

Cultural and Linguistic Competence in Survey Design and Methodology Workshop

Session 1: Preparation of Survey

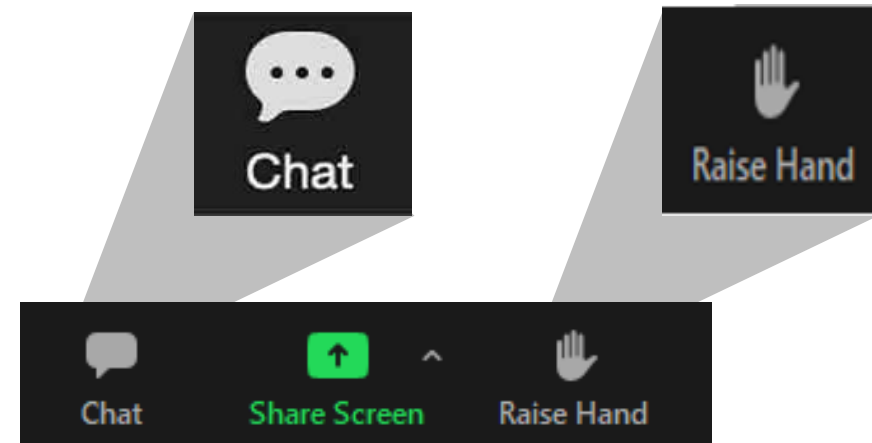
October 31, 2022

How to Use Zoom



Click on the **Chat button** to share your questions, thoughts, and ideas and to let us know about any technical issues.

Click on **Raise Hand** if you would like to unmute and ask a question.



Virtual Meeting/Conference Recording Notice

The American Institutes for Research® (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business-related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.

AIR Inclusive Meeting Guidelines

Hosting and Participating in Meetings



ENGAGE EVERYONE

Consider participants' needs (e.g., visual, auditory, sensory, cognitive, physical, and language). Establish meeting norms to encourage participation. Ask participants to alert the meeting facilitator if they have difficulty seeing the content and/or hearing the presenter. Designate a meeting monitor to address audiovisual issues, monitor the chat box, and respond to participants as needed.



MINIMIZE NOISE

Avoid moving around or shuffling materials on your desk during the meeting. Eliminate crunching or chewing noises and loud typing, which interfere with sound quality for virtual participants and are amplified by microphones and sensory aids for visual or auditory impairments. Speak from a stationary position to keep the audio clear. Mute your phone or your computer microphone when you are not speaking.



MAXIMIZE MICROPHONES

Presenters should use microphones to ensure that their voice is loud enough for all to hear. Microphones are needed for face-to-face and virtual meetings and are critical for engaging remote colleagues as well as persons with hearing loss. During virtual meetings, use headphones with a built-in microphone to make sure that the facilitator and attendees can hear you. During face-to-face meetings, set up microphones for the facilitator, presenters, and attendees. Make sure that hand-held microphones are available for meetings that include audience participation. Make sure that speakers are positioned near a microphone.



ACKNOWLEDGE SPEAKER

Provide an auditory or visual cue before speaking to identify yourself as the speaker. State your name for those who cannot see you. When asking for questions or comments, meeting facilitators should allow five to seven seconds for participants to use the "raise the hand" tool, unmute their phones, or provide a response in the chat box. Be comfortable with the wait time.



BE HEARD AND SEEN

Project your voice when speaking. Only one person should speak at a time. Avoid overlapping and sidebar conversations. Position everyone present so that they can be seen on screen. Encourage virtual participants to use their webcams if they feel comfortable doing so. Let people see your facial expressions and body language clearly if you are using your webcam.



MAXIMIZE VISUAL DISPLAYS

Email materials to participants before the meeting. Display meeting documents on screen and capture the main discussion points verbally and visually by taking notes, restating key concepts, or using the chat box. If a participant asks for clarification, rephrase the content instead of repeating it. Assign a meeting note taker so that the meeting leader and monitor can focus on engaging participants. Notes also ensure access for individuals with executive function-related needs, processing disorders, or visual/auditory impairments.

These guidelines are intended to improve the meeting experience for all participants, including meeting facilitators, monitors, and attendees, as well as people with hearing loss or visual impairment, and those for whom English is an additional language. Some of the guidance presented here may apply only to in-person meetings, or virtual meetings, while other guidance applies to both meeting types. Developed by the Access AIR and AIR CREW Employee Resource Groups with support from the AIR Diversity, Equity, and Inclusion Office.

Agenda

1. Welcome and Overview
2. CLC: The Case for an Integrated Approach
3. Survey Planning and Development
4. Considerations for Developing Survey Items
5. Guidelines for Writing Survey Items
6. Using Existing Survey Items
7. Reflections on the Day

Welcome and Overview

EQR Hub

The Evidence Quality and Reach (EQR) Hub will provide current and aspiring STEM (science, technology, engineering, and mathematics) education researchers **targeted learning opportunities on research methods, knowledge translation, and DEI (diversity, equity, and inclusion)**. The hub will develop and implement virtual webinars and workshops for researchers in the Discovery Research PreK-12 (DRK-12) community, convene communities of practice, and engage in individualized consultations with DRK-12 projects.

Visit us at <https://cadrek12.org/eqr-hub>



This work is made possible by the National Science Foundation under Grant No. 2101162.

Introduce Yourself!

Please unmute and
share your name and
institution.

Which llama do you
feel like today?



Course Overview

- Introduction to survey research design and administration methods.
- Introduction to applying the principles of cultural and linguistic competence (CLC) to guide survey design and administration.
- Hands-on practice in survey development.
- Workshop instructors will provide practical advice and examples from surveys for local, state, and national education applications.

Workshop Schedule

Session 1: Preparation of Survey (Monday, October 31)

- Workshop introduction
- CLC in research
- Planning for a survey
- Considerations for developing and using existing items

Session 2: Survey Operations (Tuesday, November 1)

- Pretesting survey items
- Sampling
- Survey administration

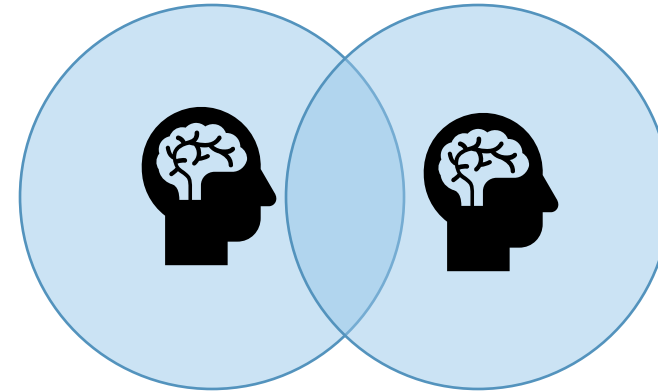
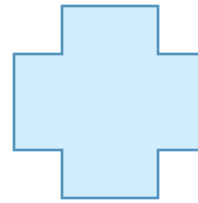
Session 3: Analysis and Reporting (Wednesday, November 2)

- Conducting nonresponse bias analysis
- CLC considerations for reporting survey results
- Closing and reflections

Course Structure



Full Group



Pair or Small-Group Applied Work

Course Expectations

For participants:

- **Be present**—Avoid distractions such as email or cell phones.
- **Participate**—Share and ask questions often.
- **Be prepared**—Complete assignments or readings.

For presenters:

- **Be present**—We will avoid distractions!
- **Be receptive**—Allow pauses for questions and answers and opportunities for one-on-one discussions when needed.

Meet the Presenters



Yan Wang

Principal Researcher

ywang@air.org



Christina Davis

Researcher

cdavis@air.org

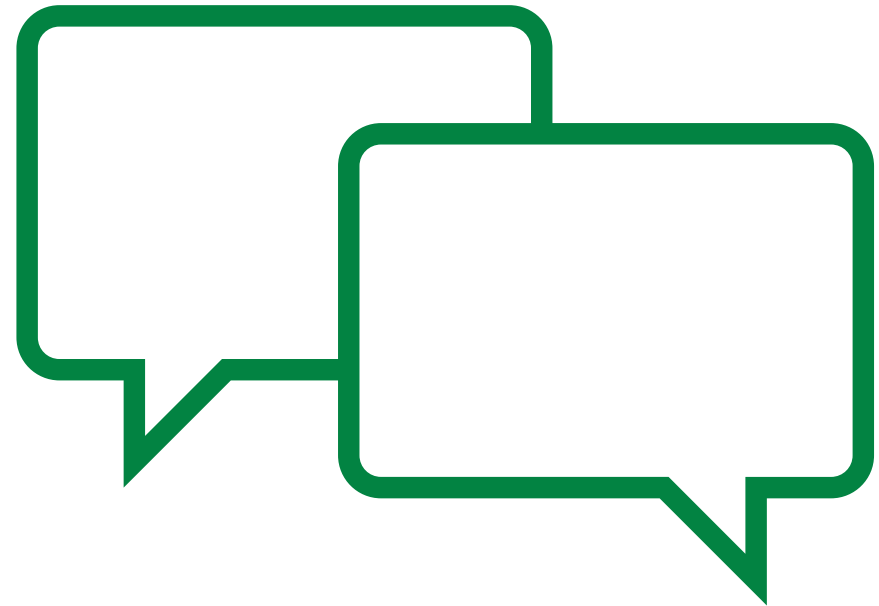
Cultural and Linguistic Competence in Research: The Case for an Integrated Approach

