The Influence of Teacher Feedback on Iterations of Applied Research
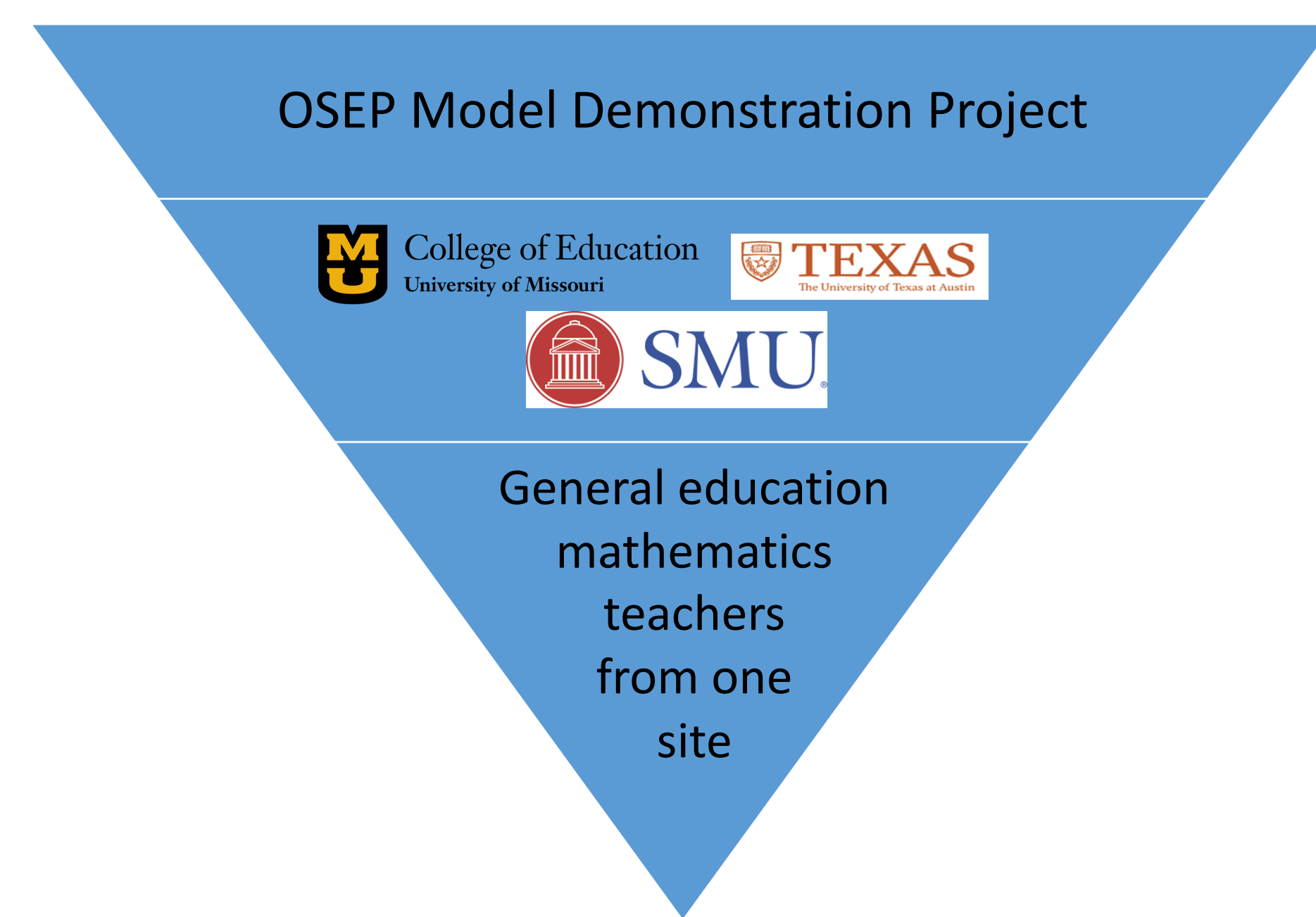
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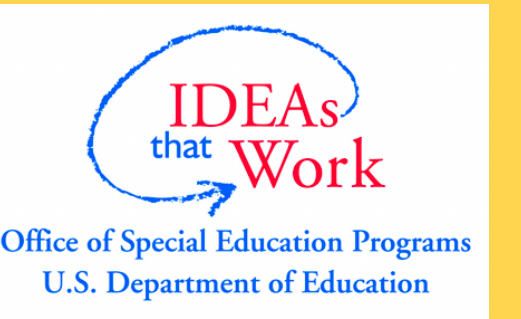
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IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

Readiness
Individual
Algebra:
Teaching of
Supporting

Project STAIR

The primary aim of Project STAIR is supporting mathematics teachers in using the data-based individualization process. Project STAIR supports teachers to enhance the algebra-readiness of middle school students (Grades 6-8) who are at-risk for or identified with specific learning disabilities in mathematics. The purpose of this investigation was to identify what participant feedback was adopted in preparation for a second iteration of the study.

OSEP Model Demonstration Project

College of Education University of Missouri TEXAS SMU

General education mathematics teachers from one site

Method

- Face-to-face focus groups with participants (n=13), professional development surveys

- The interview data were (1) deconstructed to the sentence level, (2) keywords/themes were identified, and (3) categorized according to topic areas.

Topic areas:

1. Professional Development
2. Data Based Individualization (DBI)
3. Implementation
4. Logistics
5. Data Collection
6. Coaching

The majority of suggested changes made by participants were considered and implemented in the second iteration of the project.

Follow the QR code for videos created in response to participants' request for more mathematics content.

Results

Topic Area	Participant Feedback	Researcher Change	Rationale
Professional Development (PD)	Refine PD and shorten sessions	PD went from three 6-hour sessions to three 3-hour sessions. Two strategy options were introduced instead of six	Difficulty scheduling day-long PD sessions; Fewer strategy options promoted depth of learning and implementation
Data-Based Individualization	Have students understand their weekly graphed data	Change not made	Focus on teachers understanding and using students' graphed data
Implementation	No specific direction given for planning intervention with targeted students	Coaching protocol was updated; Additional content-specific STAIR Tailored videos were created	Provide coaches with additional guidance for coaching sessions and more specific implementation strategies for a variety of math content based on student needs
Logistics	Difficulty with the online platform used to conduct progress monitoring	Checklist created for district technology staff prior to implementation; Documents created for troubleshooting	School and district sites could proactively address technology needs; Teachers could address issues independently
Data Collection	Entire class takes weekly progress monitoring measures	Change not made	Usernames were not available for entire classes
Coaching	More systematic plan (i.e., schedule for flow of project)	Coaching calendar and agendas created	To ensure project consistency and continuity

Questions

- To what degree is it the responsibility of researchers to consider and implement participant suggestions?

- How can researchers be responsive to the legitimate concerns of in-service teachers, while maintaining the integrity of the intended research?

- How might incorporating participant feedback enhance the researcher-practitioner partnership?