

**NOTE:** This form is included for information purposes only.  
Evaluators will need to complete the form on the  
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## 2004–05 Local Systemic Change Teacher Interview Summary<sup>1</sup>

### BACKGROUND INFORMATION

Project ID Number<sup>2</sup> \_\_\_\_\_ Date of Interview \_\_\_\_\_  
Teacher ID Number<sup>2</sup> \_\_\_\_\_ 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 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 9 (limiting policies and practices) 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 (4–11 days) \_\_\_\_\_ 60–99 hours (12–19 days) \_\_\_\_\_ 100–129 hours (20–25 days) \_\_\_\_\_ 130 or more hours (26 or more days)
3. a. Summary of this teacher's impressions of the LSC professional development.  
(Select one number.)  

Very negative 1	Somewhat negative 2	Neutral or mixed 3	Somewhat positive 4	Very positive 5	Don't know 6
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- b. Quote on teacher's impressions of the LSC professional development.<sup>3</sup>

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<sup>1</sup> Be sure that you have read the "2004–05 Local Systemic Change Teacher Interviews: Guidelines for Evaluators."

<sup>2</sup> Use the 2004–05 Project and Teacher ID Numbers as indicated in the Teacher Interview Sample provided by HRI.

<sup>3</sup> See the 2004–05 Teacher Interview Guidelines for details on reporting teacher quotes throughout this document.

4. *Impact of the LSC on instruction:*

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.”)

5. *Most helpful aspects of the LSC:*

- A. When asked, "What specific characteristics of the LSC have been most 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.")

6. *Least helpful aspects of the LSC:*

- A. When asked, “What aspects (of the LSC) have been least helpful? Why?,” this teacher mentioned the following: (Check all that apply.)
- 1. Problems with designated instructional materials, specify:
    - a. time required to implement designated materials
    - b. poor quality of instruction materials/lack of emphasis on important content
    - c. logistics of materials management
  - 2. Time required to attend professional development
  - 3. Poor quality of professional development, specify:
    - a. about science/mathematics content
    - b. about pedagogy
    - c. about instructional materials
  - 4. Inadequate follow-up professional development during the academic year
  - 5. Teacher explicitly stated all aspects were useful
  - 6. Teacher named another least helpful aspect of the LSC
  - 7. Teacher was unable to explicitly name a least helpful aspect 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. Problems with designated instructional materials
  - 2. Time required to attend professional development
  - 3. Poor quality of professional development
  - 4. Inadequate follow-up professional development during the academic year
  - 5. Teacher explicitly stated all aspects were useful
  - 6. Teacher named another least helpful aspect of the LSC
  - 7. Teacher was unable to explicitly name a least helpful aspect of the LSC (e.g., “I don’t know of any.”)

7. *Additional help needed:*

- A. When asked, “What else do you need in order to continue 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 needed
  - 10. Teacher named another area of support 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 needed
  - 10. Teacher named another area of support needed
  - 11. Teacher was unable to explicitly name an area of support needed (e.g., “I don’t know of any.”)

8. *Supportive policies/practices:*

- A. When asked about school/district policies that will help him/her in making 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. 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 help him/her make the changes suggested by the LSC
  - 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.")
- 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. 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 toward 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 help him/her make the changes suggested by the LSC
  - 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.")

9. *Limiting school/district policies and practices:*

A. When asked about policies/practices limiting his/her 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 for 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.")

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. 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 toward 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 for 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.")

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

- Yes                       No (Skip to Q11, below)

b. Summarize how well prepared this teacher feels to serve as a teacher leader in the LSC.  
(Select one number.)

				To a
Not at all		Somewhat		great extent
1	2	3	4	5

c. Transcribe the most salient quote(s) on how well-prepared this teacher feels to serve as a teacher leader in the LSC.

11. Other comments: