?
2. How, and under what conditions, do fifth grade English Language Arts and Social Studies teachers with data use expertise design instruction that is responsive to their instructional decisions derived from data use?

Existing research focused on strategies teachers employ to collect/access data, instead of the more difficult tasks of analysis, interpretation, and application of data to make instructional decisions. We complement and extend existing research by examining how expert teachers engage in data use for daily practice.

The Data-Driven Decision Making model was developed from organizational research and applied to school leaders and district data use. Therefore, it may function differently when applied to teachers' data use processes. We investigate the processes teachers engage to convert data into knowledge for instructional decisions and results will be used to extend theory.

Please see the attached Grant Application with the complete proposal for further details on the Aims of this investigation.

** Please note that we are aware of some inconsistencies within the grant documents (differing compensation amounts in two places) and from the grant proposal to this IRB (e.g. names of documents). This IRB application is the most accurate and up-to-date explication of our research plan, which will continue to evolve as we move forward with our pilot study and recruitment activities.

Recruitment

Please provide a description of the processes that you will use to recruit participants.

We are recruiting four different samples of participants. Below we describe our procedures for each group.

Pilot Teacher Participant

In the spring of 2014 we will perform a pilot investigation with one teacher to evaluate and refine our research-data collection and data analysis plan. The pilot study will provide information as to the adequacy of the data sources we have identified, the pragmatics of our data collection protocols, and the feasibility of our analysis plan. We will use the findings from this pilot to inform our design for the fall. Therefore, for this participant our selection procedures are more lenient. We hope to identify a fifth grade teacher who teaches either English/LA or SS. This teacher will be identified by nomination through our professional contacts. We will ask colleagues to recommend a potential pilot teacher. This teacher will then be contacted by email to determine if he/she fits with our needs and if she/he is interested in working with us on this project. The initial contact email for the potential pilot participant is attached (Potential Pilot Participant Recruitment Email).

The next three groups are linked and recruitment will involve several iterative stages:

Teacher Participants

Step 1: Participant nominations will be sought using the MSUNER email and website for which we have obtained a Site Agreement (attached). School leaders (principals) will be sent the Data Use Study Nomination Email Form and asked to complete the Electronic Data Use Study Nomination Questionnaire.

Step 2: As nominees are received we will contact them via email using the "Selection Interview Email Invitation for Teachers." In this message, nominated teachers are invited to participate in a telephone interview to learn more about the study and to assess their fit with our research goals.

Step 3: We will schedule telephone interviews with interested nominees. These interviews will be guided by the Telephone Interview Protocol for Participant Selection (and Rubric). Potential participants will be evaluated for fit with the study using the rubric.

Step 4: Teachers will be notified by email regarding our selection decisions using the "NAME." We will begin to discuss scheduling options with selected teachers.

Step 5: Site approval will be requested from the school/district administrator. If yes, continue to pilot step 6. If no, go back to pilot step 3.

Step 6: We will schedule an initial interview with each teacher to review the consent document (see Consent Form: Teacher), administer the "Individual Data Use Interviews: Semi-Structured Interview Protocol" (audio recorded and field notes), and review the Data use Reflection Questionnaire (weekly, online). At this time we will also determine the 2-week observation/think-aloud interview schedule with each teacher. Upon completion of this interview the teacher will be given a \$40 gift card for which he/she will sign a receipt.

School Principal/Leader Participants

Once teachers' have been selected for the study, we will contact their school principal, by phone and/or email to obtain a site agreement for the investigation. Note in the nomination email and questionnaire we do ask for an initial indication as to whether the principal would be willing to house our investigation. While arranging for the site agreement we will also request that he/she (or their designee) participate in a school context interview (see Individual School/District Administrator Interviews: Email and Semi-Structured Interview Protocol).