Christina Davis

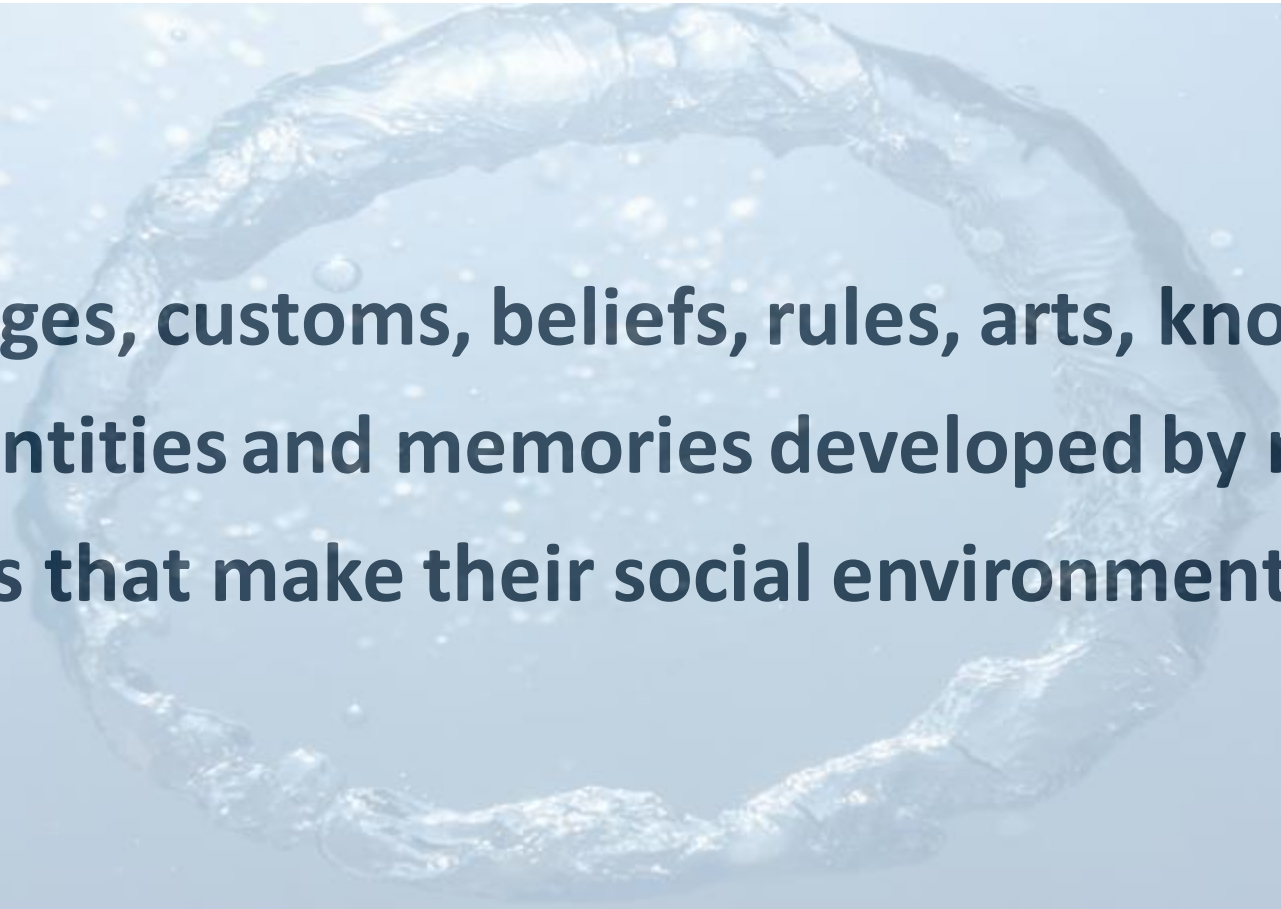
Chat Activity: What Does Culture Mean to You?

Share in the Chat box what the term “culture” means to you.

There are no wrong answers!



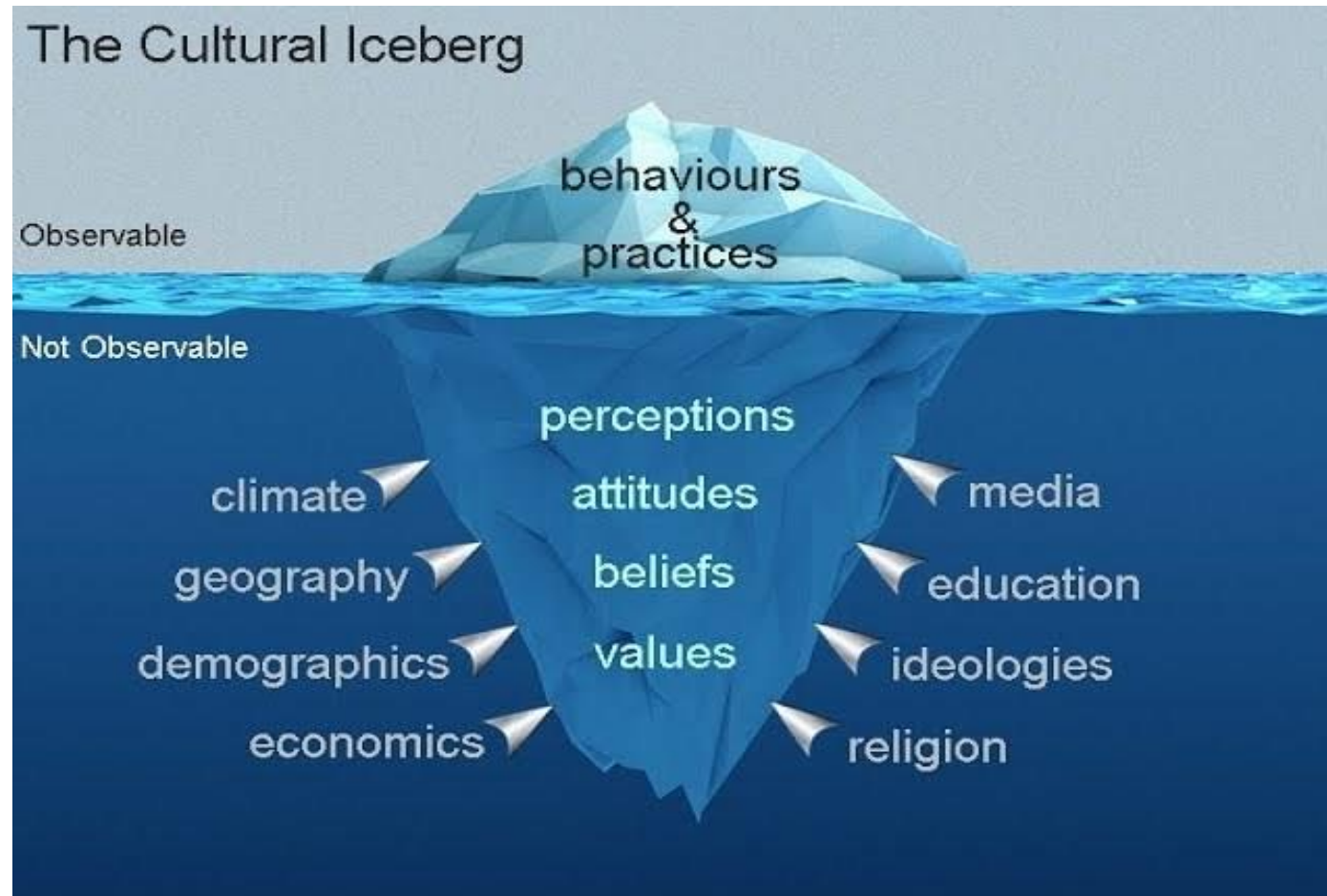
Defining Culture



The languages, customs, beliefs, rules, arts, knowledge, and collective identities and memories developed by members of all social groups that make their social environments meaningful.

Source: American Sociological Association.

Iceberg Concept of Culture



Source: Based on Edward T. Hall's Iceberg Model of Culture

Cultural Competence

A set of congruent behaviors, attitudes, and policies that

- comes together within a system or agency, or among professionals, and
- fosters improved effectiveness in cross-cultural situations.

Source: Cross et al. (1989); Isaacs & Benjamin (1991).

Linguistic Competence

“The capacity of an organization and its personnel to communicate effectively and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities.”

Source: Goode & Jones (2004, para. 2).



Why Focus on Cultural and Linguistic Competence?

- Changes in local, state, and national demographics
- Increased number of people who speak a language other than English
- Because culture can influence
 - perceptions on the nature and causes of problems,
 - views about how to solve problems,
 - help-seeking behaviors, and
 - the willingness to participate in a research study.



Source: American Institutes for Research (2017).

Why Focus on Cultural and Linguistic Competence?

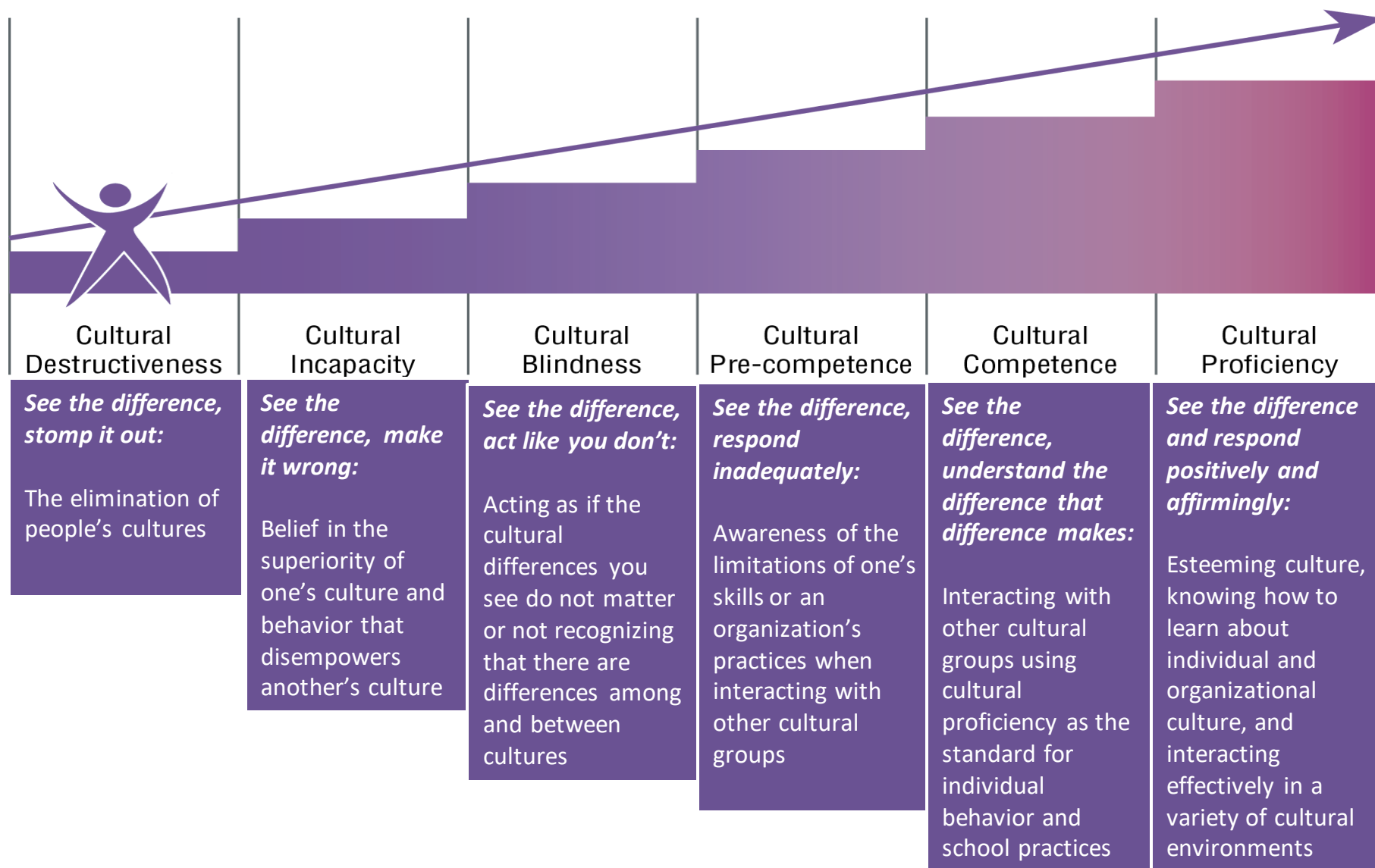
CLC helps ensure

- effective communication and interaction between researchers and participants,
- adequate analysis and interpretation of results,
- appropriate engagement in study design and implementation,
- participation in research studies, and
- a strengths-based approach.

Source: AIR (2017).

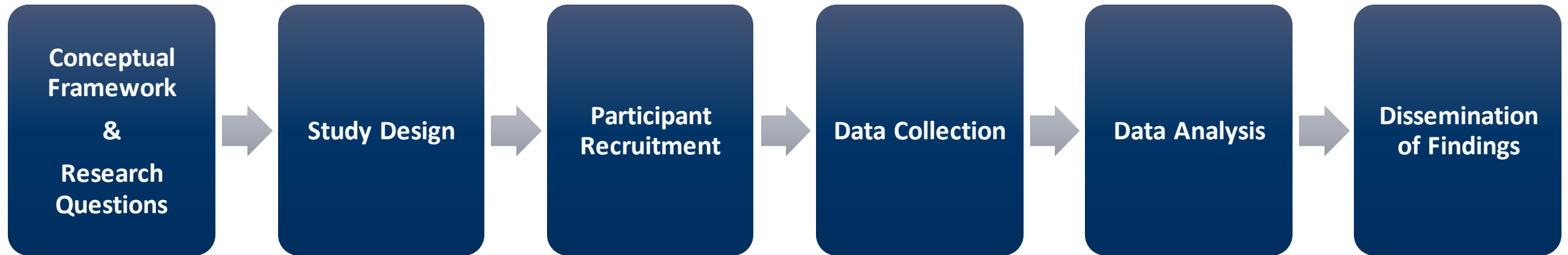


The Journey Toward Cultural Proficiency



Source: Adapted from Cross et al. (1989).

Integrating Cultural Competence Into the Research Process



Questions?



Survey Planning and Development

Yan Wang

Learning Objectives

In this section, we will:

- develop research questions,
- review research approaches,
- determine when to use surveys and why, and
- identify considerations and cautions when planning for a survey.

Zoom Poll: What's Your Experience?

How much experience do you have in developing surveys?



Approach Your Research Strategically

“A journey of a thousand miles begins with a single step”

—Lao Tzu

Source: Chinese proverb

Define your research goals and questions.

Consider the use of findings and audience.

Determine the most appropriate methodological approach.

Define Your Research Goals


What are you interested in learning about?

I want to know our students' computer skills or experiences.

What will the results inform?

Results will inform instructional and intervention strategies.

Define Your Research Question(s)



Research
Question



Questions of interest that are
specific, **definable**, and
measurable through analysis of
existing data or new data collection

Define Your Research Question(s)

Based on your research topic, what question(s) do you have?

- What do students use computers for?
- Do students have access to computers?
- What percentage of students feel confident about learning from online materials?
- Do students use online tools regularly to collaborate with their classmates?

What is known about this topic?

- In existing literature?
- In administrative data?
- In recent research projects?

CLC Pause Point: Defining Research Questions

How do your culture,
worldview, and/or values
influence your research goals?
Your research questions?



Activity, Part 1: Draft Research Goals and Research Questions

Time: 7 minutes

Instructions

1. Work independently in the provided Google Doc to record the following:
 - Research goals
 - Research questions
 - What your research will serve to inform
2. Remember:
 - **Research goals** are **broad** and can lead to several research questions.
 - **Research questions** are **specific, definable, and measurable**.

You will continue to add to your notes in upcoming activities.



Pair/Share: Research Goal and Research Question(s)

Time: 7 minutes

Instructions

1. With your breakout partner, share one research goal or research question from your Google Doc entries.
2. Then, reflect together on how your culture and worldviews might influence your research question and/or goal.
3. Enter your reflection notes in your Google Doc under Part 1.





Is a Survey the Right Approach?



Types of Data Collection (selected)

Surveys	Interviews*	Focus groups	Observations	Extant data
<ul style="list-style-type: none">• Can be large sample size• Can be generalizable• Quantitative analysis• Qualitative analysis of free response items	<ul style="list-style-type: none">• Sample to saturation• Contextually rich• Qualitative analysis	<ul style="list-style-type: none">• Sample to saturation• Interaction enriches data• Qualitative analysis	<ul style="list-style-type: none">• Can be loosely or highly structured• Contextually rich• Qualitative and quantitative analysis	<ul style="list-style-type: none">• Can be large sample size• Already accessible• Quantitative and qualitative analysis

* Cognitive interviews are used to support survey design and are not included in this summary.

So, You Want to Use a Survey



What Is the Purpose of Your Survey Items?

✓ To gather information

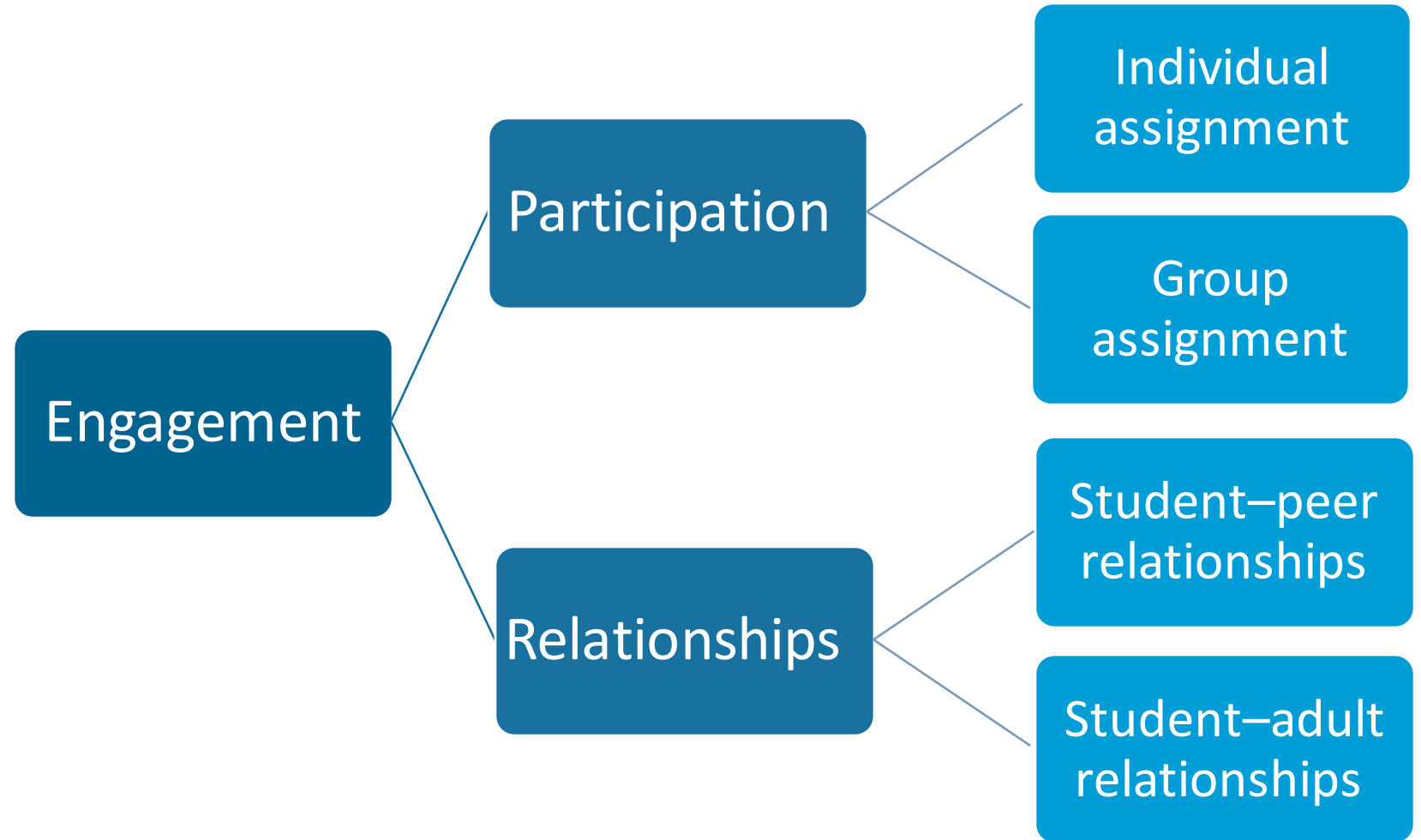
Qualifications, degree of education, gender, grade level

✓ To measure a construct

Feelings of safety, job satisfaction, development of relationships, motivation

Defining Each Construct in Your Research Question(s)

A **construct** is an idea or a characteristic that may be thought of in different ways (e.g., **engagement**).



Activity, Part 2: Identify Constructs

Time: 5 minutes

Instructions

Work independently in your Google Doc to record your thoughts on the following:

- **What constructs do you want to measure related to your research question(s)? Please be as specific as possible.**

You will continue to add to your notes in upcoming activities.



CLC Pause Point: Identifying and Defining Constructs

- What are some constructs that might have different meanings or might not exist in other cultures?
- Consider whether the meaning of your key constructs is the same across different cultural, racial, and ethnic groups.



Refine Your Research Plan

Based on your research goals, what question(s) do you have?

- Do students use computers for assignments?
- Do students have access to computers?
- What percentage of students feel confident about learning from online materials?

What are the population(s) of interest? What other specifics need to be taken into consideration?

- What grades?
- What certain groups of students?
- In school, out-of-school activities, both?

Determine to Whom You Will Administer the Survey

Identify who will provide the most accurate data for each construct.

Consider:

- Your capacity to collect responses
- Your ability to reach respondents

What structures exist to support students' use of computers?

- Information technology staff?
- Teachers?
- Parents?

How do students feel about using technology for learning?

- Students?
- Teachers?
- Parents?

Activity, Part 3: Population of Interest

Time: 7 minutes

Instructions

1. Work independently in your Google Doc to add the general population of interest for your study (target population).
2. Add in any characteristics of interest in your target population (for example, new teachers, employees in their first year of work, students with disabilities)
3. You can modify this information later, and you will continue to add to your notes in upcoming activities.



Pair/Share: Populations and Preplanning

Time: 7 minutes

Instructions

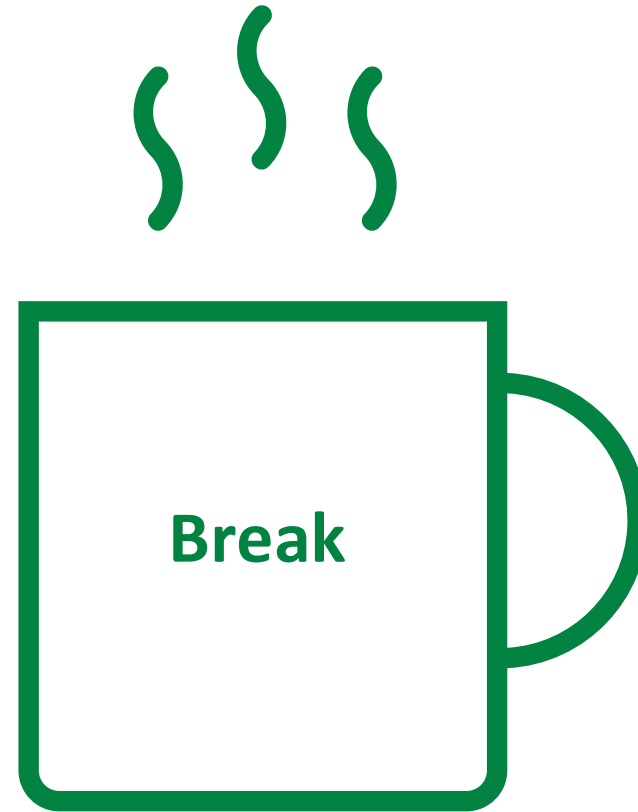
1. Share your population of interest with your breakout partner.
2. Discuss any questions you may have about your population of interest and provide feedback.
3. Enter any notes in your Google Doc under Part 3.



Questions?



Break



Considerations for Developing Survey Items

Yan Wang

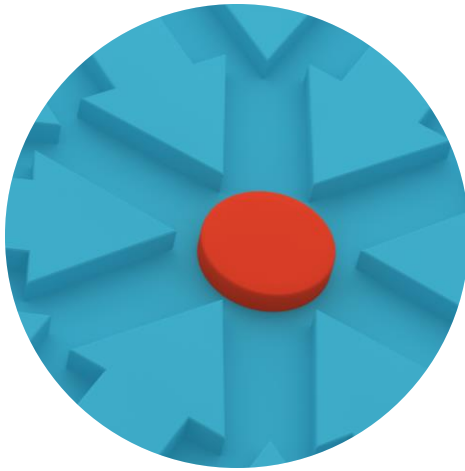
Learning Objectives

In this section, we will consider:

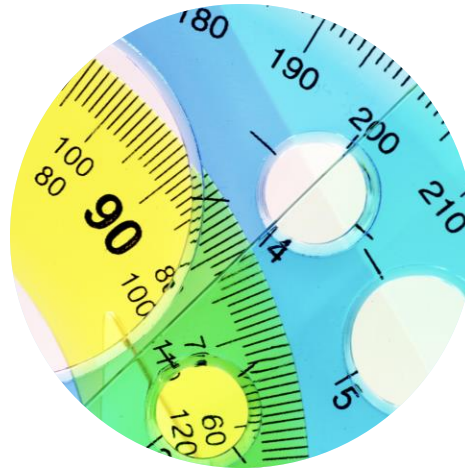
- the purpose of survey items,
- goals for writing items,
- guidelines for writing items,
 - response options,
 - rating scales,
- formatting considerations, and
- skip patterns.

Purpose of Survey Items

A survey item is the question or statement presented to survey participants.



**To gather
information**



**To measure a
construct(s).**



**To obtain feedback on a
program or policy.**

A survey may have multiple items or constructs with multiple purposes.

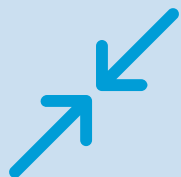
Goals for Writing Survey Items



Ensure validity and reliability.



Minimize item nonresponse.



Minimize measurement error.



Survey Items Should Yield Valid and Reliable Data

A wording change to an item may affect reliability. Factors that may interfere with survey reliability include changes in

- participants,
- the environment, and
- timing.



Reliability

- Reliability is the consistency of measurement when the item is asked under consistent conditions.
- Does the survey item(s) consistently capture information?

