

NOTE: This form is included for information purposes only.
Evaluators will need to complete the form on the Web.

2005–06 Local Systemic Change Teacher Interview Summary¹ Final Year

BACKGROUND INFORMATION

Project ID Number² _____ Date of Interview _____
Teacher ID Number² _____ Subject Area Discussed: Science Mathematics
(Select one.)
Interviewer _____ Method of Interview: By Phone In Person
(Select one.)
Interviewer's Role in Project: Lead Evaluator Other

REPORT OF TEACHER'S VIEWS

Please use direct quotes whenever possible to communicate this teacher's views. Note that you are asked to categorize each of the quotes for items 4 (impact of the LSC) through 7 (additional help needed) using the codes provided. These codes will help HRI do an initial sort for qualitative analysis.

1. Grade(s) taught: K 1 2 3 4 5 6 7 8 9 10 11 12

2. To what extent has this teacher participated in LSC professional development activities?
(Select one.)

_____ 20–59 hours _____ 60–99 hours _____ 100–129 hours _____ 130 or more hours
(4–11 days) (12–19 days) (20–25 days) (26 or more days)

3. a. Summary of this teacher's impressions of the LSC professional development.
(Select one number.)

Very Somewhat Neutral Somewhat Very Don't
negative negative or mixed positive positive know
1 2 3 4 5 6

- b. Quote on teacher's impressions of the LSC professional development.³

¹ Be sure that you have read the "2005–06 Local Systemic Change Teacher Interviews: Guidelines for Evaluators."

² Use the 2005–06 Project and Teacher ID Numbers as indicated in the Teacher Interview Sample provided by HRI.

³ See the 2005–06 Teacher Interview Guidelines for details on reporting teacher quotes throughout this document.

4. *Impact of the LSC on this teacher:*

- A. When asked, “How has the LSC affected you and your teaching?,” this teacher mentioned the following: (Check all that apply.)
- 1. Changed views about effective science/mathematics education
 - 2. Increased preparedness, specify:
 - a. content
 - b. designated instructional materials
 - c. instructional strategies
 - 3. Changed classroom practice, specify:
 - a. what is taught
 - b. designated instructional materials used
 - c. instructional strategies
 - d. assessment
 - 4. Changed student outcomes, e.g., attitudes/achievement
 - 5. Reinforced prior views/classroom practice
 - 6. Teacher explicitly stated there was no impact
 - 7. Teacher named another area of impact of the LSC
 - 8. Teacher was unable to explicitly name an example of an impact of the LSC (e.g., “I don’t know of any.”)
- B. Transcribe the most salient direct quote from the teacher in response to this question.
- C. Select the single code that best characterizes this quote. (If two or more codes are equally appropriate, randomly select one.)
- 1. Changed views about effective science/mathematics education
 - 2. Increased preparedness
 - 3. Changed classroom practice
 - 4. Changed student outcomes, e.g., attitudes/achievement
 - 5. Reinforced prior views/classroom practice
 - 6. Teacher explicitly stated there was no impact
 - 7. Teacher named another area of impact of the LSC
 - 8. Teacher was unable to explicitly name an example of an impact of the LSC (e.g., “I don’t know of any.”)

5a. *Factors that facilitate reform—if teacher reported changes as a result of the LSC:*

5a-1. When asked, “Are there any policies or practices in your school or district that you believe will help you to maintain or even expand the changes you have made in your teaching?,” this teacher mentioned the following: (Check all that apply.)

- 1. Designated instructional materials/Curriculum frameworks/Standards
- 2. Equipment and supplies
- 3. Student grading or testing policies
- 4. Evaluation of teachers
- 5. Time to plan, prepare, or work with other teachers outside of time spent in formal LSC professional development sessions
- 6. Other teachers’ attitudes towards mathematics/science education
- 7. Attitudes/expectations of stakeholder(s), specify:
 - a. principal
 - b. superintendent
 - c. school board
 - d. parents
- 8. High quality, accessible professional development, including academic year support
- 9. Priority given to LSC reforms (e.g., emphasis on allotting time for mathematics/science, and teaching in an LSC-aligned way)
- 10. Teacher explicitly stated that no school/district policies/practices will help maintain/expand changes needed in his/her teaching
- 11. Teacher named another area of school/district policies/practices that facilitates reform
- 12. Teacher was unable to explicitly give an example of a school/district policy/practice that facilitates reform (e.g., “I don’t know of any.”)

5a-2. Transcribe the most salient direct quote from the teacher in response to this question.

5a-3. Select the single code that best characterizes this quote. (If two or more codes are equally appropriate, randomly select one.)

- 1. Designated instructional materials/Curriculum frameworks/Standards
- 2. Equipment and supplies
- 3. Student grading or testing policies
- 4. Evaluation of teachers
- 5. Time to plan, prepare, or work with other teachers outside of time spent in formal LSC professional development sessions
- 6. Other teachers’ attitudes towards mathematics/science education
- 7. Attitudes/expectations of stakeholder(s)
- 8. High quality, accessible professional development, including academic year support
- 9. Priority given to LSC reforms (e.g., emphasis on allotting time for mathematics/science, and teaching in an LSC-aligned way)
- 10. Teacher explicitly stated that no school/district policies/practices will help maintain/expand changes needed in his/her teaching
- 11. Teacher named another area of school/district policies/practices that facilitates reform
- 12. Teacher was unable to explicitly give an example of a school/district policy/practice that facilitates reform (e.g., “I don’t know of any.”)

