

Teacher Interview

School _____ State _____ Teacher _____

Interviewer _____ Date _____ Time _____

Begin the interview by introducing yourself and making a positive comment about the school/class/students/teacher. The following is a suggested introduction.

Thank you for taking the time to meet with me. The information you share will provide insight into how mathematics/science is being taught in schools throughout the country. This research is sponsored by the National Science Foundation and is being conducted through the University of Minnesota. Your responses to the questions will remain confidential. The interview will take approximately 40 minutes. Do you have any questions?

Classroom Environment

1. a. What grade/subjects do you teach?
 - b. How long have you been teaching?
 - c. How long have you been teaching here?
 - d. What is your background in mathematics/science?
 - e. When did you get your degree?
 - f. Do you have multiple degrees?
 - g. What is your degree in?
 - h. What is your licensure area?
 - i. Does this cover your current classes?
2. a. Were the students in the observed class representative of your student population?
Yes No
- b. Are the students tracked in mathematics/science? Yes No
3. Was the lesson observed typical? Yes No
4. Please describe a typical lesson.
5. What do you think is the ultimate goal for mathematics/science education? Why is it important to understand mathematics and science?

6. a. In a typical unit, how often do students explore the ways the lesson is connected to the world outside the classroom?

Rarely Sometimes Almost Always

Please provide an example.

- b. How often do students explain to you or to their peers how the subject relates to their personal experiences or to a problem in the contemporary world?

Rarely Sometimes Almost Always

Please provide an example.

7. a. In a typical unit, how often do students use higher order thinking skills during the Class period? (e.g. synthesis, analysis, solving problems)

Rarely Sometimes Almost Always

Please provide an example.

- b. How often do students study a single topic in-depth rather than learning basic facts, concepts, or procedures?

Rarely Sometimes Almost Always

Please provide an example.

- c. How often do students organize, interpret, evaluate or use information, instead of trying to remember or to reproduce it?

Rarely Sometimes Almost Always

Please provide an example.

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8. a. In a typical unit, how often do students talk to other students about the topic of the lesson in ways that deepen their understanding?

Rarely

Sometimes

Almost Always

Please provide an example.

- b. How often do you have conversations with individual students about the subject matter that last five minutes or more?

Rarely

Sometimes

Almost Always

Please provide an example.

9. Considering the lessons you have taught so far this year in the target class,

- a. How often do you try to give special support to at-risk students?

Rarely

Sometimes

Almost Always

Please provide an example.

- b. How often do students appear really enthusiastic about learning, instead of just going through the motions?

Rarely

Sometimes

Almost Always

Please provide an example.

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Teaching Environment

The next set of questions relate to the culture of your school.

10. a. Please describe the relationships among people at this school.

b. Do students respect one another? Yes No

c. Do students respect staff? Yes No

d. Do teachers and administrators work cooperatively? Yes No

e. What proportion of your colleagues do you believe respect you ?
Very few Some Almost all

f. Can you give some specific examples that lead to your answer?

g. What proportion of your colleagues do you respect?
Very few Some Almost all

Can you give some specific examples that lead to your answer?

11. a. How many teachers are in your school?

b. How many teach mathematics/science?

c. Are there different departments or groups? Yes No
Please describe

Department questions

d. Do you regularly meet with other teachers from your department? Yes No

e. How often do you meet with other teachers from your departments in a typical week?

f. Are these meetings a planned part of your schedule? Yes No

- g. How often do you meet with teachers from your department outside of the time that you are required to be at school?
- h. Typically, what major topics are discussed when you meet with other teachers from your department?

Interaction with other departments questions

- i. Do teachers in different departments work together? Yes No
- j. Do you regularly meet with other teachers from other departments? Yes No
- k. How often do you meet with teachers from other departments in a typical week?
- l. Are these meetings a planned part of your schedule? Yes No
- m. How often do you meet with teachers from other departments outside of the time that you are required to be at school?
- n. Typically, what major topics are discussed when you meet with teachers from other departments?

12. How much influence do you feel you have over administrative decisions that affect you? For instance, if the school was considering changing the daily schedule, do you think your suggestions would be seriously considered?

Very little influence Some influence A great deal of influence

13. Please describe the types of professional development experiences you have participated in so far this year.

- 14. a. What policies/procedures does the school have that are supportive of your teaching?
- b. What policies/procedures does the school have that inhibit your teaching?

Perceptions

The last set of questions deal with your perceptions of education in your school, district, and state.

15. a. Please describe the changes that have been made in the past five years to improve mathematics/science education in your school.

b. What impact, if any, have these changes had on your instruction?

c. What impact, if any, have these changes on your students' learning/achievement?

d. What impact, if any, have these changes on attitudes of teachers and students?

16. Does your science/mathematics department/faculty follow any national, state, and/or district standards or guidelines? Yes No

If so, please describe the source of the standards and how they relate to national standards.

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17. Have standards had an impact on your teaching? Yes No

If so, please describe the impact of standards on your teaching.

18. a. What does “alignment and coordination among science curriculum, instruction, assessment, and professional development” mean to you?

b. To what extent does your district require alignment and coordination among science curriculum, instruction, assessment, and professional development?

Not at all Some extent Great extent

Thank you for taking the time to answer these questions.