School District Administrator Participants

We will ask the school principals/leaders to recommend a the district level administrator who would be appropriate for us to interview with respect to the district level expectations for teachers' classroom level data use. We will email the district level administrator and request an interview (see Individual School/District Administrator Interviews: Email and Semi-Structured Interview Protocol)

To Summarize there are 6 Recruitment Documents:

1. Potential Pilot Participant Recruitment Email
2. Data Use Study Nomination Email Form and Electronic Data Use Study Nomination Questionnaire
3. Selection Interview Email Invitation for Teachers
4. Selection Decision Email
5. Telephone Interview Protocol for Participant Selection (and Rubric)
6. Selection Decision Email

Recruitment materials

Please check all that apply.

Flyers or posters

Letters

X Email

Email attachment

[email text.docx](#)

Telephone

In-person plea

Internet or Social Media (Facebook, website ad, twitter, etc.)

SONA Posting

Overall Methods and Research Plan

Please describe your overall research plan. Specifically include the following:

- Data collection methods
- Timeline

For an example, please see the help text by clicking on the question mark to the right of this box.

We conceptualize our investigation as an instrumental collective case study of teachers' data use situated in nested contexts (Stake, 1995). A collective case study (sometimes referred to as a multiple case study; Yin, 2003) involves the collection and analysis of research-data from several individual cases such that comparisons can be made across individual cases and to theory. We define our collective case study as instrumental because individual participants will be selected to provide insight and understanding into the phenomenon of teachers' data use through comparison with our theoretically informed conceptual framework (Stake, 1995). Although the results of our investigation may be limited in terms of generalizability, qualitative case study methods are particularly appropriate and advantageous when the purpose of the research is to garner an in-depth understanding and detailed descriptions of phenomena situated in context (Miles & Huberman, 1994).

Research-data Collection

Research-data collection for each expert teacher will follow a three-week cycle described. Data use think-alouds and observations will take place during the first two weeks followed by one week of data analysis and member checking. This approach to research-data collection will allow us to (1) closely observe teachers engaged in all aspects data use, (2) build analytic codes and insights that are expansive, developmental, and grounded in practice, (3) and question our findings and compare across the individual teacher cases. We will pilot (and revise as needed) all instruments and protocols during Spring/Summer 2014.

Data Sources

Data use think-aloud interviews. Think-aloud interview protocols are used to access the cognitive subprocesses and microprocesses of experts engaged in problem solving tasks (e.g., Ericsson, 2006). We will use this technique to develop insights into how the teachers in our sample engage in data use tasks and instructional planning. Specifically, we will coordinate with each teacher to be present whenever he/she is engaged in instructional planning and/or evaluation of student performance data during a two-week period. During these times we will prompt the teacher to "think aloud" as he/she engages in planning and data use (see Data use Think-Aloud Interview Protocol). During these sessions we will use

general prompts to remind the teacher to talk through his/her thinking, and we will ask clarification questions and inquire as to the purpose of their data use activities as needed. These sessions will be audio-recorded and transcribed. Throughout this study we will work in two interview teams with a PI and research assistant working in tandem to schedule, conduct, and review the think-aloud data.

Classroom observations. We will conduct at least two days of classroom observations during periods devoted to ELA and SS instruction. Detailed field notes will focus on assessment-related activities and contextual routines. These research-data will be used to develop an understanding of teachers' classroom contexts and to identify data use in practice that can be used to stimulate recall during data use think-aloud interviews. The amount of classroom observations may be extended based on the procedures we develop in the pilot investigation and our experiences with each teacher.

Data use reflections. All teachers will respond to a weekly web-based open-ended questionnaire throughout the duration of data collection (October-February, n=12). The questionnaire will facilitate reflection on the nature and frequency of data use, elicit assessment-related practices, and describe how data use is related to distal and proximal instructional decisions. These data use reflections will inform our data collection processes including think-aloud interview protocols and during the individual data use interviews (end-of-study) to stimulate discussion and identify processes for clarification.