5b/c. *Factors that hinder reform:*

5b/c-1. Teachers responded to either 5b (if they said they had made changes) or 5c (if they said they had not made changes) about policies/practices limiting their ability to make the changes suggested by the LSC. This teacher mentioned the following: (Check all that apply.)

- 1. Designated instructional materials/Curriculum frameworks/Standards
- 2. Equipment and supplies
- 3. Student grading or testing policies
- 4. Evaluation of teachers
- 5. Time to plan, prepare, or work with other teachers outside of time spent in formal LSC professional development sessions
- 6. Other teachers' attitudes towards mathematics/science education
- 7. Attitudes/expectations of stakeholder(s), specify:
 - a. principal
 - b. superintendent
 - c. school board
 - d. parents
- 8. Low quality, inaccessible professional development/lack of academic year support
- 9. Priority given to other disciplines (e.g., time allotted to teaching mathematics/science)
- 10. Teacher explicitly stated all school/district policies/practices are supportive of reform
- 11. Teacher named another area of school/district policies/practices that limits reform
- 12. Teacher was unable to explicitly give an example of a school/district policy/practice that limits reform (e.g., "I don't know of any.")

5b/c-2. Transcribe the most salient direct quote from the teacher in response to this question.

5b/c-3. Select the single code that best characterizes this quote. (If two or more codes are equally appropriate, randomly select one.)

- 1. Designated instructional materials/Curriculum frameworks/Standards
- 2. Equipment and supplies
- 3. Student grading or testing policies
- 4. Evaluation of teachers
- 5. Time to plan, prepare, or work with other teachers outside of time spent in formal LSC professional development sessions
- 6. Other teachers' attitudes towards mathematics/science education
- 7. Attitudes/expectations of stakeholder(s)
- 8. Low quality, inaccessible professional development/lack of academic year support
- 9. Priority given to other disciplines (e.g., time allotted to teaching mathematics/science)
- 10. Teacher explicitly stated all school/district policies/practices are supportive of reform
- 11. Teacher named another area of school/district policies/practices that limits reform
- 12. Teacher was unable to explicitly give an example of a school/district policy/practice that limits reform (e.g., "I don't know of any.")

6. *Most helpful aspects of the LSC:*

- A. When asked, “What specific characteristics of the LSC have been particularly helpful to you?” this teacher mentioned the following: (Check all that apply.)
- 1. High quality professional development
 - 2. Collaborating/networking with other teachers
 - 3. Opportunity to deepen his/her knowledge, specify:
 - a. content
 - b. pedagogy
 - c. how students think/learn
 - d. how to use the designated instructional materials
 - 4. Getting materials needed for instruction/high-quality instructional materials
 - 5. Teacher explicitly stated nothing was helpful
 - 6. Teacher named another helpful characteristic of the LSC
 - 7. Teacher was unable to explicitly name a specific helpful characteristic of the LSC (e.g., “I don’t know of any.”)
- B. Transcribe the most salient direct quote from the teacher in response to this question.
- C. Select the single code that best characterizes this quote. (If two or more codes are equally appropriate, randomly select one.)
- 1. High quality professional development
 - 2. Collaborating/networking with other teachers
 - 3. Opportunity to deepen his/her knowledge
 - 4. Getting materials needed for instruction/high-quality instructional materials
 - 5. Teacher explicitly stated nothing was helpful
 - 6. Teacher named another helpful characteristic of the LSC
 - 7. Teacher was unable to explicitly name a specific helpful characteristic of the LSC (e.g., “I don’t know of any.”)

7. *Additional help needed:*

A. When asked “What else could the LSC have provided to support your efforts toward improving your mathematics (science) instruction?”, this teacher mentioned the following: (Check all that apply.)

- 1. More time to teach science/mathematics
- 2. More/more readily available materials/supplies
- 3. More time for planning/networking with other teachers
- 4. More professional development—science/mathematics content
- 5. More professional development—pedagogy/designated instructional materials
- 6. Help with assessment
- 7. More professional development follow-up during the academic year
- 8. More administrative support
- 9. Teacher explicitly stated no additional support was needed
- 10. Teacher named another area of support was needed
- 11. Teacher was unable to explicitly name an area of support needed (e.g., “I don’t know of any.”)

B. Transcribe the most salient direct quote from the teacher in response to this question.

C. Select the single code that best characterizes this quote. (If two or more codes are equally appropriate, randomly select one.)

- 1. More time to teach science/mathematics
- 2. More/more readily available materials/supplies
- 3. More time for planning/networking with other teachers
- 4. More professional development—science/mathematics content
- 5. More professional development—pedagogy/designated instructional materials
- 6. Help with assessment
- 7. More professional development follow-up during the academic year
- 8. More administrative support
- 9. Teacher explicitly stated no additional support was needed
- 10. Teacher named another area of support was needed
- 11. Teacher was unable to explicitly name an area of support needed (e.g., “I don’t know of any.”)

8. a. Is this teacher designated as a teacher leader for the LSC?

- Yes No (Skip to question 9, below)

b. Summarize the extent to which this teacher feels the LSC has enhanced his/her capacity to serve as a teacher leader in mathematics/science reform. (Select one number.)

<u>Not at all</u>		<u>Somewhat</u>		To a <u>great extent</u>
1	2	3	4	5

c. Quote(s) on leadership development:

9. Other comments: