



View xForm - Research Review Board (RRB) Submission

New RRB Submission

Data Entry

- Submitted 05/04/2022 6:01 PM ET by Thompson, Katherine M.Ed, MA, PhD candidate

Submission Type

RRB Number	2021-1750
Study Title	Poetry Pedagogy Among Youth in Chicago
Event Type	New Submission defined 12/17/2021
Schools Participating	400135 - YCCS-Latino Youth Alternative HS 609884 - William E Dever Elementary School 609959 - John Charles Haines Elementary School 609960 - Nathan Hale Elementary School 609972 - Helge A Haugan Elementary School 610100 - West Park Elementary Academy

Please read the following carefully:

-Select "New Submission" if this is a brand new RRB proposal OR you need to make requested revisions to an RRB submission that is NOT yet approved.

-Select "Entry of RRB project that was previously-approved outside of IRBManager" if you would like to enter a project into IRBManager that was reviewed and approved outside of IRBManager (i.e. before IRBManager was implemented at CPS). For this selection, there must be no changes in your study protocol from when your study was previously approved.

-Select "Modification/Continuing Review of RRB Project Previously approved outside of IRBManager" if you would like submit a modification for a study that was approved outside of IRBManager (i.e. before IRBManager was implemented at CPS).

Type of Submission

New Submission

Pertinent CPS Documentation

Submitter

Thompson, Katherine M.Ed, MA, PhD candidate

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Overview of Pertinent CPS Documentation

The RRB is composed of members representing various Central Office academic departments as well as the Law Department. The RRB meets quarterly to evaluate new proposals to conduct research. The RRB calendar and deadlines for submissions can be found on the CPS Research Website here. Decisions resulting from the research review process will be communicated to the applicant of the request as well as appropriate CPS staff in accordance with the estimated timelines outlined in the respective RRB calendar. External researchers may not begin any research activities or obtain data for research purposes without first following the procedures outlined in this policy and securing the necessary approvals.

We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:

External Research Study and Data Policy

✓ I have read and understood the External Research Study and Data Policy

CPS RRB Guidelines

✓ I have read and understood the CPS RRB Guidelines

CPS Equity Framework

✓ I have read and understood the CPS Equity Framework

CPS Vision

✓ I have read and understood the CPS Vision

CPS Volunteer Policy

✓ I have read and understood the CPS Volunteer Policy, including background check requirements

Study Personnel Details

Study Title

Poetry Pedagogy Among Youth in Chicago

Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?

No

Primary Study Organization/University

Brown University

Principal Investigator

Thompson, Katherine M.Ed, MA, PhD candidate

Expirations:

**Background
Check
Level:**

PI Organization

Brown University

If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.

User had the option to start a different form here.

Are there any other study contacts?

No

If the person completing this form is not the Principal Investigator, it is suggested that the submitter be entered as a contact.

Is the Principal Investigator a Student?

Yes

Degree

Graduate - Doctoral

University

Brown University

College/Dept.

Department of Anthropology

Advisor Name/Title

Rebecca L. Carter

Advisor Email

rebecca_carter@brown.edu

Is the researcher a CPS Staff Member?

No

Funding and Intervention Information**Is this project contracted by the CPS Board of Education?**

No

Is a funding source associated with the proposed research?

No

Select the option that applies to your study

My study will involve a selection of individual schools

Please select all potential school sites involved with this study

Helge A Haugan Elementary School
John Charles Haines Elementary School
Nathan Hale Elementary School
Thomas J Waters Elementary School
West Park Elementary Academy
William E Dever Elementary School
YCCS-Latino Youth Alternative HS

Will this research require any in-person interaction or intervention activities?

Yes

Please check all of the following that apply to your research protocol:

Interviews
Observations

Please outline your protocol for individual interview activities, describing when, where, duration, frequency, and with whom.

Interviews will take place at participants' schools, at a time during the school day when the participant is not engaged in classes, or immediately after school. (At Hale, for example, student interviews would take place during the designated after-school hours when enrichment programming is provided within the school.) All interviews would take place in a teacher's classroom, with the teacher present. The initial interview is expected to take approximately 45 minutes to 1 hour, depending on the length of the participant's answers. The two follow-up interviews are expected to take approximately 30 minutes.

For teachers, interviews are expected last 45-60 minutes and will take place at a time and place of their choosing. This might be their classroom at the end of a school day, the school library, or a nearby coffee shop.

Does this involve video, audio, or photograph recording?

Yes

Please describe the protocol for audio/video recording

With participants' permission, interviews will be audio recorded to aid the PI's recall of what was said. The interview will be transcribed and coded as part of the data analysis process. Audio recordings are essential to accurate transcription of interviews. In addition to more accurately preserving the content of the researcher's jottings, the recordings allow me to track pauses and listen for emotion as I transcribe and review the data.

Please describe how data will be captured and stored securely

With the participant's permission, interviews will be recorded for note-taking and transcription purposes only using a Zoom H4 audio recorder. I will use pseudonyms for all participants. I will store a key that links pseudonyms with names in a separate, password-protected file, in order to help me keep track of participants' changing opinions over time. No one else will access or view this file. During interviews, I will ask students if they would like to share their poetry. If a student agrees to share the poetry they have written during CPC programming, I will photograph the paper and store the photo in a password-protected file on a secure server, with the student's pseudonym only (no identifiers). The photo will be immediately deleted from the PI's phone.

Consent documentation will be locked in the PI's apartment in a locked cabinet separate from any data files. Post audio recording, the files of original audio data will be immediately downloaded and erased from the digital recording device, and encrypted, and copies saved to a password-protected folder on the PI's password-protected laptop and on an external hard drive, which will be stored in a locked cabinet in a locked closet in the PI's locked apartment. Files of audio, images, transcripts, and field notes and journals will be encrypted, and stored in a password-protected folder on the PI's password-protected personal computer hard drive when in use for de-identification and analysis and backed up locally in encrypted, and stored in a password-protected folder on external hard drives stored in a locked cabinet in a locked closet in the PI's apartment. All encrypted data files in password-protected folders will be remotely backed up on the Research File Storage

network drive maintained by Brown University Computing and Information Services (CIS), which requires a unique log-in and password and 2-factor authentication, with access limited only to the PI, on a daily basis.

Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)

5. Informed Consent Poet revised.pdf	Consent Forms
Assent Form Student 5-3-22.docx	Consent Forms
Informed Consent Parent 5-3-22.docx	Consent Forms
Informed Consent Parent esp 5-3-22.docx	Consent Forms
Informed Consent Teacher 12-16-21.docx	Consent Forms

Deleted Attachments: 4 (Most Recent: Informed Consent Parent esp 12-16-21.docx on 04/01/2022 1:09 PM ET)

Please outline your protocol for observation activities, describing when, where, duration, frequency, and with whom.

Observation protocols are not standard for ethnographic fieldwork. This is to avoid applying assumptions to people's behavior before it happens. The same parental consent form applies for both interviews and observations and is reattached here.

12/16/2021 • Thompson, Katherine M.Ed, MA, PhD candidate • Not Internal

Observations will be conducted once weekly at each school, with a specific class (e.g., Room 312, Tuesdays, 12:55-1:55), over the course of the spring semester. The PI will observe Poets in Residence as they conduct their lessons during the same period each week. The PI may also participate in lesson activities at the Poet in Residence's request/discretion (e.g., serving as a discussion partner for students, or writing alongside students). The PI will take jottings during the course of the lesson.

Does this involve video, audio, or photograph recording?

No

Please note: Video/Audio classroom observations where students are present is not permitted unless every student present for the observation has active assent and parental consent.

Please describe how data will be captured and stored securely

Data will be captured via jottings taken by hand the PI during and after each observation. These jottings will be kept accessible only to the PI, in a locked cabinet inside the PI's apartment, when not in use.

How will you protect individuals who did not consent to participate in the observation, and what will non-consented students be doing during the observation(s)?

Because the observation will take place during the regular course of a class, all students will be participating in class as usual. The PI will assign pseudonyms to each student, with a key stored in a locked file on a secure server on the PI's computer. This key will be destroyed at the conclusion of the study. For students who are not participating in the study, no identifying information will be obtained.

Please attach all study materials corresponding to observation procedures (i.e., consent forms, protocol, recruitment and incentive plans)

Observation Consent Parent 5-3-22.docx Misc/Other

Deleted Attachments: 1 (Most Recent: Informed Consent Parent 12-16-21.docx on 05/03/2022 5:47 PM ET)

Will this research require the use or access of existing CPS data?

No

Will this research require the use or access of existing non-CPS data?

No

Study Details

Please select all of the following that will be participating in the study?

Students
Teachers
Other Staff

Will any of these students be under the age of 18?

Yes

Has this project been reviewed by an Institutional Review Board (IRB)?

Yes, and it was deemed exempt

IRB of Record Name

Brown University Human Research Protection Program

IRB Protocol Number

3117

Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).

Thompson_non-HSR determination letter_IRB.pdf IRB Letters

IRB of Record Primary Contact Email Address

christina_bonney@brown.edu

Please select your primary area of research from the following:

Arts Curriculum

Secondary Study Subject(s)

Teaching and Learning

Study Overview

Executive Summary or Abstract

Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.