Individual data use interviews. Initial- and end-of-study data use interviews (Individual Data Use Interviews: Semi-Structured Interview Protocol) will be conducted with each teacher. During initial interviews scheduled in September-October we will gather information about (1) teachers' data use practices including types of data they use during instructional planning and student evaluation and the ways in which they use data to inform their instruction and (2) perceived supports and hindrances for data use at school and district levels. These interviews will also be used to address administrative tasks such as scheduling and reviewing the data use reflection questionnaire to ensure teachers understand how to complete it and the intention of the items. End-of-study interviews will be conducted with each teacher during May-June. We will use these interviews to review teachers' data use reflections, clarify open questions that emerged from our analysis, and provide an opportunity for member checking of the themes that emerged in our polished analysis (Creswell, 2009).

Material artifacts. Within each cycle, we will gather material artifacts that support our understanding of teachers' data use (e.g., digital copies of student performance data used by the teachers, the teachers' records of student data, the teachers' planning materials, and any other instructional materials related to data use). These artifacts will be used to triangulate data and findings. Planning materials will be used to capture evidence of the influence (or lack thereof) of data use on instructional planning. These materials may include aggregated and/or de-identified student classroom data.

Administrator interviews. Semi-structured interviews with each school principal and one district level administrator will be used to supplement our understanding of the local contexts within which these teachers work (Individual School/District Administrator Interviews: Email and Semi-Structured Interview Protocol). We will analyze these responses across districts and schools (and within, if sample selection permits) to identify trends in these perceptions and to compare similarities and differences in teachers' and administrators' perceptions of the supports and constraints for data use offered at the school and district level.

To summarize there are 4 data collection tools/protocols that will be used to gather the data described above.

1. Data use Think-Aloud Interview Protocol
2. Data use Reflection Questionnaires (weekly, online): Emails and questionnaire
3. Individual Data Use Interviews: Semi-Structured Interview Protocol
5. Individual School/District Administrator Interviews: Email and Semi-Structured Interview Protocol

Analytic Plan

We will engage in a multistage process of ongoing and recursive interrogation of the research-data gathered to answer our research questions.

Phase 1: Analysis during research-data collection

Analysis during each cycle of research-data collection includes three procedures: Listening Guide Protocol (e.g., Brown & Gilligan, 1992), initial case development (LeCompte, Preissle, & Tesch, 1993), and peer debriefing. First, one of the PIs and a research assistant (research pair) will complete a "Listening Guide Protocol" for each teacher's initial data use interview and each of his/her think-aloud interview audio recordings. Both members of the research pair will engage in this process independently to address any potential issues of individual bias in data collection, extend our ability to identify missing or disconfirming evidence, ensure that multiple members of the team are knowledgeable to conduct the think-aloud interviews, and engage in collaborative discussions about a teacher's data use processes.

Second, each research pair will develop an initial case study of the processes, context, and sequencing of the teacher's data use by referring to his/her LGPs, the data use reflection questionnaires, classroom observation field notes, and artifact analysis. The research-data will guide the form and function of our initial case studies, thereby adapting our conceptual framework to reflect each teacher's data use process as supported by our evidence.

Third, all team members will engage in peer debriefing during which each research pair will present their findings and evidence for initial claims, and then the team members will identify any similarities or differences between the cases. This may identify gaps in our research-data and additional methods for future data collection processes. These steps will be repeated for each research-data collection cycle. Ongoing memos of our peer debriefings will be recorded throughout the process.

Phase 2: Analysis post research-data collection

Phase 2 analysis will take place after data collection is complete. All data will be entered into Nvivo for

coding and analysis. Analysis in this phase will be directed to answering our research questions by examining data across the individual cases. First, research pairs will closely review the LGPs and initial cases they did not write to develop an initial set of codes (e.g., align objectives to instruction, synthesize data from multiple sources) for data analysis. The team will meet and discuss the codes that emerged from this level of analysis. Next the team will independently read and code one set of data using the codes identified from the initial review and adding to them as needed. We will meet to discuss coding decisions until an agreement is reached. This will result in our second set of codes that each team member will use to independently code another set of data. The team will meet to discuss coding decisions. If new codes arise, then previously coded data will be reviewed so that data is coded according to the most recent scheme. This process will continue until we reach coding saturation and no new codes are created. The remainder of the data will be equally divided among the research team to code according to the agreed upon coding scheme. After all data has been coded, a colleague or graduate student who is not part of our research team will independently code 20% of the research-data to establish inter-rater reliability.

