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.

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 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.

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.

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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.”

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.

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.

The Journey Toward Cultural Proficiency

Cultural Destructiveness

See the difference, stomp it out:
The elimination of people’s cultures

Cultural Incapacity

See the difference, make it wrong:
Belief in the superiority of one’s culture and behavior that disempowers another’s culture

Cultural Blindness

See the difference, act like you don’t:
Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures

Cultural Pre-competence

See the difference, respond inadequately:
Awareness of the limitations of one’s skills or an organization’s practices when interacting with other cultural groups

Cultural Competence

See the difference, understand the difference that difference makes:
Interacting with other cultural groups using cultural proficiency as the standard for individual behavior and school practices

Cultural Proficiency

See the difference and respond positively and affirmingly:
Esteeming culture, knowing how to learn about individual and organizational culture, and interacting effectively in a variety of cultural environments

Source: Adapted from Cross et al. (1989).
Integrating Cultural Competence Into the Research Process

1. Conceptual Framework & Research Questions
2. Study Design
3. Participant Recruitment
4. Data Collection
5. Data Analysis
6. Dissemination of Findings
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

Define your research goals and questions.

Consider the use of findings and audience.

Determine the most appropriate methodological approach.

Source: Chinese proverb
### Define Your Research Goals

<table>
<thead>
<tr>
<th>What are you interested in learning about?</th>
<th>What will the results inform?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to know our students’ computer skills or experiences.</td>
<td>Results will inform instructional and intervention strategies.</td>
</tr>
</tbody>
</table>
Define Your Research Question(s)

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.
Is a Survey the Right Approach?
Types of Data Collection (selected)

**Surveys**
- Can be large sample size
- Can be generalizable
- Quantitative analysis
- Qualitative analysis of free response items

**Interviews***
- Sample to saturation
- Contextually rich
- Qualitative analysis

**Focus groups**
- Sample to saturation
- Interaction enriches data
- Qualitative analysis

**Observations**
- Can be loosely or highly structured
- Contextually rich
- Qualitative and quantitative analysis

**Extant data**
- Can be large sample size
- Already accessible
- Quantitative and qualitative analysis

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* 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
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.
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.
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 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 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:

- Clear and concise
- Exhaustive
- Mutually exclusive
Guidelines for Writing Survey Items

Yan Wang
Be Specific

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

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

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

Example from https://www.norc.org/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.
<table>
<thead>
<tr>
<th>Do you work full-time?</th>
<th>About how many total hours per week do you usually work for pay, counting all jobs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your school safe?</td>
<td>How safe do you feel . . .</td>
</tr>
<tr>
<td></td>
<td>• in the hallways of the school?</td>
</tr>
<tr>
<td></td>
<td>• in the bathrooms of the school?</td>
</tr>
<tr>
<td></td>
<td>• outside around the school?</td>
</tr>
<tr>
<td></td>
<td>• traveling between home and school?</td>
</tr>
<tr>
<td></td>
<td>• in your classes?</td>
</tr>
</tbody>
</table>
Avoid Double-Barreled Items

To what extent are your measures of progress quantitative and objective?

To what extent are your measures of progress quantitative?

To what extent are your measures of progress objective?

Each item should represent a unidimensional concept.
Avoid Potential Double Negatives

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

<table>
<thead>
<tr>
<th>Closed-Ended Items</th>
<th>Open-Ended Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More reliable responses.</td>
<td>• Obtain unanticipated answers.</td>
</tr>
<tr>
<td>• Easily quantifiable.</td>
<td>• Answers are in respondents’ own words.</td>
</tr>
<tr>
<td>• Easier to summarize and conduct statistical analyses.</td>
<td>• Open-ended questions on a pilot may inform closed-ended options.</td>
</tr>
<tr>
<td>• Can incorporate open-ended response by including an “Other, please specify” option to capture information missing from closed-ended options.</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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

How strongly do you favor or oppose the following . . .
• Strongly oppose
• Somewhat oppose
• Somewhat favor
• Strongly favor
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?

- Time
- Money
- Work smart, not hard
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 –

- **Note:** if you are in your first year of teaching, please answer for THIS school year.

<table>
<thead>
<tr>
<th></th>
<th>Not at all prepared</th>
<th>Somewhat prepared</th>
<th>Well prepared</th>
<th>Very well prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Handle a range of classroom management or discipline situations?</td>
<td>0211</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Use a variety of instructional methods?</td>
<td>0212</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Teach your subject matter?</td>
<td>0213</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Use computers in classroom instruction?</td>
<td>0214</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Assess students?</td>
<td>0215</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. Differentiate instruction in the classroom?</td>
<td>0216</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. Use data from student assessments to inform instruction?</td>
<td>0217</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. Meet state content standards?</td>
<td>0218</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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/pubssearch/pubsinfo.asp?pubid=REL2011098
Survey of Outcomes Measurement in Research on Character Education Programs
NCEE Reports: Resiliency and Youth Development

Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey

Source: https://eric.ed.gov/?id=ED498459
Other Resources: School Climate

Source: https://safesupportivelearning.ed.gov/
Other Resources: Q-Bank

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.

Explore Q-Bank

New to Q-Bank?
Watch a tutorial here

Interested in Submitting a Report?
View submission guidelines

Highlights

View Presentations and more from the 2013 QUEST conference.

Source: https://www.cdc.gov/qbank/home.aspx
Other Resources: Common Education Data Standards

Source: [https://nces.ed.gov/ccd/](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