



Teacher Information Letter

Title of study: A Student-Initiated Approach for Supporting Students and Teachers in

Inclusive Classrooms- Phase 1

Purpose of the Study

The purpose of this study is to develop a technology-based student-initiated assessment for learning process to enable students to directly communicate to their teachers the student's strengths, needs, interests and learning preferences prior to the start of the school year. This will provide teachers with a consolidated holistic snapshot of all students in the class and help teachers reduce time in identifying and supporting the needs of all learners. A second objective is to help students become more involved in and accountable for their learning and the choices they make to achieve their learning goals.

The following research questions guide this study:

- How does the implementation of a student-initiated assessment for learning process/tool impact student engagement and motivation?
- What are the perceptions of teachers about the usefulness of the student-initiated assessment for learning process/tool to support diverse learners?
- How do the student-initiated assessment outcomes impact the teachers' identification of student learning needs and the design of instructional strategies?

Inclusion Criteria

The inclusion criteria for TEACHERS are:

- Grade 6-9 general education classroom or resource teachers at a public or separate school board in Ontario, PEI, or New Brunswick. However, all research and research materials will be conducted in English so the participants require satisfactory proficiency of the English language.
- Teachers in a private or community-based educational organization who support grade 6-9 students with a learning challenge and/or are from a marginalized demographic population

Voluntary Participation

Participation is voluntary. Participants will review an information letter and consent form.

Study Details

Each teacher will support two or three of their students in a two phase study. The tasks for the first phase of the study include:

- Identify 2-3 students who meet the student inclusion criteria to potentially participate in the study. The teacher will contact the parents/guardians of students (using a recruitment template) to obtain parent/guardian's consent and student's assent for student to participate in the study.
- A review of student's assessment results and recommendations proposed from the assessment for learning process. Collaboration with the student to determine the most effective UDL strategies for the teacher to implement in the classroom.
- A 30 minute interview to provide insights, feedback and recommendations about the student-initiated assessment for learning process. This interview will be audio recorded using the Zoom platform. Individual transcripts for each teacher will be available within one month at the end of the data collection.

Time Commitment

- The total time for participation in the study will be approx. 1 hour as follows:
 - Online interview – 30 minutes
 - Review and finalize recommended UDL strategies- 30 minutes

Compensation

Each teacher who participates in the study will be provided with additional educational resources for one or more students in their class that participates in the study. These resources will include:

- \$50 Amazon Gift Card
- An opportunity for a student of your choice (with parental permission) to receive a complementary Kaufman Test of Educational Achievement (KTEA) assessment which will be administered by a qualified assessment examiner. The results of this assessment will enable the teacher to better understand and support the needs of the student. Value is approx. \$800 each
- A library of UDL strategies and UDL lessons created by teachers for teachers.
- Ongoing access of the final assessment for learning tool.

Possible Risks and Benefits

There are no known or anticipated risks associated with participation in this study. The results of this study will test the feasibility of a new technology based student-initiated assessment for learning process to help teachers support the needs of all students in inclusive classrooms. Teachers will benefit by receiving information obtained through this process to help inform their instructional strategies. The teacher's time will also be reduced when information is obtained directly and independently from the student outside the classroom setting.

Withdrawal from Research

Teacher and student participants have the opportunity to withdraw their participation any time before the final analysis of the study which is estimated to be (June 30, 2024). A request to withdraw from the study can be made by emailing the researcher at dpmontgomery@upei.ca. If a student withdraws, their teacher can continue in the study with the teacher's remaining students or teachers can invite additional students to participate in the study.

Confidentiality & Storage of Data

Live Communication

Face-to-face contact will be required with the teacher and researcher and all information communicated through these channels will remain confidential. Pseudonyms will also be used for any reporting of data at the end of the study.

Other Data Collection

Transcripts from the zoom sessions will be completed using Otter.ai software and the analysis of the transcripts will be coded using Atlas.ti software. The recordings, transcripts, consent forms and output of coded data will be stored with password protection on the University of PEI's secured Google drive cloud storage system.

Pseudonyms will be used to ensure confidentiality of data collected with only the researcher and student aware of the identity of the teacher. Data must be retained for at least five years, as per the 'Procedures for Stewardship of Research Records and Materials' at the University of Prince Edward Island'. The data will be destroyed after a period of 5 years.

Reporting of Results

The results of the study will be used for a doctoral dissertation and may also be used in academic journal publications.

Questions

This project has been reviewed by the UPEI Research Ethics Board and it complies with Tri-Council guidelines for research involving human participants. If you have any questions concerning the study, please direct your inquiries to Diane Montgomery (researcher) at 416-562-0359 or diane@montgomery.ca or Dr. Kathy Snow (supervisor) at 902-620-5152 or ksnow@upei.ca. Any concerns regarding your involvement in this study may be directed to the UPEI Research Ethics Board, researchcompliance@upei.ca. or (902) 620-5104.