This study will investigate how Chicago Public School students in grades 7-12 engage with poetry through classroom instruction provided by Teaching Artists affiliated with the Chicago Poetry Center. Building on recent scholarship in the anthropology of education, linguistic anthropology, and urban anthropology, I ask: 1) How do TAs and teachers collaboratively mobilize poetry-focused pedagogy in Chicago's public high school and middle school classrooms, and with what goals? 2) How do TAs' relationships with students through such programs affect students' understandings of themselves and abilities to express those understandings? 3) How do students mobilize poetry as a form of engagement with the world outside of the classroom? Methods of data collection will include: in-depth, semi-structured interviews with TAs, students, and teachers; participant observation in weekly TA-led classes in Chicago schools; participating in and analyzing the development of curricular materials by CPC; and developing qualitative evaluation tools to assess the growth of students' thinking. The results of this study will offer key insights into how Chicago Public Schools students use creative outlets to make meaning of both their education and their lived experiences outside of school. It will also show how consistent mentoring relationships can foster students' self-expression through socioemotional support. Finally, in the wake of the pandemic, this project will provide an in-depth, layered picture of how students, teachers, and Teaching Artists creatively collaborate to heal from the pandemic's disruptions to community.

Research Questions and Hypothesis

Please list all research questions and hypotheses associated with this project.

Using qualitative data collection, including ethnographic techniques and document analysis, this research aims to answer the following:

1) How do Teaching Artists and classroom teachers collaboratively mobilize poetry-focused pedagogy in Chicago's public high school classrooms and extracurriculars, and with what goals?

Hypothesis 1: TAs and classroom teachers use poetry-focused pedagogy to foster students' interest in and abilities to express feelings and experiences through writing. By joining together the reading and writing of poetic texts, TAs help students increase their confidence in both.

2) How do TAs' relationships with students through such programs affect students' understandings of themselves and abilities to express those understandings?

Hypothesis 2: TAs model a curiosity about words, feelings, and experiences, and show students how they can share their worlds with others. Students understand their words as worthy of being read and published, and view poetry as a tool for making their thoughts heard.

3) How do students mobilize poetry as a form of engagement with the world outside of the classroom?

Hypothesis 3: Students use poetry writing time to brainstorm and write about their families, the neighborhood and city they live in, and the issues they care about. By the end of the semester, they confidently share their views and experiences through poetry.

These methods will yield a longitudinal, qualitative data set that offers unique insights into the day-to-day programming of CPC and student interactions with Teaching Artists. Unlike traditional educational research methods, an ethnographic approach will allow me to capture and share a nuanced portrait of students' self-expressive and socioemotional growth over the course of the school year. This information, which will be shared with CPC and with CPS staff in appropriate forums, can help guide future programming decisions and demonstrate the impacts of arts education in this critical historical moment.

Purpose and Literature Review

Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?

Motivated by what Deborah Thomas (2021) has called “an archive of life,” this project seeks to contribute to anthropological understandings of how people form community. By closely studying mentoring relationships and the writing they produce, I will demonstrate how urban youth and their mentors actively create an archive of subjecthood. In examining how youth co-construct their subjectivities in concert with mentors, and in the context of public schools, we can come to a more thorough understanding of how cities make and are made by networks of individuals, and how those individuals shape and are shaped by the city. I draw on linguistic anthropology as well as the anthropology of education to investigate poetry as a subject-forming medium. Linguistic anthropologists have found classrooms to be fertile grounds for young people to work out their subjectivities (Chumley 2016, Abu El-Haj 2009). Additionally, there is ample anthropological evidence supporting the importance of poetry and poetic activities as a medium for conveying, challenging, and playing with ideologies (Sherzer 1987; Webster 2009). The political nature of youth subject formation has also been studied by anthropologists. Previous studies highlight how youth depart from learning as a process of memorization and reproduction and instead move toward various forms of self-expression to make sense of the world (Bucholtz 2002, Chumley 2016, Hemment 2015, Kwon 2013). My project builds on these studies by closely reading the ways in which adults and adolescents work together to (re)write youth subjectivities. Lastly, I draw on urban anthropology to examine the contribution of poetry to youth sense-making activities in the city. As the birthplace of urban ethnography, Chicago has long been a focal point for researchers investigating urban poverty and racial segregation (Drake & Cayton 1945, Pattillo 2013, Ralph 2014, Stack 1974). Drawing on discourses about how artists and the arts broadly play a role in city life (Abdul Khabeer 2018, Peterson 2012, Zukin 2010), I will further explore how mentoring relationships between Chicago's working poets and young Chicagoans facilitate students' ability to express their subjectivities through poetry.

Research Activities and Student/Staff Involvement

Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)

To gain insight into how and why poets and teachers mobilize poetry-focused pedagogy with middle and high school students, I will work with 3-4 TAs to observe and reflect on their lessons. I will shadow TAs over the course of one year (20 lessons - January-June 2022, September-December 2022), observing their lessons with students and meeting with them afterwards for semi-structured, reflective interviews. I will also conduct interviews with classroom teachers, discussing their experiences working with TAs and the reasons they choose to partner with CPC. Additionally, I will conduct document analysis of CPC's lesson plan archive, identifying key themes that emerge around learning objectives, lesson content and activities, and formative assessments. I will compare and cross-reference lesson plans with my in-class observation notes. I will also use a "Looking at Student Work" framework (Easton 2009) to closely read students' written assignments alongside the instruction they receive from TAs. Lastly, I plan to conduct archival research using CPC's records from previous school years, previous student evaluations (anonymous), and written feedback from TAs.

To better understand the formation of mentoring relationships among TAs and students, I will use participant observation and in-depth interviews with TAs, classroom teachers, and students. In addition to observing individual students during class sessions, I will recruit at least ten students in each class to complete semi-structured interviews focused on their experiences in the class. These interviews will address topics such as: what the student understands to be the goals of the lesson; how the student views the TA; and what close relationships, if any, the student has formed with adults outside their immediate family. The answers to these questions will help show how the student thinks about mentorship and their prior experiences with it as well as their perception of their own relationship with the TA. I will also conduct semi-structured interviews with TAs and classroom teachers to learn what they have noticed about student learning during poetry class.

To explore the ways students engage with poetry to make sense of their lives and subjectivities, I will conduct semi-structured interviews with 10 students per class at the beginning, middle, and end of the semester. During these interviews, I will ask students questions about how they see themselves as Chicagoans and what they hope for the future. I will also ask them to select a poem they enjoy or a poem they have written and discuss what is important to them about the poem. In June (close to the end of the school year), I will ask participating students in each class to volunteer to share poems they have written along with their commentary on why they wrote them. With students' and parents' permission, I will record these conversations and edit them into a podcast to be shared through the CPC website.

Research Methodology and Analytical Technique

Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.

My methods of data collection include: in-depth, semi-structured interviews with TAs, teachers, and students (Rossman & Rallis 2012); participant observation in weekly TA-led classes in Chicago high schools; participating in and analyzing the planning and development of curricular materials by CPC; and developing qualitative evaluation tools to assess the growth of students' thinking over the course of the year.

I will begin analyzing data concurrently with data collection using qualitative data software (NVivo) and reflective memos. I will organize qualitative data (typed field notes, transcribed interviews, poems, lesson plans) in folders by week, with a reflective memo for each folder on general impressions based on the data collected during that week. I will use NVivo to code for themes and trends. I will also utilize tags in Zotero citation software to link notes on relevant literature to the emergent themes in the data. This will streamline the write-up process and allow me to refine the questions in follow-up interviews with participants. I will cross-reference themes from interviews and observations with lesson plans and other curricular materials. To more closely analyze discourse, I will identify key excerpts from individual interviews, as well as poems, that engage with subject formation. In particular, I will attend to voice and register (Agha 2005, 2011; Reyes 2016) to draw analytical connections between participants' own subjectivities and the socially-recognizable personae they invoke in both poetry and interaction with each other.

With participants' permission, interviews will be audio-recorded for accurate transcription. During participant observation, I will take jottings and more detailed notes the same day to ensure accuracy and detail (Bernard 2011). With permission, I will audio-record individual students' readings of their poems for detailed textual and performance analysis. Throughout my field work, I will keep a file with locally and nationally significant news stories that I hear poets engaging with in performance and interviews. I will obtain approval for this research from both Brown University's IRB and Chicago Public Schools, and I will abide by university guidelines regarding travel and human subjects research, should COVID-19 conditions change.

In the event that Chicago Public Schools or the Chicago Poetry Center determines programming should be conducted remotely, I will conduct observations of synchronous classes via Google Classroom (CPS and CPC's virtual learning provider). I will conduct interviews via Google, with password-protected sessions.

Benefits and Commitment to Equity

Benefit to CPS

While this research may indirectly support the vision goals listed here, such as reading attainment and high school completion, it does not directly address them.

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Which (if any) CPS vision goals does your research support?

No answer provided.

[Click here to access more information on the CPS Vision Goals.](#)

Which (if any) of the CPS core values does your research support?

Community Partnership
Continuous Learning
Student Centered
Whole Child

Please describe how your project supports each of the core values selected above.

1) This project supports community partnership because it will shed light on the ways community members, e.g. Teaching Artists, contribute to students' socioemotional growth and become part of the classroom community. By collaborating with classroom teachers as well as Teaching Artists, I will help strengthen relationships between CPC and the schools it partners with.