Survey Items Should Yield Valid and Reliable Data



Validity

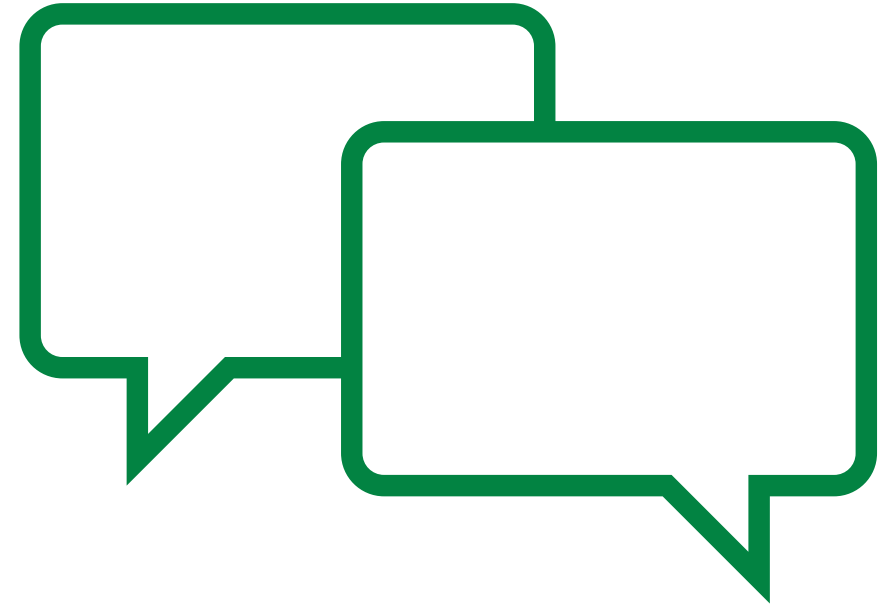
- Validity is the accuracy of measurement.
- If a survey item is written at too high of a reading level, it can impact validity. CLC can affect validity.
- Does the survey item measure what it is intended to measure?

Chat Activity: Validity

Goal: accurately measure parental employment

Does your [parent 1] work? Yes/No

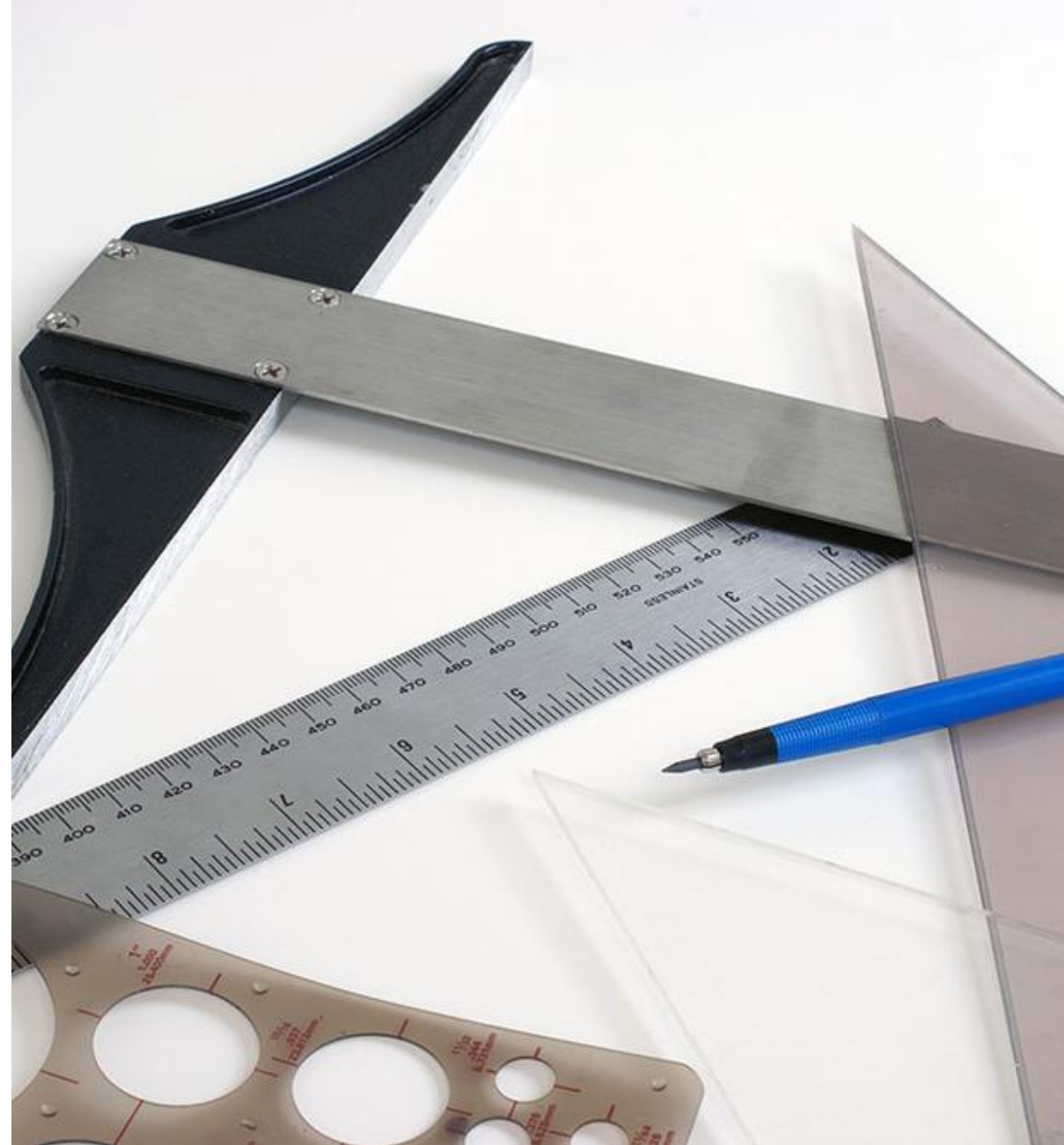
- Is this survey item a valid measure of parental employment? Why or why not?
- Please share your answer in the Chat.



Minimize Measurement Error

Measurement error can come from several sources:

- Item nonresponse
- Respondents giving inappropriate answers because they did not understand the item
- Errors in recording the answers



Item Nonresponse

When respondents do not answer survey items, it is called item nonresponse.



Survey respondents may not be motivated to answer a survey item if it has any of the following characteristics:



Unclear



Irrelevant



Too difficult



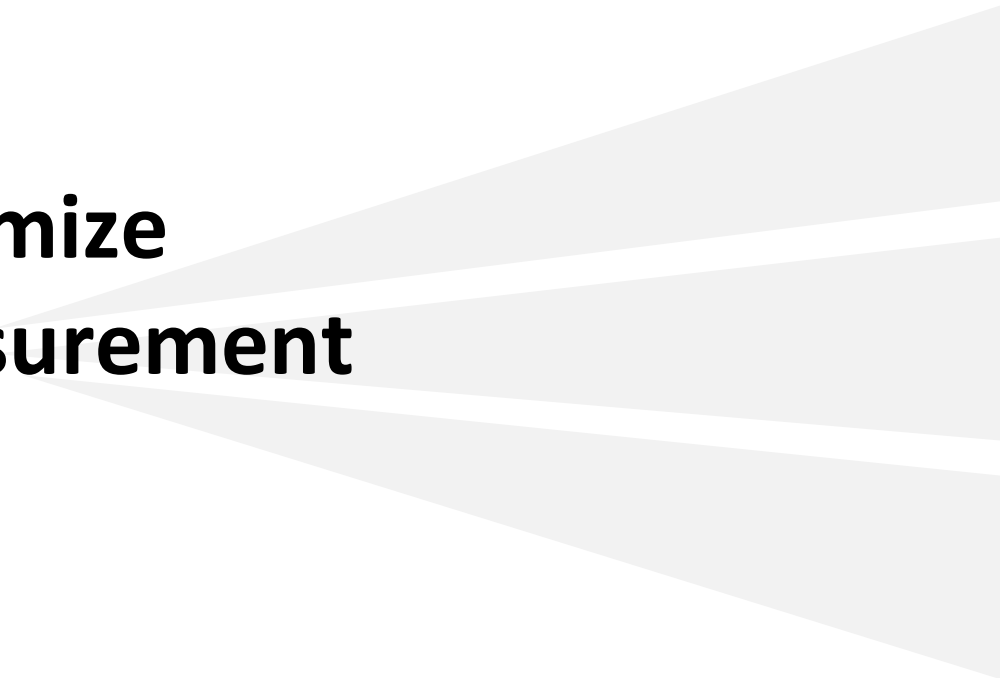
Asks for sensitive information

Minimize Measurement Error

Every survey item should be written to minimize measurement error.

Ensure that instructions, items, and answer choices have the following characteristics:

**Minimize
measurement
error**



Clear and concise

Exhaustive

Mutually exclusive

Questions?



Guidelines for Writing Survey Items

Yan Wang

Be Specific

How is your
eyesight?

