

Mathematics Implementation Study
Interview Protocol: Teachers

[Record district name, school name, teacher name, and date and time of interview.]

Pre-Observation Interview

Thank you very much for filling out our questionnaire and for allowing me to come see you teach. Before the observation, there are just a few questions that I'd like to ask you.

1. What has the class been doing in math recently?
2. What do you anticipate doing in your math class today?
3. What do you hope students will learn from the lesson?
4. Is there anything in particular that I should know about the group of students I will be observing?
5. Do you have any LEP students in your class? How many? Can you tell/show me where they sit? Do you have anything special planned for them?

After the observation, I'd like to speak with you again and ask you some more questions, if that's okay.

Post-Observation Interview

Thanks again for allowing me to observe your classroom teaching and for speaking with me today. The purpose of this interview is to gain an understanding of your perceptions of the lesson that I observed and also to ask you some other questions related to your mathematics teaching. More specifically, we are studying how policies and reforms have influenced math instruction in your classroom.

[if taping the interview] With your permission, I would like to tape record the interview so that I can concentrate on what you are saying rather than on note-taking. The tape recording will remain confidential. Is that okay?

Do you have any questions before we begin? Okay.

Questions about the Observation

First, I have some questions about the lesson that I observed.

1. Overall, how do you feel the lesson went?

2. Were there any ways in which the lesson was different from what you planned?
3. What did the lesson tell you about what the students are learning or still need to know in math?
4. What do you plan on doing tomorrow?
5. Would you say that today was a typical day? Why or why not?

Math Instruction: Philosophy and Practice

Now I'd like to ask you some general questions about your math teaching.

1. Can you briefly describe your general approach to teaching math with this class?
[E.g., basic skills, connection to daily life, preparation for SAT-9, etc.]
2. What types of materials do you generally use when you teach math? Which do you use most often? How do you decide which materials to use? How do you acquire instructional materials within your school? How much input do you have in selecting instructional materials and resources? *[probe on who is involved in materials selection (e.g., teacher, school, district), accessibility to resources/materials, etc.]*
3. How do you decide generally if your students are progressing in math? How do you decide when a student needs special help or extra help, and what kind of help is provided?
4. *[If applicable]* What do you do to address the needs of English language learners in your classroom during math instruction?

Math Instruction: Influences

The next few questions are about things going on in math education today, what you think of them, and what influences your math instruction.

1. Are you particularly aware of any recent national, state, or district developments in math education? If so, can you summarize these developments in your own words and tell me what you think of them?
2. What documents and/or policies have had the greatest impact on your teaching? In what ways, if any, have policy decisions from the state of California (State Board, legislature, California Department of Education) influenced what and how you teach? How about policy decisions from your district?

3. These days there is a lot of talk about accountability. How would you describe your district's accountability system? Are there ways in which it influences your teaching?
4. How do you decide what mathematics to teach? What types of interactions do you have with other teachers or administrators in your building in terms of curriculum planning and development for math instruction? How do curriculum decisions get made in your school? [*Probe for who is involved*]
5. Do you have professional development opportunities related to math instruction? [*Probe for professional communities and teacher networks as well as staff development/in-service.*] If so, do these professional development activities enhance your effectiveness in teaching math? How?
6. Do you have access to people or resources that can help you with your math instruction? [*Probe on specific resources, e.g., curriculum specialists, Title I, special education*]
7. Is your school currently participating in any special programs or initiatives related to math instruction? If so, how does this influence your practice?
8. Did you do anything special to help your students prepare for this year's SAT-9 (mathematics)? If so, what, and for how long prior to the test? If not, are there any ways in which the SAT-9 influences your math teaching?

Effectiveness in Teaching Math

My final few questions are about how effective you feel your math teaching is.

1. What kinds of indicators do you use to gauge your effectiveness in teaching mathematics?
2. How comfortable do you feel teaching math at this grade level? Why?
3. Is there anything that gets in the way of your effectiveness as a math teacher? If so, what?
4. What, if anything, would help you improve your math instruction?
5. Is there anything else you would like to talk about that we haven't covered?

Thank you for your time; you've given us some really valuable information. I really appreciate it and have enjoyed talking with you.