To engage in cross-case analysis, we will use Nvivo to run research-data reports by code to look for organizing and meaningful categories (e.g., by subprocesses) and in some instances larger themes will be identified to allow for a more cohesive and descriptive explanation of teachers's data use processes. These will be used to develop "meta-matrices . . . [which are] master charts assembling descriptive data from each of several cases in a standard format" (Miles & Huberman, 1994, p. 179) to (1) illustrate the relations across our research questions, research-data sources, and emergent themes, (2) develop profiles of how our participating teachers engaged in data use, and (3) examine research-data across teachers to find common and unique processes invoked at DDDM leverage points as well as person, behavior and context supports or constraints evident at specific leverage points or across the entire experience.

Trustworthiness of the analysis will be increased by triangulating multiple sources of research-data (Lincoln & Guba, 1985; Creswell & Miller, 2000). Additionally, during research-data collection and analysis we will search for negative instances of potential patterns or alternative explanations that could help interpret the research-data. Lastly, member checks will be conducted with each teacher during the ending interview.

Benefits of this Study

Please check all that apply.

☒ Direct benefits to the participants

Please describe the direct benefits to the participants.

Pilot Teacher/Teachers You may benefit from this study through opportunities to engage in guided reflection on your practice. Guided reflection is a common professional development experience used in teacher development. In addition, you may feel a sense of pride through your contributions to the knowledge base of the teaching field. You may experience a sense of recognition by your school leaders and colleagues as an expert in data-use. Finally, your participation in this study benefits the field of teacher education and development. School Leaders/District Administrators You may benefit from this study through opportunities to reflect on the practices taking place at your school. Your participation in this study benefits the field of teacher education and development.

X Benefits to your field of study

Please describe the direct benefits to your field of study

The results of this study will inform the field with respect to best practice data use strategies that can be used to improve the practice of others.

X Disseminate research findings

Please describe your plan to disseminate the research findings

We will maximize benefit by presenting and publishing this work.

Other benefits

Research Data Security and Storage

All research data (including paper and electronic) must be treated with the utmost respect and confidentiality. This means that the information you obtain during the course of the study will not be divulged to others without permission or in ways that are not consistent with the agreement(s) between the research team and the participants.

All research data must be maintained for at least three years after the project is closed out or the results published, whichever occurs last. You may be required to keep the data for a longer time if mandated by the funding agency, publishers, or changes in MSU IRB policy.

Examples of research data are (but not limited to) notebooks, printouts, computer disks, photographs, scans, images, videotapes, audiotapes, flash memory, and electrophysiologic recordings.

Other documents that you are required to keep are IRB consent documents and

documentation of assent.

Research data may only be altered or destroyed before this period with written permission from the MSU IRB

Research Data

Describe how the research team will store the data to ensure and maintain privacy, security, and confidentiality during and after completion of the proposed project.

The study data will be kept in locked cabinets in Drs. Fives & Barnes (nee DiDonato) offices. Any digital data files will be stored in password protected files. Only members of the research team will have access to these data. Participants will be assigned pseudonyms and data will be stored using those pseudonyms. Consent documents and the participant-pseudonym list will be kept in a separate locked file cabinet

Research Data Policy

Will the research team process the data in accordance with the policies of MSU?

[More information on Data Security in Research](#)

☒ Yes

Retention of Study Data

According to MSU's IRB policies, what is the amount of time you must safely keep all research data, prior to destroying?

☒ Minimum of 3 years

You are correct! Unless given special permission by the IRB due to risks of a research study, you must keep all documents for a minimum of 3 years after study closure.

Maximum of 2 years

Not more than 5 years and not less than 2 years

Data and Identifiable Information

Will the research team collect information about the participants that could be linked to them?