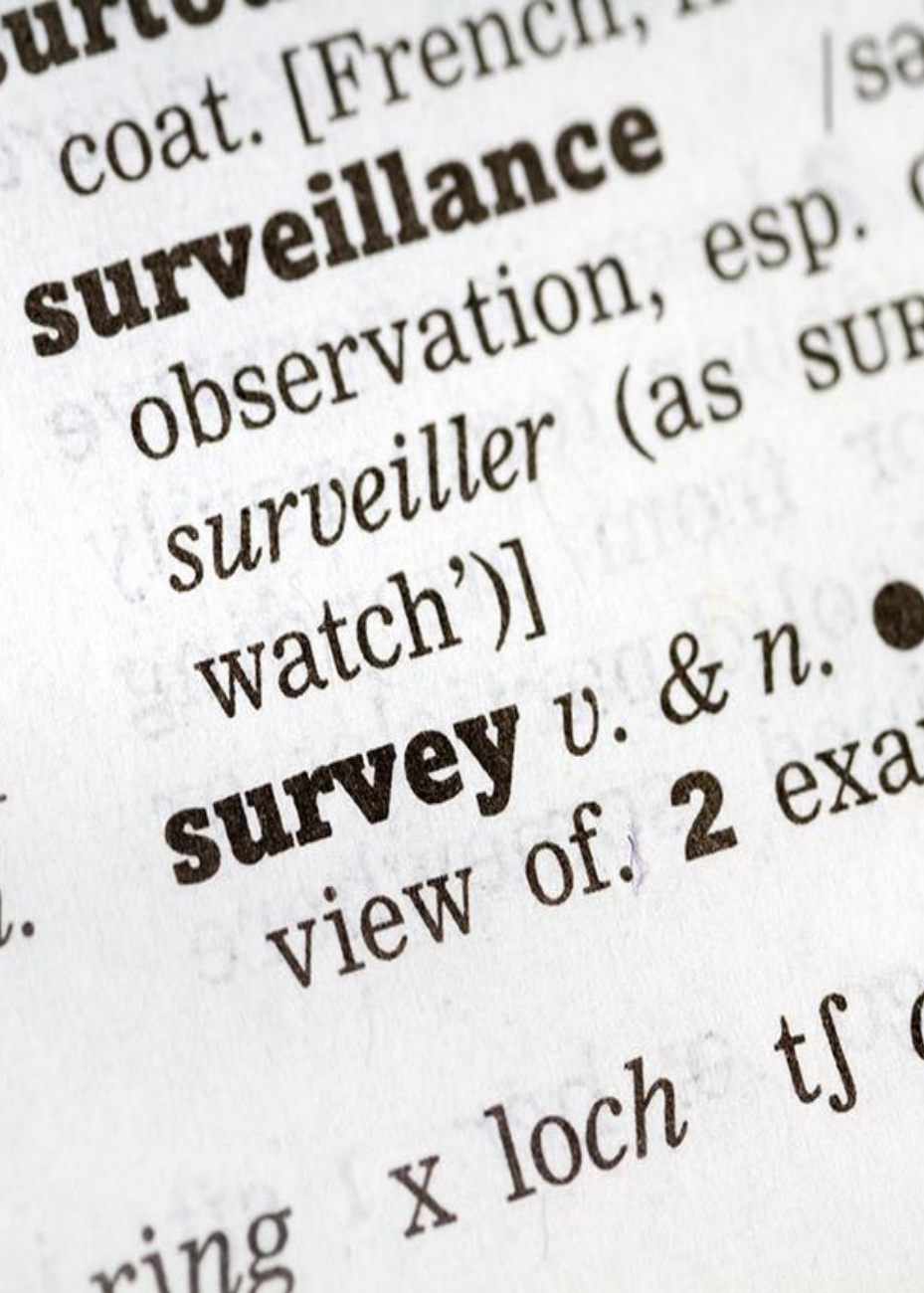
VS

How much difficulty, if any, do you have in recognizing a friend across the street?

How much difficulty, if any, do you have reading print in a newspaper, magazine, recipe, menu, or numbers?

How much of the time does your vision limit you in watching television?

Example from <https://www.norc.oregon.gov/PDFs/VEHSS/ReviewNationalSurveyDataVEHSS.pdf>



Include Definitions If Necessary

If you are not sure that all respondents will interpret a term as you intend, provide a definition.

Example 1: Did you work with a coach this school year?

A coach is someone who supports the principal's professional development by providing structured and consistent leadership focused on achieving a specific set of performance goals.

Example 2: How many members are in your household?

A household is anyone who sleeps in the household and eats food with the household for at least the past 6 months.

Be Specific

Do you work full-time?

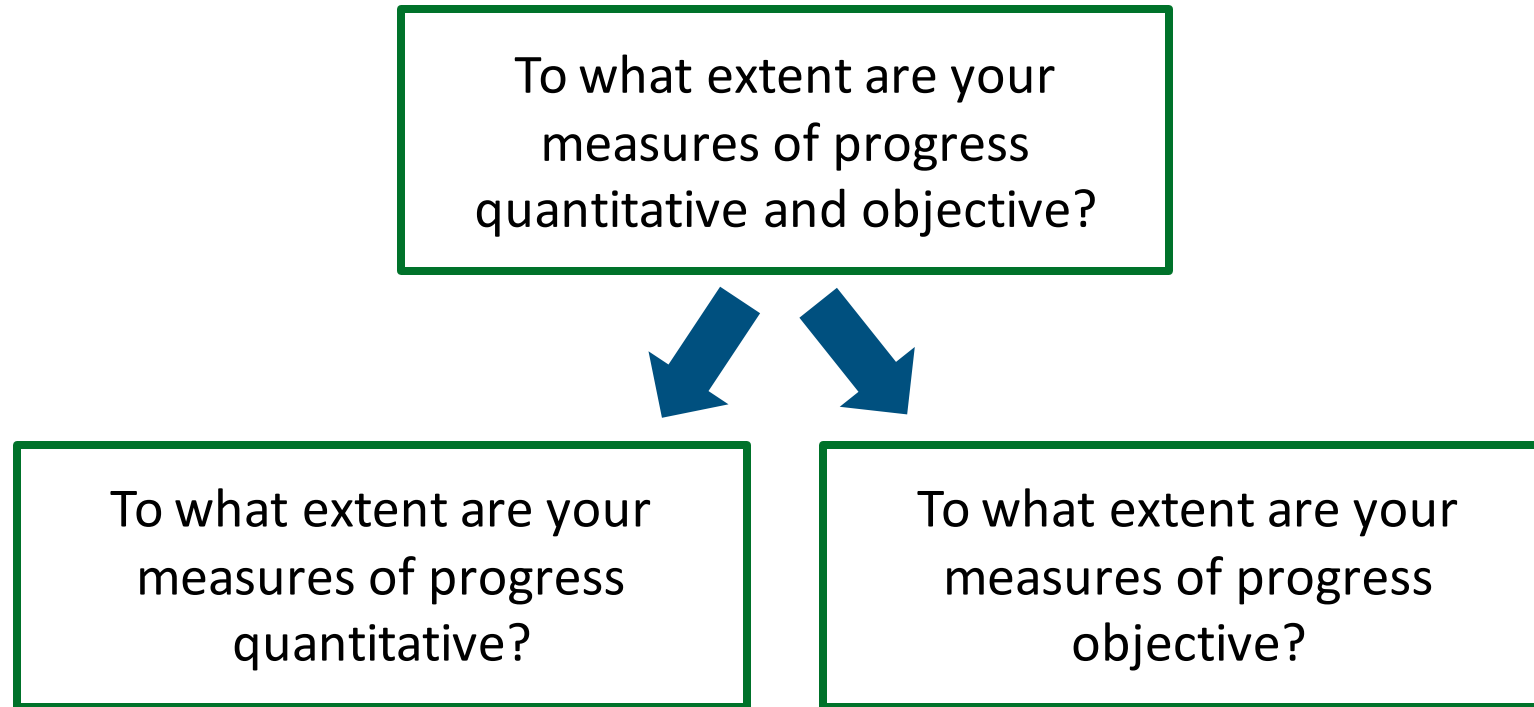
About how many total hours per week do you usually work for pay, counting all jobs?

Is your school safe?

How safe do you feel . . .

- in the hallways of the school?
- in the bathrooms of the school?
- outside around the school?
- traveling between home and school?
- in your classes?

Avoid Double-Barreled Items



Each item should represent a unidimensional concept.

Avoid Potential Double Negatives

Double negative	Alternative
My child’s teacher does not seem to care much about my child.	Does your child’s teacher care about your child?
Do you oppose not making this service free?	Do you think this service should be free ?
Was the session not unhelpful ?	How helpful was this session?
My doctor is not inattentive to all my health care needs.	Does your doctor address all your health care needs?



Use Clear Directions Where Necessary

Examples of clear directions

- Select all that apply.
- Select only one response.
- Round to the nearest whole number.
- Do not include long-term substitute teachers in your total count.

Use Appropriate Reading Level

- For adult surveys, a general rule of thumb is to use language at an eighth-grade reading level.
- Avoid technical jargon that may not be understood by everyone.
- Provide definitions for key terms when necessary.

Tools to check reading levels:

- **Microsoft Word: Document Readability**
- **Grammarly Readability Score**



Closed-Ended Versus Open-Ended Items

Closed-Ended Items

- More reliable responses.
- Easily quantifiable.
- Easier to summarize and conduct statistical analyses.
- Can incorporate open-ended response by including an “Other, please specify” option to capture information missing from closed-ended options.

Open-Ended Items

- Obtain unanticipated answers.
- Answers are in respondents’ own words.
- Open-ended questions on a pilot may inform closed-ended options.

Pair/Share: Improving Survey Items

Time: 5 minutes

Instructions

With your breakout partner, brainstorm suggestions to improve the following survey items.

