

Dos and Don'ts for Recruiting Teachers to Participate in Education Research

What to DO

- ✓ **Focus on the study's benefit to students.** Lead recruitment conversations with why the study is important and beneficial for students. Provide concrete and tangible examples of what students will gain (e.g., enhancements to student engagement, learning, and well-being).
- ✓ **Provide meaningful financial incentives.** Meaningfully compensate teachers to acknowledge their time and contributions. Collaborate with local partners to select preferred and accessible vendors.
- ✓ **Make participation as effortless as possible.** Embed study activities into daily/routine tasks that occur during the regular workday. Schedule around teachers' preferred time for data collection. Limit communication to necessary and preferred methods.
- ✓ **Describe how teachers' participation will add knowledge to the field.** Explain how the study will help answer important questions, and share findings with participating teachers and schools throughout the project (e.g., brief email updates, handouts with key findings).
- ✓ **Share your own motivation and teaching experiences.** Reveal your interest and motivation for conducting the study and your approach to partnering with teachers. Describe your former experiences as an educator, if applicable.

What NOT to Do

- ✗ **Don't add responsibilities without reducing others.** Collaborate with school leaders to identify ways to take responsibilities off participants' plates and provide "protected time" for study activities (e.g., training, reflection, surveys).
- ✗ **Don't be ambiguous about time commitments.** Clearly lay out the time required for each component of study participation (e.g., duration of study; hours of required training; timing, frequency, and length of assessments).
- ✗ **Don't deny resources or support to the comparison group.** Consider study designs that include an active comparison group (with alternative resources provided), or communicate a plan to provide professional development and resources after the study is complete.
- ✗ **Don't leave concerns about potential negative repercussions unaddressed.** Emphasize, to the extent possible, that teachers' responses, classroom observation data, and interactions with a trainer or coach will be confidential and not shared with school administrators or anyone outside the research team.