☒ Yes

Please select all that apply

Address

☒ Age

☒ Audio recording

Blog¹/₂ or social media entries

CWID

Date of Birth

Driver's License Number

☒ Email Address

☒ Ethnicity

☒ Gender

Income

☒ Job Title

☒ Name

☐ Picture

☒ Signed Consent and/or assent

☐ Social Security Number

☐ Standardized Test Scores

☒ Telephone number

☐ Text message content

☐ Video recording

☐ Other

☐ No

Linking Data

Will the research team use a linking code with the data?

☒ Yes

Please explain your system for using linking codes. Also describe how you will maintain confidentiality of the codes.

As described above each participants will be assigned a pseudonym at the onset of their participation. The pseudonym will be used to label stored data and for any sharing of the findings of the study. The pseudonym-participant list and consent documents will be kept in a separate locked filed cabinet in the PI's offices. Audio files will be transcribed using these pseudonyms.

☐ No

Sharing Data

Will the research team share identifiers or linking codes with anyone outside the research team?

Yes

☒ No

Pre-existing Data

Will the research team acquire pre-existing data for this study?

Yes

☒ No

Future Use of Data

Does the PI or the research team want to use the data obtained in this study in future studies.

Yes

☒ No

Health Information and Privacy Accountability Act (HIPAA)

Will the PI and/or the research team comply with the privacy measures of HIPAA?

HIPAA only applies to research involving active medical or health information. This does not include self-reported health information.

Yes

☒ Not applicable

Family Education Rights and Privacy (FERPA)

Will the PI and/or the research team comply with the privacy measures of [FERPA](#)?

FERPA applies to research involving a student's school record(s).

☒ Yes

☐ Not Applicable

Protection of Pupil Rights Amendment

Will the PI and/or the research team comply with the privacy measures of PPRA?

(The [PPRA](#) applies to the programs and activities of a State educational agency (SEA), local educational agency (LEA), or other recipient of funds under any program funded by the U.S. Department of Education.)

☒ Yes

☐ Not Applicable

Is this study funded or are you seeking funding?

☒ Yes

☐ No

Funding Details

Sponsor Name

Please provide the name of the sponsor.

Other Sponsor(s)

If your sponsor is not listed above please provide any sponsor names. If you do not know the names of funding agencies you will approach, just state that in the box below.

Spencer Foundation

Status of Funding

Please click one below.

☒ Awarded

Award Number

Please supply award number if available.

Award Start Date

12/01/2013

Award End Date

12/31/2016

Awarded Proposal

[proposal.docx](#)

Pending award

Please attach a copy of your proposal. We only need the narrative and do not need your budget or budget justification in this attachment.

[proposal.docx](#)

Considering applying for funding but no grant application written at this time.

Do you or any investigator(s) participating in this study have a financial interest related to this research project?

Yes

X No

Survey, Questionnaire, or Interview (s)

Attach all copies of surveys, questionnaires, or interviews.

[interview.docx](#)

[questionnaire.docx](#)

Screening Tool(s)

Attach all copies of screening tool(s).

[screening.docx](#)

Adult Consent(s) Form

Attach the Informed Consent Form for Adults or if applicable Parent/Guardian form(s).

[consent form.docx](#)

Assent Form(s)

Attach the Assent Form or Scripts for Children

Debriefing Form(s)

Attach any debriefing Forms

Site Approval(s)

Attach any Site Approval(s)

Recruitment Material(s)

Attach any Recruitment Material(s)

[email text.docx](#)

Data Use Agreement(s)

Attach any Data Use Agreements

Translated Material(s)

Attach any translated recruitment, consent or instrument(s).

Grant Proposal

Please attach the sponsor notification that states the intention to award the study.
[proposal.docx](#)

Outside IRB of Record

Please make sure all of the documents below have been uploaded.

Study Protocol

Attach the protocol for this study that was reviewed by the outside IRB.

Outside IRB Approval

Attach the IRB Approval from the outside IRB.