1. How do you feel about your job as a principal? Select one.
 - ☐ Fulfilling
 - ☐ Fulfilling but stressful
 - ☐ Not fulfilling and very stressful
2. How many days was your child late to school? Select one.
 - ☐ 1–5 days
 - ☐ 6–10 days
 - ☐ 10 or more days



Learning Objectives

In this section, we will consider:

- ✓ the purpose of survey items,
- ✓ goals for writing items,
- ✓ guidelines for writing items,
 - response options,
 - rating scales,
- formatting considerations, and
- skip patterns.

Rating Scales

Closed-ended questions can be classified as multiple-choice questions or rating scales.



Rating scales usually involve asking participants to rate value or abstract concepts, such as satisfaction, ease, or the likelihood to recommend.

Rating Scales: Examples

Four to six response categories typically are used.

Scale	Response options
Agreement	Strongly agree • Agree • Disagree • Strongly disagree
Importance	Very important • Important • Moderately important • Slightly important • Not important
Frequency	Always • Very often • Sometimes • Rarely • Never
Degree or extent	To a great extent • Somewhat • Very little • Not at all
Similarity	Like me • Not like me

Unipolar Scale



- Ranges from lack of the attribute of interest to a high level of the attribute.
- The attribute of interest depends on each survey item.

How **prepared** did you feel to teach computer science?

- Not at all **prepared**
- A little **prepared**
- Somewhat **prepared**
- Very **prepared**

How **safe** do you feel in the hallways of the school?

- Not **safe**
- Somewhat **safe**
- Mostly **safe**
- Very **safe**

Patient experience survey. Have all your health care needs been **assessed**?

- None of my needs have been **assessed**.
- Some of my needs have been **assessed**.
- Almost all my needs have been **assessed**.
- All my needs have been **assessed**.

Bipolar Scale



Considers Two Dimensions

To what extent do you **agree or disagree**?

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

How strongly do you **favor or oppose** the following. . .

- Strongly oppose
- Somewhat oppose
- Somewhat favor
- Strongly favor

Think about the resources you received this past school year.
How **sufficient** were each of the following resources?

- Completely **insufficient**
- Mostly **insufficient**
- Mostly **sufficient**
- Completely **sufficient**

Use a Middle or Neutral Category Thoughtfully

Respondents often choose the middle category because of

- a lack of knowledge,
- uncooperativeness,
- difficulty in reading or understanding,
- reluctance to answer, or
- nonapplicable choices.

How often is professional development for teachers at this school accompanied by the resources that teachers need (e.g., time, materials) to make changes in the classroom?

- Never
- Rarely
- **Sometimes**
- Frequently
- Always

Please provide your opinion about the following statement. Students learn science best in classes with students of similar abilities.

- Strongly disagree
- Disagree
- **No opinion**
- Agree
- Disagree

Guidelines for Writing Items Checklist

- ✓ Be specific.
- ✓ Include definitions if necessary.
- ✓ Avoid double-barreled items.
- ✓ Avoid double negatives.
- ✓ Use clear directions.
- ✓ Use a reading level that is appropriate for the respondents.
- ✓ Use open-ended versus closed-ended items.
- ✓ Avoid jargon.
- ✓ Avoid leading questions.

Guidelines for Rating Scales and Response Options Checklist

- ✓ Four to six response categories typically are used.
- ✓ Use a middle or neutral category thoughtfully.
- ✓ Use caution with rating scales that have unlabeled options.
- ✓ Make responses mutually exclusive.

Additional Resources

For more information, please visit the following websites:

- The American Association for Public Opinion Research: <https://www.aapor.org/>
- *Public Opinion Quarterly*: <https://academic.oup.com/poq>
- *Journal of Survey Statistics and Methodology*: <https://academic.oup.com/jssam>

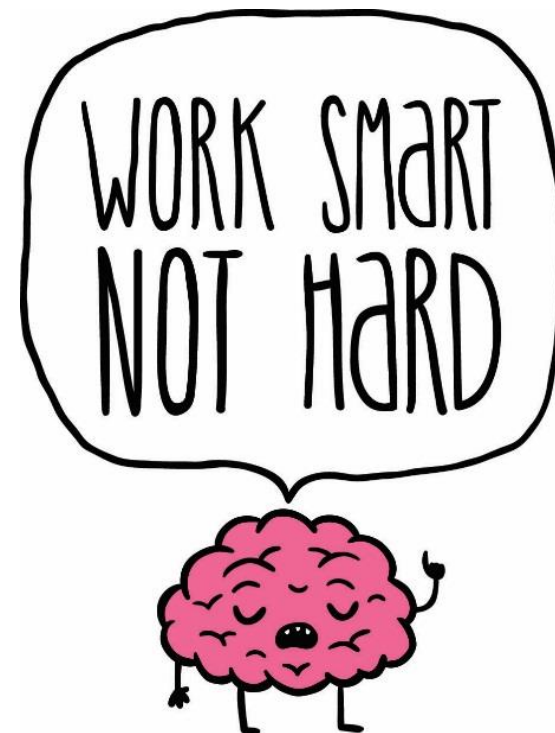
Questions?



Using Existing Survey Items

Yan Wang

Why Use Existing Survey Items?





NCES and NCEE Surveys

Respondents include

- teachers,
- parents,
- school administrators, and
- students.

Topics include

- parent involvement,
- school climate, and
- school readiness.

NCES Schools and Staffing Survey

33. In your FIRST year of teaching, how well prepared were you to –
 🍏 If you are in your first year of teaching, please answer for THIS school year.

		🍏 Mark (X) one box on each line.				
		Not at all prepared	Somewhat prepared	Well prepared	Very well prepared	
a.	Handle a range of classroom management or discipline situations?	0211	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b.	Use a variety of instructional methods?	0212	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c.	Teach your subject matter?	0213	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d.	Use computers in classroom instruction?	0214	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e.	Assess students?	0215	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f.	Differentiate instruction in the classroom?	0216	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g.	Use data from student assessments to inform instruction?	0217	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h.	Meet state content standards?	0218	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Source: <http://nces.ed.gov/surveys/sass/>

Parent and Family Involvement Survey: The National Household Education Survey

Factors Affecting Parent and Family Participation in School and Parent Support for the School. This section is asked of children in grades K-12 (PFI only).

PLINTRO. Now let's talk about things that may affect your family's involvement with (CHILD)'s school.

PL1. How often does the school hold meetings during times that fit your work and family schedules?
Would you say...

FPMTGWRK	Always,	1
	Sometimes, or	2
	Never?	3

**If any child in the household is under age 14, ask PL2.
Else, go to PL3.**

PL2. How often has a lack of childcare prevented you from participating in (CHILD)'s school meetings
and activities?

FPTCHCAR	ALWAYS	1
	SOMETIMES.....	2
	NEVER.....	3

Source:

NCEE Reports: Student, Teacher, and Classroom Measures

NCEE 2010-4012

U. S. DEPARTMENT OF EDUCATION

Compendium of Student, Teacher, and Classroom Measures Used in NCEE Evaluations of Educational Interventions

Volume I: Measures Selection Approaches and Compendium Development Methods

Source: <https://nam10.safelinks.protection.outlook.com/GetUrlReputation>

NCEE Reports: Student Engagement



Measuring
student
engagement in
upper elementary
through high
school: a
description of
21 instruments



Source: <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2011098>

NCEE Reports: Character Education

NCEE 2009-006

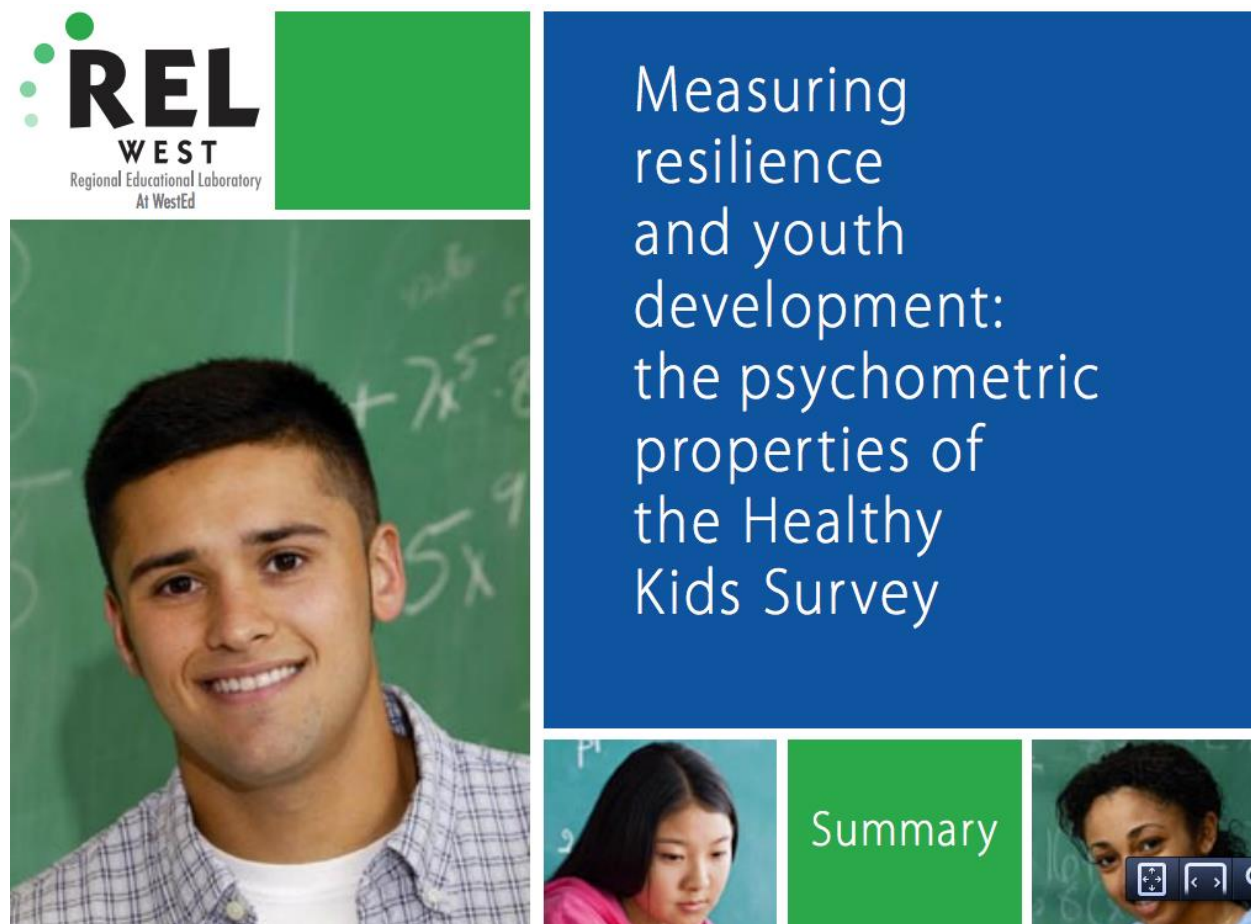
U. S. DEPARTMENT OF EDUCATION

Survey of Outcomes Measurement in Research on Character Education Programs



Source: <https://ies.ed.gov/ncee/pdf/2009006.pdf>

NCEE Reports: Resiliency and Youth Development



Source: <https://eric.ed.gov/?id=ED498459>

Other Resources: School Climate



The screenshot shows the homepage of the Safe Supportive Learning website. At the top is the logo, which consists of a blue and orange globe icon followed by the text "Safe Supportive Learning" and the tagline "Engagement | Safety | Environment" in orange. To the right of the logo are four navigation links: "Training and TA", "Events", "Topics & Research", and "State", each with a downward arrow. Below the navigation bar is a large banner image of a young girl sitting and using a tablet. Overlaid on the bottom left of the banner is a white box with the text "Download an App that Teaches Kids About Safety" and an app store icon. To the right of the banner, on a blue background, is the text "SSD Web Juven January" and a button that says "DO YOU". Below the banner, on the left, is a "TOPICS" section with a blue header. Under the header, the text "Education Levels" is followed by a list: "Pre-K/Elementary School", "Middle/High School", and "Higher Education". To the right of the topics is a "Voices From The Field" section. It features a large red checkmark icon with the text "TAKE THE POLL!" curved around its base. To the right of the icon, the text reads "Voices From The Field" and "Which of the following do you think has the GREATEST impact on?". Below this text are two orange buttons: "Learn What Experts Think" and "Share Your Voice".

Source: <https://safesupportivelearning.ed.gov/>

Other Resources: Q-Bank

The screenshot shows the Q-Bank website with a dark blue header. The header contains the 'Q-Bank' logo in yellow and the tagline 'Improving surveys through sharing knowledge.' Below the header is a navigation bar with links: Search, Reports, About Q-Bank, Archives, QUEST, and Question Evaluation. The main content area is divided into two columns. The left column has a 'Welcome to Q-Bank' section with a description of the resource, a list of three goals for question evaluation studies, and a 'Quick Search' form with a keyword field, radio buttons for 'Questions' and 'Reports', and a 'Search Q-Bank' button. The right column has an 'Explore Q-Bank' section with links for new users and submission guidelines, and a 'Highlights' section featuring the 'Quest Workshop' logo and a link to view presentations from the 2013 QUEST conference.

Q-Bank
Improving surveys through sharing knowledge.

Search Reports About Q-Bank Archives QUEST Question Evaluation

Welcome to Q-Bank

Q-Bank is a resource for survey managers and data users, with a focus on question evaluation.

Question evaluation studies are a crucial piece of the survey process. Question evaluation studies:

1. Improve question design and the validity of survey data.
2. Provide necessary evidence for survey managers to demonstrate their survey collects the data it purports to collect.
3. Support data users by providing useful information to more fully understand and better interpret data used in their own research.

Q-Bank allows you to search for survey questions and to access those evaluation studies.

Quick Search

Keyword:*


Display:* ☒ Questions ☐ Reports

Explore Q-Bank

New to Q-Bank?
[Watch a tutorial here](#)

Interested in Submitting a Report?
[View submission guidelines](#)

Highlights


Quest Workshop
April 9-11, 2013 - Washington, DC

View Presentations and more from the 2013 QUEST conference.

Source: <https://wwwn.cdc.gov/qbank/home.aspx>

Other Resources: Common Education Data Standards

The screenshot shows the homepage of the Common Education Data Standards (CEDS) website. At the top, there is a header with the CEDS logo on the left, which consists of a cluster of purple dots. To the right of the logo is the text "Common Education Data Standards". Further right are input fields for "User Name" and "Password", a "Log In ..." button, and links for "Create an Account" and "Forgot User Name or Password". Below the header is a purple navigation bar with white text links: "Home", "About", "Elements", "Data Model", "Tools", "Resources", and "Contact Us". The main content area features a large graphic with several purple circles containing white icons: a gear, a lightbulb, a group of three people, and an upward-pointing arrow. Below this graphic is a grey box with the text "JOIN CEDS DEVELOPMENT COMMUNITY" in green, followed by "Contribute to workgroups and towards the development of the CEDS standard." Below this is a section titled "News & Resources" with a green underline. On the left of this section is a "NEWS" icon depicting a newspaper. To its right is a text block titled "CEDS Version 5 Release" with the text: "Version 5 of the CEDS standard has been released. The elements are searchable and included in the Domain Entity Schema, Normalized Data Schema, and both the Align and Connect tools." On the right side of the "News & Resources" section, there is a Twitter social media link "@CEDStandards" and a "Submit a" button with a small icon.

Source: <https://nces.ed.gov/ccd/>

Considerations for Using Existing Survey Items

- Ensure that you have permission before using existing items.
- Check technical manuals to ensure that the item measures what you want to measure.
- Revisions to existing survey items may change an item's validity or reliability. These changes may include
 - changes to survey item wording,
 - changes to the response categories, or
 - removing or adding items in a construct.



Existing Survey Items: Codebooks and Technical Manuals

- Be sure to review any existing survey items resources.
- The survey codebook will give you information about the constructs, items, and response categories.
- The survey technical manual will give you information about administration.
- Survey reports or pilot analysis will give information about item nonresponse, reliability, and validity.

CLC Pause Point: Strategies for Borrowing/Adapting Survey Items

- Literature review
- Translations
- Back translations
- Pretesting survey items

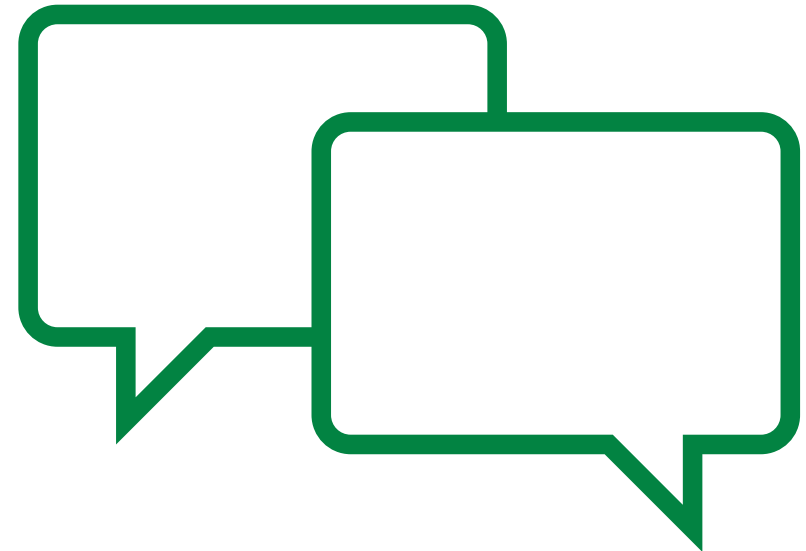


Activity: Sharing Existing Sources for Survey Items

Time: 10 minutes

Instructions

1. Please go to the Jamboard linked in the Chat.
2. Let's collectively generate **STEM-Ed surveys** that you've used or heard of that might be helpful to this group.
3. We'll share the generated list with the group after the session.



Questions?



Homework: Writing Survey Questions

Instructions

1. Between today and tomorrow, explore and review the list of existing surveys shared today and revisit your research questions and constructs.
2. Working independently in your Google Doc (Part 4), draft 4-5 survey items to measure one of your constructs.
3. Your Part 4 entries will be considered in Day 2.



Day 2 Preview

Thanks for a great session today!

Workshop Schedule

Session 2: Survey Operations (Tuesday, November 1)

- Pretesting survey items
- Sampling
- Survey administration

Session 3: Analysis and Reporting (Wednesday, November 2)

- Conducting nonresponse bias analysis
- CLC considerations for reporting survey results
- Closing and reflections