2) This project supports continuous learning because it will offer a nuanced picture of what students are going through and what it is like to teach and learn alongside young people as they recover from the effects of the pandemic. This information can be used to design additional curricula, expand arts programming, and find additional community partners to meet student needs for expressive arts.

3) This project is student-centered and supports a "whole child" view of student learning because it is specifically targeted at the links between academic activities (reading and writing poetry) and socioemotional learning and outcomes (building relationships with caring adults, processing feelings through poetry). The research will help us better understand how socioemotional learning happens on a day-to-day basis in different classrooms through the expressive medium of poetry.

How does this project support the district broadly?

Anthropological research with young people has particular importance during the tumultuous changes of the past two years. In addition to weathering a pandemic, Chicago's youth have witnessed (and, for some, participated in) a summer of protest and reckoning with police violence in their communities; they have coped with the loss of relatives and isolation from their friends. Poetry continues to be a key outlet for students' creativity and self-expression, particularly as they process the traumatic effects of the pandemic and the changing landscape of racial politics in the city. CPC's programming offers students an important space to safely reflect on and make meaning of

their experiences. This research will shed light on how CPS students and adult mentors use poetry to collaboratively make sense of their lives in the late-pandemic period. With twin foci on both the self-expressive component of poetry and the socioemotional components of building community among students and Teaching Artists, this project will help us better understand students' holistic learning and healing. Unlike traditional educational research methods, an ethnographic approach will allow me to capture and share a nuanced portrait of students' self-expressive and socioemotional growth over the course of the school year. This information, which will be shared with CPC and with CPS staff in written memos, presentations, and other writing collaborations, can help guide future programming decisions and demonstrate the impacts of arts education in this critical historical moment. This project has been conditionally approved by Director of Arts Education Julia de Bettencourt.

Commitment to Equity

In what ways does this project reflect/challenge/progress the district's commitment to equity?

This project arises from my own experience and beliefs that all students deserve access to high-quality arts curriculum and to the space to learn to express themselves. As a trained educator who has worked in other urban districts (Des Moines, IA; Boston, MA), I am keenly aware of the potential of extracurricular programming, especially in the arts, to support student success. However, I know that at an institutional level, it can be difficult to budget time and resources for such programming. This research will provide evidence of the importance of such programming, with the eventual goal of increasing its availability to students and increasing its efficacy at supporting socioemotional learning.

My prior experience working with youth of color, first-generation college-bound, English-learning, and low income students has helped me challenge my own assumptions about those populations. As an educator and anthropologist, I know that I must continually name and challenge the assumptions that drive my questions. My project seeks to uplift student voices and to create more opportunities for students' voices to be heard, both by their communities and by the institutions that serve them. This is particularly important for students of color, who make up the vast majority of CPS students and whose voices and communities have long been marginalized by laws and systems in the United States.

How are your research activities accessible to individuals with disabilities?

The observations I will conduct will take place during a regular class session and do not require additional tasks from students. Since I will observe general education classes, I expect that Teaching Artists will tailor their

Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?

instruction to a variety of student abilities. For interviews, I will provide students with written questions in advance and at the interview itself; I will ask the same questions out loud. I will also explain to students that there are no right or wrong answers and that they can pause or take breaks as needed.

Are your research activities translated into languages other than English as appropriate for the community?

Yes, I have a Spanish-language translation of the parent permission form.

Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.

Please click "save" after each line.

CPS Supporter Email Address	CPS Supporter Details
Office, RRB Email: research@cps.edu Phone:	My primary CPS supporter is Julia de Bettencourt, jmdebettencourt@cps.edu, Director of Arts Education. She is CPC's primary contact with CPS and has given the project conditional approval.

Link to New Contact Form

User had the option to start a different form here.

How will you share your research findings with the population(s) you are studying?

With students' permission, and in collaboration with the CPS communications office, portions of their interviews, especially those where students discuss their own writing, will be edited together into a podcast. Students' own commentary will be presented alongside Teaching Artists' commentary as well as my own preliminary analysis. This podcast will be available through the CPC website (hosted through Soundcloud or equivalent platform), where CPC already publishes student poetry in print. The audio component will both increase accessibility of students' work and make it possible to include students' thoughts about their writing.

Additionally, the data gathered in this study will be used to create a report for CPS and CPC that details what and how students learn in the program. This report will be made available in digital and print form to classroom teachers, principals, and Teaching Artists, as well as parents. It will offer a more technical view on the information featured in the podcast, with additional resources such as a bibliography.

Research Activities

Start Date of Recruitment

05/16/2022

End Date of Recruitment

05/23/2022

Please provide the date that you will begin primary data collection

05/16/2022

Please provide the end date of primary data collection

12/23/2022

Please provide the date that you will begin analysis

06/15/2022

Please provide the end date of analysis

05/31/2023

Please provide the approximate date that you will finalize your research report.

04/01/2024

Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)

The primary final product of this research will be a book-length dissertation. Additionally, chapters may be adapted for submission to relevant journals in the fields of anthropology and education, and for presentation at academic conferences. In collaboration with the Chicago Poetry Center, a podcast will be produced and available for listening via CPC's website. A summary report will also be provided to CPS administrators and teachers.

Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?

No

With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.

Will this study involve study subject randomization or a control group?

No

Will your research employ study-subject deception or non-disclosure?

No

Will this research involve Product Testing?

No

Will this research involve collection of biological samples or biometric data?

No

Does this research involve other research procedures not described previously?

No

Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?

Yes

Please describe

This research is conducted in collaboration with the Chicago Poetry Center, a CPS-approved vendor, which provides in-school and after-school poetry programming in grades 2-12. Although the research involves CPC's curriculum, it is not intended as evaluation of the program.

Has the curriculum, program, PD, etc. already been approved by the district?

Yes

Please list the contact information for internal CPS supporter.

The Chicago Poetry Center's internal CPS supporter is the Director of Arts Education, Julia de Bettencourt.

Does this study involve the use of educational technology?

No

Study Population

Will you be submitting a secondary Data Request?

No

RRB Protocol Number

2021-1750

*This is your assigned RRB Number.
Please reference this in any data
request associated with this study.*

Study Subject Inclusion Criteria

Population 1: Students - May be included in the study if they are enrolled in a class where CPC offers weekly programming, are in 7th grade or above, and consent, along with parent/guardian permission.
Population 2: Teachers - May be included in the study if they teach any grade 7-12, are hosting a CPC Teaching Artist for weekly programming, and give consent.
Population 3: Teaching Artists (CPC staff) - May be included in the study if they are teaching in a 7th-12th grade classroom and wish to participate.

If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.

Study Subject Exclusion Criteria

N/a

If the research involves more than one study subject population, please individually detail the inclusion criteria for each

Please select all special populations that may be targeted for your study

None of the special populations listed here will be targeted. However, all students in the class (a general education ELA classroom) will be invited to participate, so it is likely that some students will belong to some of the listed categories.

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No answer provided.

Describe the potential direct and/or indirect benefits for all detailed research procedures and populations

Direct benefits to participants include the opportunity to reflect on their learning and growth, and sharing of their poetry and thinking in podcast form to a wider audience. More broadly, study results will aid Chicago Public Schools and the Chicago Poetry Center in making decisions about the provision of arts programming to CPS students.

Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations

Risks associated with participation in this study are minimal but include: breach of confidentiality and mild emotional distress.

Breach of confidentiality: This risk is unlikely but could occur if unauthorized persons access participant consent forms, field notes, or interview recordings or transcripts.

Mild emotional distress: This risk is somewhat likely because participants may reflect on or disclose difficult events in their lives, including the effects of the COVID-19 pandemic.

How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?

To reduce the risk of breach of confidentiality, all digital files will be stored on Brown's cloud server in password-protected folders. Any physical copies of consent forms will be stored, along with my personal laptop and recording device, in a locked cabinet separate from any data. I will also explain to students that as a mandated reporter, I must share with the CPC director if they tell me about harm to themselves or others.

To minimize the risk of emotional distress, interview questions are broad and open-ended, and pertain more to poetry and experiences in school than to participants' personal lives. Participants will be reminded that they may take breaks at any time during the interview and that they may skip any question or end the interview at any time.

Data safety: Consent documentation will be locked in the PI's apartment in a locked cabinet separate from any data files. Post video/audio recording, the files of original video and audio data will be immediately downloaded and erased from the digital recording device, and encrypted, and copies saved to a password-protected folder on the PI's password-protected laptop and on an external hard drive, which will be stored in a locked cabinet in a locked closet in the PI's locked apartment.

What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?

At the beginning of each interview, I will verbally remind participants that they may take breaks, skip any question, or end the interview at any time, without consequence. If a participant is showing signs of stress, I will pause the interview and ask if they would like to take a break or move on to the next question. If the participant declines but continues to show signs of distress, I will ask again if they would like to continue the interview. I will remind them that they can take their time and they do not have to share anything they do not want to. If needed, I will end the interview and ask if the participant would like to continue at another time.

Will you compensate study subjects?

Yes

Detail the proposed compensation (monetary and/or non-monetary) for each research procedure and population

Students: Compensation for completing all three interviews will be a \$20 gift card to a locally-owned bookstore in or near their school neighborhood. Compensation for students who complete one or two interviews will be a \$10 gift card to the same.

Teachers: No compensation is offered.

Teaching Artists: Compensation will be commensurate with CPC's hourly rate, that is, \$25 per hour.

Student incentives must be appropriate, equitable, and reasonable in amount. All staff incentives are limited to \$50 or less in a given year. Any amount in excess will require the secondary employment form to be completed by staff participants, or otherwise have the amount allocated to the school.

Describe when and where study subjects will be compensated and detail the mechanisms that will be in place to ensure study subject privacy when distributing compensation.

Gift cards will be placed in envelopes and disbursed to participants at the conclusion of their interviews. Since these interviews will not take place during class time, other students will not be present at interviews (however, it is necessary for a CPS employee to be in the room at the time of the interview).

Describe the compensation schedule for participants that withdraw from the research or that are withdrawn from the research by the study team.

For participants who conclude their participation in the research prior to the final interview, a \$10 gift card will be provided.

Study Recruitment

Outline every aspect of the recruitment process for students.

Asking students to recruit their friends is not allowed; approaching students individually absent parental consent is not allowed.

01/19/2022 • Dickson, Sarah • Internal

For students, the recruiting process will include:

- A brief overview of the research project during one of the first five sessions of the TA's residency, provided to the entire class. Parental consent/permission forms will be distributed to all students. I will provide a verbal summary of the benefits and risks as outlined on the consent form.
- At the following class session, I will instruct students to place signed parental consent forms in their poetry folders, which I will collect at the end of class.
- I will follow up with interested students during the next class session.
- These interactions will take place in the classroom with the classroom teacher present at all times.

Outline every aspect of the recruitment process for teacher participants.

For classroom teachers, the recruiting process will include:

- An email introducing the project
- If the teacher responds affirmatively, I will then provide the informed consent form in person when I attend sessions with the TA. I will ask if they would prefer to read themselves, have an in-person discussion, or discuss further via Zoom/Google. I will follow up within the next few days to collect the consent form and answer any questions the teacher might have.

Outline every aspect of the recruitment process for non-teacher staff participants.

For Teaching Artists, the recruiting process will include:

- A brief overview of the research project at the CPC's training and orientation session.
- Informal conversations with individual TAs (conducted over Zoom) to discuss the aims of the project and further introduce the researcher as well as learn more about the TAs' past experiences and goals for their upcoming teaching.
- In a follow-up conversation, I will reiterate the goals of the project, discuss the project's methods and ask the TA if they would like to participate.
- If TA agrees, I will then introduce the consent form and discuss the risks and benefits with them as described on the form. I will provide a hard copy of the consent form and follow up with an email with the form attached for their signature. I will then collect a digital or hard copy, signed, and ensure that the TA has a copy for their records.

Please attach all recruitment materials not attached elsewhere (Optional).

Recruiting Scripts revised 12-16-21.docx Recruitment Materials

Deleted Attachments: 1 (Most Recent: Recruiting Scripts revised 12-16-21.docx on 05/04/2022 5:56 PM ET)

Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).

No answer provided.

Identify study team members who will recruit subjects.

I, Katherine Thompson, will conduct all recruitment.

Will this research involve screening procedures

No

Compliance

FERPA

For more information on FERPA, click here.

Is any aspect of this research subject to FERPA?

No

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?

No

PPRA

For more information on PPRA, click here.

Is any aspect of this research subject to PPRA?

No

Permission, Confidentiality, and Security

Attach a draft of the permission letter that will be sent to school Principals

Principal Permission
Letter 12-16-21.docx

Support
Letters

Please note that Principals have final authority over what happens in their schools.

How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.

Students: The researcher will announce the research to all students in each class and distribute parental consent forms to all students. Students may return forms by leaving them in their poetry folders, which the researcher will collect at the conclusion of class (note: the Teaching Artist usually collects poetry folders at the conclusion of class, but the PI will do this for the two weeks following the distribution of consent forms). Interviews will be conducted in an empty classroom with a CPS employee present (e.g., a classroom teacher who is doing other work during that time).

Teachers: Teachers will be invited to participate verbally, with a follow-up email to obtain consent. Interviews will take place at a location and time of their choosing.

Teaching Artists: Teaching artists will be invited to participate verbally, with a follow-up email to obtain consent. Interviews will take place at a location and time of their choosing.

Describe the data confidentiality or security provisions that will be in place for all research data.

I will use pseudonyms for all participants. I will store a key that links pseudonyms with names in a separate, password-protected file, in order to help me keep track of participants' changing opinions over time. No one else will access or view this file. If a student agrees to share the poetry they have written during CPC programming, I will photograph the paper and store the photo in a password-protected file on a secure server, with the student's pseudonym only (no identifiers). The photo will be immediately deleted from the PI's phone.

Consent documentation will be locked in the PI's apartment in a locked cabinet separate from any data files. Post audio recording, the files of original audio data will be immediately downloaded and erased from the digital recording device, and encrypted, and copies saved to a password-protected folder on the PI's password-protected laptop and on an external hard drive, which will be stored in a locked cabinet in a locked closet in the PI's locked apartment. Files of audio, images, transcripts, and field notes and journals will be encrypted, and stored in a password-protected folder on the PI's password-protected personal computer hard drive when in use for de-identification and analysis and backed up locally in encrypted, and stored in a password-protected folder on external hard drives stored in a locked cabinet in a locked closet in the PI's apartment. All encrypted data files in password-protected folders will be remotely backed up on the Research File Storage network drive maintained by Brown University Computing and Information Services (CIS), which requires a unique log-in and password and 2-factor authentication, with access limited only to the PI, on a daily basis.

How will you store participant data?

With codes

These details must be included in all applicable consent forms

Describe the coding mechanism, indicate where links to codes will be stored, identify the individuals who will have access to coding keys or links, and clarify if codes will be deleted at a later date.

All participants will have the opportunity to select their own pseudonyms (if they decline, the PI will choose a pseudonym at random). A key will be kept in a separate, password-protected file, as described above. No one else will have access to this key. It will be destroyed five years after the conclusion of the study.

Will you keep participants' contact information on file after the data have been collected?

Yes

How long will you store participant contact information?

Up to five years

Explain the purpose for which participant contact information will be retained, such as recruitment for future studies or other follow-up study completion

I will follow up with participants after the conclusion of the data collection to ask for their feedback on analysis pertinent to the information they share. I will also be in touch with teachers and Teaching Artists to see if they would like to collaborate on presenting together at professional conferences or on articles in relevant journals.

These details must be included in all applicable consent forms

Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?

No

What will you do with the data once the research has been completed (choose all that apply)?

Retain data for three years or longer post-completion, then destroy it

Please note that the district discourages storing study data for longer than three years after study completion.

Please describe the purpose for which you will be storing data after the conclusion of the study. Also, explain the planned duration (i.e. how long) you will retain data

Data will be retained for a period of up to five years to aid in the completion of my dissertation and relevant research articles that might come from it.

Attachments

Please attach all miscellaneous attachments

No answer provided.

If you are resubmitting your protocol following initial review, please attach your response letter here.

Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?

No

Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?

No

Acknowledgements

Acknowledgements

Please acknowledge the following:

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):
<https://policy.cps.edu/download.aspx?ID=272>

Submission Date

11/29/2021

All RRB new submissions, modifications, continuing reviews require a \$50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:

CPS RRB/Data Request ePay System

RRB Protocol #

2021-1750

Payment Confirmation Number

20000001

Load Initial Submission into IRBManager
- Submitted 05/04/2022 6:01 PM ET by System, The

Research Office Pre-Review
- Submitted 01/10/2022 7:32 PM ET by Sell, Jared

Pre-Review

RRB Number

2021-1750

Ready for Review

Ready for Review

Type of Review

Ad Hoc

Primary Reviewer

Sell, Jared

Comments for Reviewer

N/A

Supplementary Site Output

400135 - YCCS-Latino Youth Alternative HS
609884 - William E Dever Elementary School
609959 - John Charles Haines Elementary School
609960 - Nathan Hale Elementary School
609972 - Helge A Haugan Elementary School
610100 - West Park Elementary Academy

School Contacts

Amy Moy-Davis, Catherine

Email: CAMoy@cps.edu

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Asaf, Karime

Email: ncortez@cps.edu

Phone:

Elizabeth Iles-Gomez, Dawn

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Phone:

F Major, Jason

Email: jfmajor@cps.edu

Phone:

Hurlburt, James

Email: jhurlburt@pilsenmh.org

Phone:

Smith Yutzy, Heather

Email: hsyutzy@cps.edu

Phone:

Administrative Reviewer

Sell, Jared

Email: jsell1@cps.edu

Phone:

Payment Received

Yes

Return for Stakeholder Re-Review

No answer provided.

Current associated projects

N/A

Associated Projects

No answer provided.

Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.

Primary Reviewer Recommendation
- Submitted 01/19/2022 4:36 PM ET by System, The

Primary Reviewer Recommendation

Primary Reviewer Recommendation

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Dickson, Sarah	Revise and Re-Submit	01/01/0001	01/21/2022	01/19/2022

Re: student recruitment: Asking students to recruit their friends is not allowed; approaching students individually absent parental consent is not allowed. Re: data storage/destruction: Conflicting information - will data be stored for 3 years, or for 5 years? Re: parental consent form: Please remove consent to participate in a podcast; that consent would need to be separate from consent to participate in research activities, and would likely require a media release, and would need to be obtained through coordination with the CPS Office of Communications. Re: student assent form: Please remove assent to participate in a podcast; that assent would need to be separate from assent to participate in research activities, and would likely require a media release, and would need to be obtained through coordination with the CPS Office of Communications. Parent notification letter is required in order to conduct classroom observations.

Reviewer Notes

Re: student recruitment: Asking students to recruit their friends is not allowed; approaching students individually absent parental consent is not allowed. Re: data storage/destruction: Conflicting information - will data be stored for 3 years, or for 5 years? Re: parental consent form: Please remove consent to participate in a podcast; that consent would need to be separate from consent to participate in research activities, and would likely require a media release, and would need to be obtained through coordination with the CPS Office of Communications. Re: student assent form: Please remove assent to participate in a podcast; that assent would need to be separate from assent to participate in research activities, and would likely require a media release, and would need to be obtained through coordination with the CPS Office of Communications. Parent notification letter is required in order to conduct classroom observations.

Post Primary Reviewer Processing
- Submitted 03/28/2022 12:24 PM ET by Dickson, Sarah

Office Processing

Ready to be Placed on Agenda?

Ready to be Placed on Convened Board Agenda

RRB Meeting Date

03/25/2022

Under Convened Board Review

- Submitted 03/31/2022 2:17 PM ET by Dickson, Sarah

Post Board Meeting Processing

Do not process this stage until after the board meeting

Post Board Determination

Re-Submit with Changes

Post Board Summary for Researcher

1) Re: student recruitment: Asking students to recruit their friends is not allowed; approaching students individually absent parental consent is not allowed. Please update recruitment procedures accordingly.

2) Re: data storage/destruction: Conflicting information - will data be stored for 3 years, or for 5 years?

3) Re: parental consent form: Please remove consent to participate in a podcast; that consent would need to be separate from consent to participate in research activities, and would likely require a media release, and would need to be obtained through coordination with the CPS Office of Communications.

4) Re: student assent form: Please remove assent to participate in a podcast; that assent would need to be separate from assent to participate in research activities, and would likely require a media release, and would need to be obtained through coordination with the CPS Office of Communications.

5) Parent notification letter is required in order to conduct classroom observations.

If this submission has been rejected, approved with recommendations, or conditionally approved, the above information will be included in the generated letter.

If this submission requires re-submission with changes, the information above will be included in an email.

Follow Up Required

No Follow-up required

After you click "Next" and "Submit", this form will automatically send an email with the post-board summary included to indicate the revisions required to this application.

Administrative Processing of Revise and Resubmit
- Submitted 05/23/2022 12:54 PM ET by Corson, Adam

Administrative Processing

This submission was previously reviewed at the convened board that had requested revisions prior to approval, as listed below:

- 1) Re: student recruitment: Asking students to recruit their friends is not allowed; approaching students individually absent parental consent is not allowed. Please update recruitment procedures accordingly.
- 2) Re: data storage/destruction: Conflicting information - will data be stored for 3 years, or for 5 years?
- 3) Re: parental consent form: Please remove consent to participate in a podcast; that consent would need to be separate from consent to participate in research activities, and would likely require a media release, and would need to be obtained through coordination with the CPS Office of Communications.
- 4) Re: student assent form: Please remove assent to participate in a podcast; that assent would need to be separate from assent to participate in research activities, and would likely require a media release, and would need to be obtained through coordination with the CPS Office of Communications.
- 5) Parent notification letter is required in order to conduct classroom observations.

This submission had required follow-up by the convened board by the primary reviewer who has required the following revisions.

Re-submission Date

05/04/2022

Requested Revisions Completed?

Requested Revisions Completed

Administrative Comments

N/A

Administrative Determination

Approve

Approval Actions

Simple Approval

Approval Date

05/23/2022

Approval Period in Number of Months

12

Notes for Letter

N/A

Please add "N/A" if no other notes are needed and no background check is required.

Background Check Determination

Reviewer Background Check Recommendation

Yes

Display Proposed Study Participants

Students

Teachers

Other Staff

Display Study Interventions

Interviews

Observations

Display Study Contacts

Office determination of background check level required for this study?

Level I

Please select the level of background check required for researchers involved with primary data collection?

Justification for Background Check

Interviews with Students, Classroom observations

This will appear in the "Other Notes" section of the letter received by the researcher. Please start this statement by identifying the level of background check required.

Determination Letter Finalization

- Submitted 05/23/2022 1:48 PM ET by Corson, Adam

Review Generated Letter and Confirm Before Sending

RRB

2021-1750

Study Title

Poetry Pedagogy Among Youth in Chicago

Principal Investigator

Thompson, Katherine M.Ed, MA, PhD candidate

Email: katherine_thompson1@brown.edu **Mobile:** (515) 520-1841

Redisplayed Board Determination

Re-Submit with Changes

Determination Letter

In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.

Name	Type	Date
RRB#2021-1750- Katherine Thompson, M.Ed, MA, PhD candidate 2022-05- 23.docx	Determination Letter	05/23/2022

This determination letter will be automatically attached to an email being sent to the principal investigator.

Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.

New Submission defined 12/17/2021

Additional Attachments to Decision Email

No answer provided.

Notes for Determination Email

No answer provided.

Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Thompson, Katherine M.Ed, MA, PhD candidate	Principal Investigator	Missing

Please use the text box above to indicate the background check level required or any other pertinent information.

Level I

Background Check Level Justification

Interviews with Students, Classroom observations

Other Notes in Letter

N/A

RRB Meeting Date for Acknowledgment of Final Determination

07/11/2022

Please select the next meeting date of the RRB.

Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.

07/11/2022



BROWN

BROWN UNIVERSITY
CONSENT FOR RESEARCH PARTICIPATION

Poetry Pedagogy Among Youth in Chicago
Teaching Artist Consent Form
Version 1, 9/30/21

KEY INFORMATION:

You are invited to take part in a Brown University research study. Your participation is voluntary.

- **PURPOSE:** The study is about how poets and students relate to each other during the Chicago Poetry Center's Poets in Residence program.
- **PROCEDURES:** You will be asked to participate in reflective interviews three times during the school year: beginning, middle, and end of the residency. I will observe and participate as you lead a class of students once per week.
- **TIME INVOLVED:** The study will take approximately 3 hours of your time.
- **COMPENSATION:** You will receive \$75 (\$25/hour) for your time.
- **RISKS:** Risks include breach of confidentiality and minor emotional discomfort.
- **BENEFITS:** You will have the chance to reflect on and learn from your experience leading poetry class. Your participation will help the Poetry Center and Chicago Public Schools design arts programming for students.
- **ALTERNATIVES TO PARTICIPATION:** N/A

1. Researcher(s):

Principal Investigator: Katherine Thompson, katherine_thompson1@brown.edu, 515-520-1841
Faculty Advisor: Rebecca Carter, rebecca_carter@brown.edu

2. What is this study about?

The purpose of the study is to understand how Teaching Artists build relationships with students while teaching them about poetry, and how students use poetry to understand themselves and the world around them.

You are being asked to be in this study because you are a Teaching Artist working with students in grades 8-12.

3. What will I be asked to do?



I (the Principal Investigator) will be present in the classroom while you conduct your lesson each week. During this time, I may take notes for myself. At your request, I will participate in the lesson as if I am a student. This may look different from week to week.

You will also be asked to participate in three progressive, semi-structured interviews, at the beginning, middle, and end of your residency. These interviews will address your motivations for teaching poetry, your personal experiences with learning about poetry and using it to express yourself, and your thoughts about the students you are working with. I will ask you what you think went well about your most recent lesson and what you might do differently in the future.

You may refuse to answer or skip any question I ask you.

With your permission, I will audio record our interviews. This will allow for more accurate transcription and will help me remember what we discuss.

Your participation in this study may last up to 3 hours total.

4. Will I be paid?

You will be compensated at the Poetry Center's rate of payment, that is, \$25 per hour, for a total of \$75.

5. What are the risks?

- There is a risk of breach of confidentiality, if someone were to access raw study data such as audio-recorded interviews or the researcher's notes. To protect against this, all paper notes and consent forms will be stored in a locked cabinet in the researcher's apartment. All electronic files (audio recordings, etc.) will be kept in a password-protected folder on a secure server.
- There is a risk of mild emotional discomfort that may occur during interviews. Although these interviews do not directly address difficult or personal topics, these may come up at the participant's discretion or in conversation about their own poetry (which may address such topics). If you experience discomfort or feel distressed about a particular question, you may skip it.
- Any procedure – observation, interviewing, audio recording – may be stopped at your request, at any time.

6. What are the benefits?

The benefits of participation include the opportunity to reflect on your practice as a poet and educator, and the chance to tell your story with the assurance that I take your perspective seriously. Indirect benefits include strengthened programming by the Poetry Center and in Chicago Public Schools.



7. How will my information be protected?

Transcripts and field notes will be coded with a pseudonym of your choice. Transcripts and audio files will be stored on a secure, password-protected server. Any physical data (field notes) will be stored in a locked cabinet in my locked apartment.

Data from the study will be kept for a period of five years and used in the writing of my dissertation. It may also be used for future articles or books.

Brown University staff sometimes review studies like this one to make sure they are being done safely and correctly. If a review of this study takes place, your records may be examined. The reviewers will protect your confidentiality.

7. Are there any alternatives to this study?

No.

8. What if I want to stop?

You do not have to be in this study if you do not want to be. Even if you decide to be in this study, you can change your mind and stop at any time.

If you refuse to participate in or leave the study, your current or future relationship with Brown University or the Chicago Poetry Center will not be affected.

9. Who can I talk to if I have questions about this study?

If you have any questions about your participation in this study, you can call Katherine Thompson at 515-520-1841 or katherine_thompson1@brown.edu.

You can also contact my advisor, Rebecca Carter, at rebecca_carter@brown.edu.

Who can I talk to if I have questions about my rights as a participant?

If you have questions about your rights as a research participant, you can contact Brown University's Human Research Protection Program at 401-863-3050 or email them at IRB@Brown.edu.

10. Consent to Participate

Your signature below shows that you have read and understood the information in this document, and that you agree to volunteer as a research participant for this study.

You will be offered a copy of this form.



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Participant's Signature and Date

/

PRINTED NAME

Research Staff Signature and Date

/

PRINTED NAME



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BROWN UNIVERSITY
CHILD ASSENT FOR RESEARCH Ages 13-17

Research Study Title: Poetry Pedagogy Among Youth in Chicago
Person in Charge of the Study: Katherine Thompson
Version 3, 5/3/22

This paper talks about a study that a researcher is doing at Brown University. This paper describes what will happen in the study so you can decide if you want to be in it. You can ask the researcher any questions you want about the study before making your decision about whether or not you want to participate.

What is this research study about?

With this study, researchers hope to learn more about how poets and students get to know each other and write together during poetry class (Chicago Poetry Center's Poet in Residence program).

Why are you asking me to be in this study?

You are being asked to be in this study because you are between the ages of 13 and 17, and you are a student in poetry class with [Teaching Artist].

What will happen if I join this research study?

If you decide to be in the study and your parents give their permission, you will:

- Talk to the researcher about your experiences in poetry class
- Read your poetry out loud to be recorded
- Tell the researcher about how you came up with the poetry you wrote
- If you agree to it, I will audio-record our conversation so that I can better remember what we talked about. I will not share this recording with anyone else. You can still be in the study if you choose not to be recorded.
- We will have three different conversations over the next few months. This will help me understand how you are feeling about poetry class at the beginning, middle, and end of the year.
- Our first conversation may take 30-45 minutes. Our next two conversations will probably be shorter, about 30 minutes.
- What you (and other participants) have to say will be included in my written report. Your name will not be in the report, in order to protect your privacy.

What are the risks of being in this study?

Sometimes there are risks of participating in research studies. The main risks for this study include:

- There is a risk that someone might find out what you have said to me, if they see my notes or hear a recording of our conversation. To prevent that from happening, I will keep my notes in a locked cabinet and all recording files in a password-protected folder on my computer. It is very important to me that what you tell me stays confidential – that is, no one knows it is you who gave me the information. One exception to this is if you tell me about someone harming you or



something illegal happening. In that case, the law says I have to tell someone so they can help you.

- Some of the things I ask in this study might make you uncomfortable or be hard to answer. You can skip anything you don't want to do or stop doing the study at any time.

I will do my best to make sure you are comfortable during the study. I will not share what you say or do with anyone that is not part of the study team. When I am finished doing this study, I will write a report about what I learned. The report will not list your name. No one will know you were in the study unless you tell them.

Could this research help me?

The researcher thinks this study may help you by giving you the chance to think about poetry and to share your story and experience with others. The researcher also hopes that what we learn from this study could someday help other kids in poetry classes by showing poetry teachers how to make their lessons more effective.

Will I be paid to be in this study?

At the end of the study, you will receive a \$20 gift card to a bookstore in your neighborhood.

Do I have to be in this research study?

You don't have to be in this study if you don't want to be. It is okay to say you want to be in the study now, but change your mind later. If you want to stop, you can just tell someone on the study team. You won't get in trouble if you say no or want to stop being in the study.

What do I do if I have a question?

You can ask questions at any time. The researcher wants you to understand what you will be doing as part of this study and they want to answer all of your questions. If you think of a question later, you or your parents can contact the researcher and they can answer your questions then.

Who can I call with my questions?

If you have any questions about this research study, you can call Katherine Thompson at 515-520-1841 or email katherine_thompson1@brown.edu. You can also contact my advisor, Professor Rebecca Carter, at rebecca_carter@brown.edu. If you have questions about your rights as a research participant, you can contact Brown University's Human Research Protection Program at 401-863-3050 or email them at IRB@brown.edu.

How do I join the study?

The researcher will ask a few questions about what we just discussed/the information above to ensure you understand what your participation means.

1. Can you tell me what this study is about?
2. What is something that you will be asked to do in the study?
3. Can you tell me one of the risks of the study?
4. Will this study help you?



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5. Will the researchers ever tell someone you were in this study?
6. Do you have to be in this study?

By signing below, you agree to volunteer to be in this research study. You have read this form and understand what you will be asked to do as part of the study. If there is anything you don't understand, you can ask questions at any time. Even after signing your name below, you can change your mind at any time and stop being in the study.

You will be given a copy of this form.

Printed Name of Participant

Signature of Participant

Printed Name of Researcher

Signature of Researcher

Date and Time



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BROWN UNIVERSITY
PERMISSION FOR RESEARCH PARTICIPATION

Poetry Pedagogy Among Youth in Chicago
Permission Form – Parent/Guardian of Student
Version 3b, 5/3/22

Your child is invited to take part in a Brown University research study. Their participation is voluntary.

RESEARCHER: Principal Investigator: Katherine Thompson,
katherine_thompson1@brown.edu, 515-520-1841; Faculty Advisor: Rebecca Carter,
rebecca_carter@brown.edu

PURPOSE: The purpose of the study is to understand how Teaching Artists build relationships with students while teaching them about poetry, and how students use poetry to understand themselves and the world around them.

Your child is being asked to be in this study because they are a student whose class is participating in the Chicago Poetry Center's Poets in Residence program. Participation in the study is **not required** to continue in the Poets in Residence program.

Parents please be aware that under the Protection of Pupil Rights Act, 20 U.S.C. Section 1232(c)(1)(A), you have the right to review a copy of the questions asked of or materials that will be used with your students. If you would like to do so, you should contact Katherine Thompson at (312) 625-2391 to obtain a copy of the questions or materials.

PROCEDURES: I (the Principal Investigator) will be present in the classroom while the Teaching Artist (TA) conducts their lesson each week. During this time, I may take notes for myself. At the TA's request, I will participate in the lesson as if I am a student. This may look different from week to week.

Your child will be asked to participate in three semi-structured interviews, at the beginning, middle, and end of the TA's residency. These interviews will address the student's experiences in poetry class. I will ask them how they came up with the poetry they write. They may refuse to answer or skip any question I ask them. I will ask your child if they would like to share the poetry they have written during the Poets in Residence program. If so, I will photograph their



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work and store the file in a password-protected folder on my computer. I will use the student's chosen pseudonym to match it to their interview.

With your permission and their assent, I will audio record our interviews. This will allow for more accurate transcription and will help me remember what we discuss. **Your child's identity, as well as any information they share with me, will remain confidential.**

TIME INVOLVED: The study will take 1.5-2 hours of your child's time (each interview is expected to last 30-45 minutes, but may vary depending on the length of your child's answers).

COMPENSATION: At the end of the study, your child will receive a \$20 gift card to a bookstore in your neighborhood.

RISKS: There is a risk of breach of confidentiality, if someone were to access raw study data such as audio-recorded interviews or the researcher's notes. To protect against this, all paper notes and consent forms will be stored in a locked cabinet in the researcher's apartment. All electronic files (audio recordings, etc.) will be kept in a password-protected folder on a secure server.

There is a risk of mild emotional discomfort that may occur during interviews. Although these interviews do not directly address difficult or personal topics, these may come up at the participant's discretion or in conversation about their own poetry (which may address such topics). If the student experiences discomfort or feels distressed about a particular question, they may skip it.

The interview may be stopped at the student's request, at any time.

BENEFITS: The researcher thinks this study may help your child by giving them the chance to think about poetry and to share their story and experience with others. Indirect benefits include strengthened programming by the Poetry Center and in Chicago Public Schools.

CONFIDENTIALITY: Transcripts and field notes will be coded with a pseudonym of your child's choice. Transcripts and audio files will be stored on a secure, password-protected server. Any physical data (field notes) will be stored in a locked cabinet in my locked apartment.

Data from the study will be kept for a period of five years and used in the writing of my dissertation. It may also be used for future articles or books.



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Brown University staff sometimes review studies like this one to make sure they are being done safely and correctly. If a review of this study takes place, your child's records may be examined. The reviewers will protect your child's confidentiality.

VOLUNTARY: Your child does not have to be in this study if they or you do not want them to be. Even if they decide to be in this study, they can change their mind and stop at any time.

If they refuse to participate in or leave the study, your child's current or future relationship with Brown University or the Chicago Poetry Center will not be affected.

CONTACT INFORMATION: If you have any questions about your child's participation in this study, you can call Katherine Thompson at 312-625-2391 or katherine_thompson1@brown.edu.

You can also contact my advisor, Rebecca Carter, at rebecca_carter@brown.edu

YOUR RIGHTS: If you have questions about your rights as a research participant, you can contact Brown University's Human Research Protection Program at 401-863-3050 or email them at IRB@Brown.edu.

CONSENT TO PARTICIPATE:

Your signature below shows that you have read and understood the information in this document. You will be offered a copy of this form.

___ I consent to my child participating in interviews with the researcher.

___ I consent to my child's interview being recorded, solely to aid researcher's recall of the conversation.

___ I consent to my child's written poetry from the Poets in Residence program being shared with the researcher (if the student chooses to do so).

OR

___ I do not consent to my child participating in this study.

Child's name _____



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Parent Signature

Date _____



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AUTORIZACIÓN PARA PARTICIPAR EN ESTUDIO

“Poetry Pedagogy Among Youth in Chicago”
Formulario de Autorización – Padre/Tutor del estudiante
Version 3a, 5/3/22

Su hijo(a) ha sido invitado(a) a participar en un estudio realizado por la Universidad de Brown. Su participación es voluntaria.

RESPONSABLES: Investigadora principal: Katherine Thompson,
katherine_thompson1@brown.edu, 515-520-1841; Asesora de facultad: Rebecca Carter,
rebecca_carter@brown.edu

OBJETIVO: El objetivo de este estudio es comprender cómo los artistas profesores se relacionan con los estudiantes mientras les enseñan poesía, así como el modo en que los estudiantes usan la poesía para comprenderse a sí mismos y el mundo a su alrededor.

Se solicita a su hijo(a) participar de este estudio por pertenecer a una clase participante del programa *Poets in Residence* del *Chicago Poetry Center*. Su participación en este estudio no es una condición para continuar en el programa *Poets in Residence*.

Padre o tutor, tenga en consideración que bajo la Enmienda de Protección de los Derechos del Alumno (PPRA 20 U.S.C.) sección 1232(c)(1)(A), usted tiene el derecho a revisar una copia de las preguntas realizadas y los materiales que serán usados por los estudiantes. Si así lo requiere, favor contactar a Katherine Thompson al (312) 625-2391, para obtener una copia de las preguntas y los materiales.

PROCEDIMIENTOS: Yo (investigadora principal) estaré presente en el aula mientras el artista profesor (TA) conduce la lección semanal. Durante este tiempo, tomaré notas. Si el TA lo solicita, participaré de la lección como si fuera un estudiante. Mi nivel de participación puede variar semanalmente.

Solicitaré a su hijo(a) participar en tres entrevistas semi estructuradas: una al inicio de la residencia del TA, la segunda a la mitad y la última al final de la residencia. Estas entrevistas tratarán sobre la experiencia del estudiante en la clase de poesía. Le preguntaré también sobre



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su proceso creativo cuando escribe poesía. El estudiante puede rehusarse a responder cualquier pregunta que le haga.

Le preguntaré a su hijo(a) si desea compartir la poesía que escriba durante el programa *Poets in Residence*. De aceptar, tomaré fotos de su trabajo, fotos que guardaré en un archivo protegido por contraseña en mi computadora. Usaré un seudónimo escogido por el estudiante.

Con su permiso y el consentimiento de su hijo(a), grabaré audios de las entrevistas. Esto permitirá transcripciones precisas y me ayudará a recordar lo conversado. La identidad de su hijo(a), así como toda información compartida conmigo, permanecerán confidenciales.

TIEMPO: El estudio tomará entre 1.5 y 2 horas del tiempo de su hijo(a). Se espera que cada entrevista dure entre 30 y 45 minutos, pero podría variar según la duración de las respuestas de su hijo(a).

COMPENSACIÓN: Al final del estudio, su hijo(a) recibirá una *giftcard* de una tienda para libros de su vecindario, equivalente a \$20.

RIESGOS: Existe un potencial riesgo de quiebre de confidencialidad, en el caso de que un tercero acceda a la información bruta recolectada (como los audios de las entrevistas o las notas de la investigadora). Para proteger de ese riesgo, todas las notas y formularios de autorización se guardarán en un armario con llave en el apartamento de la investigadora. Todos los archivos electrónicos (grabaciones de audio, etc) se guardaran en un archivo protegido por contraseña, en un servidor seguro.

Existe un potencial riesgo de mediana incomodidad emocional durante las entrevistas. Si bien estas entrevistas no tocarán directamente temas difíciles o personales, estos podrían surgir a discrecionalidad del participante o en una conversación sobre su poesía (la misma que podría referirse a estos temas). Si el estudiante experimenta incomodidad o angustia sobre una pregunta en particular, puede no responderla.

La entrevista puede detenerse en cualquier momento que el estudiante lo requiera.

BENEFICIOS: La investigadora considera que este estudio podría ayudar a su hijo(a), al darle la oportunidad de reflexionar sobre su poesía y compartir su historia y experiencia con otros. Los beneficios indirectos incluyen el fortalecimiento del programa del *Poetry Center* y *Chicago Public Schools*.



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CONFIDENCIALIDAD: Las transcripciones y las notas de la investigadora serán codificadas con un seudónimo escogido por su hijo(a). Las transcripciones y las grabaciones de audio se guardarán en un servidor seguro, protegido por contraseña. Todos los documentos físicos (notas y formularios de autorización) se guardaran en un armario con llave en el apartamento de la investigadora.

La información recolectada por el estudio será guardada por un periodo de cinco años y será usada en la elaboración de la tesis de la investigadora. También podrá ser usada en artículos y libros futuros.

Personal de la Universidad de Brown, en ocasiones, revisa estudios como este para asegurar que se realizaron de forma segura y apropiada. En caso de que ocurra la mencionada revisión, los registros con información de su hijo(a) podrían ser examinados. El personal encargado de la revisión protegerá su confidencialidad y la de su hijo(a).

VOLUNTARIO: Su hijo(a) no tiene que formar parte de este estudio si no es su deseo. Incluso si decide formar parte de este estudio, puede cambiar su parecer y retirarse en cualquier momento. Si su hijo(a) se rehusa a participar o se retira del estudio, no se verá afectada su actual, o futura, relación con el *Chicago Poetry Center* o la Universidad de Brown.

INFORMACIÓN DE CONTACTO: Si tiene alguna pregunta sobre la participación de su hijo(a) en este estudio, puede llamar a Katherine Thompson, al 312-625-2391 o escribir a katherine_thompson1@brown.edu.

También puede contactar a la asesora de facultad, Rebecca Carter, escribiendo a rebecca_carter@brown.edu.

SUS DERECHOS: Si tiene alguna pregunta sobre sus derechos como participante en la investigación, contactar al *Human Research Protection Program* de la Universidad de Brown, llamando al 401-863-3050 o escribiendo a IRB@Brown.edu.

CONSENTIMIENTO DEL PARTICIPANTE:

Su firma líneas abajo prueba que ha leído y entendido la información en este documento, y que acepta que su hijo(a) pueda aceptar ser un participante de este estudio. Se le ofrecerá una copia de este formulario.



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___ Doy mi consentimiento para que mi hijo(a) participe en las entrevistas con la investigadora

___ Doy mi consentimiento para que la poesía escrita por mi hijo(a), en el programa *Poets in Residence*, se comparta con la investigadora (si el estudiante acepta)

O

___ No doy mi consentimiento para que mi hijo(a) participe de este estudio.

Nombre del hijo(a) _____

Firma del padre / Tutor

Fecha _____



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CONSENT FOR RESEARCH PARTICIPATION

Poetry Pedagogy Among Youth in Chicago
Consent Form – Classroom Teacher
Version 2, 12/16/21

You are invited to take part in a Brown University research study. Your participation is voluntary.

RESEARCHER: Principal Investigator: Katherine Thompson,
katherine_thompson1@brown.edu, 515-520-1841; Faculty Advisor: Rebecca Carter,
rebecca_carter@brown.edu

PURPOSE: The purpose of the study is to understand how Teaching Artists build relationships with students while teaching them about poetry, and how students use poetry to understand themselves and the world around them.

You are being asked to be in this study because you are a classroom teacher participating in the Chicago Poetry Center's Poets in Residence program.

PROCEDURES: I (the Principal Investigator) will be present in the classroom while the Teaching Artist (TA) conducts their lesson each week. During this time, I may take notes for myself. At the TA's request, I will participate in the lesson as if I am a student. This may look different from week to week.

You will be asked to participate in a semi-structured interview. This interview will address your motivations for hosting a TA in your class, your personal and/or professional experiences with creative writing, and your thoughts about the students you are working with. I will ask you what you think is valuable about the Poets in Residence program and what you would like to see done differently. You may refuse to answer or skip any question I ask you.

With your permission, I will audio record our interviews. This will allow for more accurate transcription and will help me remember what we discuss.

TIME INVOLVED: The study will take 45-60 minutes of your time.



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COMPENSATION: You will not receive compensation for your time.

RISKS: There is a risk of breach of confidentiality, if someone were to access raw study data such as audio-recorded interviews or the researcher's notes. To protect against this, all paper notes and consent forms will be stored in a locked cabinet in the researcher's apartment. All electronic files (audio recordings, etc.) will be kept in a password-protected folder on a secure server.

There is a risk of mild emotional discomfort that may occur during interviews. Although these interviews do not directly address difficult or personal topics, these may come up at the participant's discretion or in conversation about their own poetry (which may address such topics). If you experience discomfort or feel distressed about a particular question, you may skip it.

Any procedure – observation, interviewing, audio recording – may be stopped at your request, at any time.

