

## ATTACHMENT L - TEACHER INTERVIEW GUIDELINE: GRADE 7

**OMB BURDEN STATEMENT:** According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0524. The time required to complete this information collection is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining

**Research Objectives:** To understand teacher’s perception of the education materials, and any barriers/supports to implementation.

*Note: Optional probing questions appear in italics. These probes are intended to provide options for the researcher to obtain feedback that supports the study objectives.*

### INTRODUCTION (3 Minutes)

Hello my name is \_\_\_\_ and I’ll be conducting this interview. The purpose of this interview is to get your feedback on the nutrition education materials that you’ve been implementing in your classrooms. As you know, the USDA/FNS created these materials to promote nutrition education in middle school students. Now that they’ve been implemented in your classrooms, the USDA/FNS would like to know about your experience implementing them and how students responded to the materials. Keep in mind that there were only 24 teachers in the country piloting these materials so your feedback is very important!

- First, there are no wrong answers. We are here today to hear what you think.
- Participation is voluntary, so you don’t have to answer every question.
- Also, so you know, I didn’t create any of the materials and I don’t work for the USDA/FNS. So, please be honest if there are things you liked or didn’t like. Your responses won’t affect me either way.
- Lastly, everything we talk about here will be kept private. That means we will not use your name in any of our reports, and we ask that you do not share the details of what was said here today.
- If it’s ok with you, we’d like to record these conversations. They will only be used to confirm our notes and allow us to revisit this conversation. Nobody but the people in this room will hear the recordings, and any transcriptions of this conversation will not include any names. All information will be stored on a secured server. Is that ok with you?

**(Note to moderator:** *If participant is uncomfortable do not record the conversation, but take detailed notes).*

Do you have any questions?

<b>Objective:</b>	<b>Questions</b> What made you say yes to piloting these materials?
-------------------	--

<p>Understand what resonates and appeals to teachers.</p>	<ul style="list-style-type: none"> <li>• <i>Was there anything about the idea behind the materials or the materials themselves that stood out to you when deciding whether or not to pilot the materials?</i></li> </ul> <p>Overall, how would you describe your experience leading the lessons?</p>
---	--

**WARM UP/REASON FOR PARTICIPATING (2 MINUTES)**

**OVERALL TEACHER PERCEPTION (10 MINUTES)**

<p><b>Objective</b></p> <p>Understand the activities and elements that were effective and posed challenges for teachers and students.</p>	<p><b>Questions</b></p> <p>Were there any particular activities or elements that were most effective and engaging for students (informational text articles, video, Thirsty for Facts interactive application)? Why?</p> <p>What were the challenges you faced as a teacher implementing the materials?</p> <ul style="list-style-type: none"> <li>• <i>How did you overcome those challenges?</i></li> <li>• <i>What could be done to better prepare teachers to deal with those challenges?</i></li> </ul> <p>Let's take a look at the learning objectives in the lesson plan [show lesson plan document - Attachment T-1]. How do you feel the materials met those objectives?</p> <ul style="list-style-type: none"> <li>• <i>What could be done differently to meet those objectives?</i></li> <li>• <i>Are these learning objectives appropriate for your class?</i></li> </ul> <p>How well did these lessons align to educational standards for Health or English Language Arts? Did the Lesson Plans accurately convey which standards were met?</p>
---	--

**EDUCATION MATERIALS COMPONENTS (10 MINUTES)**

<p><b>Objective:</b></p> <p>Understand the perception of each component of the materials.</p>	<p><b>Questions</b></p> <p>To what extent were the different activities integrated into a cohesive lesson plan?</p> <p>How did you feel about the informational text articles? How do these informational text articles compare with others that you may use in your classroom?</p> <p>How did you feel about the activities in the lesson plan such as the SuperTracker challenge?</p> <ul style="list-style-type: none"> <li>• <i>How did this deepen students' understanding of</i></li> </ul>
---	---

	<p><i>MyPlate, healthy eating, and sugar consumption?</i></p> <ul style="list-style-type: none"> <li>• <i>Did you feel that these activities were appropriate for use with the 7<sup>th</sup> grade? Why/why not?</i></li> </ul> <p>What was your experience with the “Thirsty for Facts” interactive application?</p> <ul style="list-style-type: none"> <li>• <i>Were there any challenges accessing the necessary technology?</i></li> <li>• <i>How did you organize the activity (e.g. group, pairs, homework)?</i></li> <li>• <i>Were students engaged with the activity?</i></li> <li>• <i>To what extent did the application support the overall lesson plan?</i></li> </ul> <p>How did you use “The Red Carpet” video? How helpful was it?</p> <p>What would you change about the educational materials to make them easier for teachers to use and more engaging and motivating for students?</p> <p>What other resources/training would you want to accompany these materials?</p> <p>If the nutrition education materials came with assessments to measure student learning, would you use them? Why/Why not? What sort of things should this assessment include?</p>
--	--

<p><b>Objective:</b></p> <p>Understand teacher’s intention to use again.</p>	<p><b>Questions</b></p> <p>Would you use these materials in your classroom in the future? Why/why not?</p> <p>Would you recommend these materials to other teachers? Which teachers? Why/why not?</p> <p>What other resources would you need to conduct these activities in your class in the future?</p> <p>If these materials were located online through the United States Department of Agriculture’s Food and Nutrition Service Web site or YouTube channel, would you be able to access them and use them? Would there be anything that would prevent you from using these materials in this way?</p> <p>How would you have students read the informational text articles? Online or printed on paper?</p> <p>Would you have students access any of these materials using mobile devices?</p>
--	---

### INTENTION TO USE IN THE FUTURE (3 MINUTES)

<b>Objective:</b> Get any final feedback from the teacher.	<b>Questions</b> Is there anything else you'd like to share about these materials?
---	---

### CONCLUSION (2 MINUTES)

We only have a couple minutes left, and I want to be respectful of your time.