BENEFITS: The benefits of participation include the opportunity to reflect on your practice as an educator, and the chance to tell your story with the assurance that I take your perspective seriously. Indirect benefits include strengthened programming by the Poetry Center and in Chicago Public Schools.

CONFIDENTIALITY: Transcripts and field notes will be coded with a pseudonym of your choice. Transcripts and audio files will be stored on a secure, password-protected server. Any physical data (field notes) will be stored in a locked cabinet in my locked apartment.

Data from the study will be kept for a period of five years and used in the writing of my dissertation. It may also be used for future articles or books.

Brown University staff sometimes review studies like this one to make sure they are being done safely and correctly. If a review of this study takes place, your records may be examined. The reviewers will protect your confidentiality.

VOLUNTARY: You do not have to be in this study if you do not want to be. Even if you decide to be in this study, you can change your mind and stop at any time.



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If you refuse to participate in or leave the study, your current or future relationship with Brown University or the Chicago Poetry Center will not be affected.

CONTACT INFORMATION: If you have any questions about your participation in this study, you can call Katherine Thompson at 515-520-1841 or katherine_thompson1@brown.edu.

You can also contact my advisor, Rebecca Carter, at rebecca_carter@brown.edu

YOUR RIGHTS: If you have questions about your rights as a research participant, you can contact Brown University's Human Research Protection Program at 401-863-3050 or email them at IRB@Brown.edu.

CONSENT TO PARTICIPATE:

Your signature below shows that you have read and understood the information in this document, and that you agree to volunteer as a research participant for this study.

You will be offered a copy of this form.

Participant's Signature and Date

/

PRINTED NAME



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BROWN UNIVERSITY
NOTIFICATION OF STUDY OBSERVATION

Poetry Pedagogy Among Youth in Chicago
Notification Form – Parent/Guardian of Student
Version 1b, 5/3/22

Your child's classroom will be observed by a researcher from Brown University/the Chicago Poetry Center. This will occur once weekly on (day, at time), while the class is being led by a Poet in Residence from the Chicago Poetry Center.

RESEARCHER: Principal Investigator: Katherine Thompson,
katherine_thompson1@brown.edu, 515-520-1841; Faculty Advisor: Rebecca Carter,
rebecca_carter@brown.edu

PURPOSE: The purpose of the study is to understand how Teaching Artists build relationships with students while teaching them about poetry, and how students use poetry to understand themselves and the world around them.

Your child's class is being observed because the class is participating in the Chicago Poetry Center's Poets in Residence program. Participation in the study is **not required** to continue in the Poets in Residence program.

Parents please be aware that under the Protection of Pupil Rights Act, 20 U.S.C. Section 1232(c)(1)(A), you have the right to review a copy of the questions asked of or materials that will be used with your students. If you would like to do so, you should contact Katherine Thompson at (312) 625-2391 to obtain a copy of the questions or materials.

PROCEDURES: I (the Principal Investigator) will be present in the classroom while the Teaching Artist (TA) conducts their lesson each week. During this time, I may take notes for myself. At the TA's request, I will participate in the lesson as if I am a student. This may look different from week to week.

Your child's identity, as well as any information they share with me, will remain confidential.



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TIME INVOLVED: The in-class observation portion of the study will occur during the once-weekly Poet in Residence lesson. No additional time is needed unless your child chooses to participate in the study further (see separate consent form).

COMPENSATION: None.

RISKS: There is a risk of breach of confidentiality, if someone were to access raw study data such as audio-recorded interviews or the researcher's notes. To protect against this, all paper notes and consent forms will be stored in a locked cabinet in the researcher's apartment. All electronic files (audio recordings, etc.) will be kept in a password-protected folder on a secure server.

BENEFITS: Indirect benefits include strengthened programming by the Poetry Center and in Chicago Public Schools.

CONFIDENTIALITY: Field notes will be coded with pseudonyms. Transcripts and audio files will be stored on a secure, password-protected server. Any physical data (field notes) will be stored in a locked cabinet in my locked apartment.

Data from the study will be kept for a period of five years and used in the writing of my dissertation. It may also be used for future articles or books.

Brown University staff sometimes review studies like this one to make sure they are being done safely and correctly. If a review of this study takes place, your child's records may be examined. The reviewers will protect your child's confidentiality.

VOLUNTARY: Your child does not have to be in this study if they or you do not want them to be. Even if they decide to be in this study, they can change their mind and stop at any time.

If they refuse to participate in or leave the study, your child's current or future relationship with Brown University or the Chicago Poetry Center will not be affected.

CONTACT INFORMATION: If you have any questions about your child's participation in this study, you can call Katherine Thompson at 312-625-2391 or katherine_thompson1@brown.edu.

You can also contact my advisor, Rebecca Carter, at rebecca_carter@brown.edu



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YOUR RIGHTS: If you have questions about your rights as a research participant, you can contact Brown University's Human Research Protection Program at 401-863-3050 or email them at IRB@Brown.edu.



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Christina Bonney, IRB Manager
Human Research Protection Program
Office of Research Integrity
Office of the Vice President for Research
Brown University
(401) 863-5642
christina_bonney@brown.edu

October 14, 2021

To Whom It May Concern:

Brown University PI: Katherine Thompson
Protocol: Poetry Pedagogy Among Youth in Chicago

Based on the information provided by the investigator on October 7, 2021, it has been determined that the activities of the above-referenced project for which Brown University is responsible do not meet the regulatory definition of human subjects research and IRB review is not necessary.

Because Brown's role in the study is limited to program evaluation, this project does not meet the federal definition of research which requires IRB review.

This determination has been made according to the definition of RESEARCH provided in Title 45 CFR Part 46.102(l).

Sincerely,

A handwritten signature in black ink that reads "Christina Bonney".

Christina R. Bonney, Ph.D.
IRB Manager
Human Research Protection Program

Recruiting Scripts

For Teaching Artists: 1-on-1 conversation: “I am studying how mentoring relationships between TAs and students affect how students express themselves. I would like to shadow TAs throughout the school year, attending class sessions and holding reflective interviews. I believe the results of the observation and reflective interviews will allow us to better understand how TAs might strengthen their practice as educators, as well as how students are learning and responding to the conditions of the pandemic. Would you be interested in participating in this research?”

For students: Announcement to class: “I am studying how young people and their mentors, like [TA name], are making sense of their lives through poetry. I would like to see how students like you learn and grow over the school year, by participating in your class, having conversations with you, and analyzing your poetry. By learning about your experiences in poetry class, I hope that we can help adults understand what students care about and how to make poetry class more effective. I am distributing parental permission forms, and if you are interested in sharing your poetry and thinking, please take these forms to your parent/guardian and return them in your poetry folder next week.”

For teachers: Email as follows: “I am studying how mentoring relationships between TAs and students affect how students express themselves. I would like to shadow TAs throughout the school year, attending class sessions and holding reflective interviews. I believe the results of the observation and reflective interviews will allow us to better understand how TAs might strengthen their practice as educators, as well as how students are learning and responding to the conditions of the pandemic. I am reaching out to you as a classroom teacher to ask if you would participate in a semi-structured interview to discuss your partnership with CPC and your students’ general progress. Would you be interested in participating in this research?”

FROM: Katherine Thompson, PhD Candidate
Brown University Department of Anthropology
Research Fellow, Chicago Poetry Center
katherine_thompson1@brown.edu

TO: Principal [NAME], [SCHOOL] Elementary

RE: Seeking Permission to Conduct Research Study at [SCHOOL]

January 2022

Dear Principal [NAME],

My name is Katherine Thompson, and I am a graduate student from Brown University who is conducting dissertation research on the impact of arts education in Chicago. I have partnered with the Chicago Poetry Center, which currently provides programming in your school, to try to understand how and what students learn in poetry classes, particularly around self-expression and socioemotional skills. I am seeking permission to conduct research at [SCHOOL].

This research involves three populations: students in grades 7-12 who are currently enrolled in a class that hosts a CPC Poet in Residence; classroom teachers; and CPC Poets in Residence (Teaching Artists/TAs). I hope to conduct observations of the class sessions led by TAs, as well as informal, semi-structured interviews with students, teachers, and TAs. I would be happy to provide all relevant materials for your review, including parental consent forms, teacher consent forms, and interview protocols, as well as further information about the topic itself. I would also be happy to discuss in detail by phone, Zoom, or in person, at your convenience.

This research has been reviewed by Brown University's IRB and by CPS's Research Review Board. Please let me know if it would be permissible to conduct this research at your school. If I have not heard from you by [DATE], I will follow up with you.

Thank you very much for your consideration.

Sincerely,
Katherine Thompson
katherine_thompson1@brown.edu | 515-520-1841



42 W. Madison | 2nd Floor | Chicago, IL 60602
Telephone: (773) 553-4444
Fax: (773) 553-2421

05/23/2022

Katherine Thompson, M.Ed, MA, PhD candidate

Dear Thompson,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal and has approved your request to conduct this research, including the submitted modifications dated 05/04/2022 to your research project, titled: Poetry Pedagogy Among Youth in Chicago.

Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Please note the following--

Background Check Level Required: Level I

Other Notes: Interviews with Students, Classroom observations N/A

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project ID #2021-1750. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Dickson".

Sarah Dickson
Co-Chair, Research Review Board