(MS)² Teacher Interview
Instructions to Interviewers

The goal of the teacher interview is to learn the teachers perceptions of the district-adopted textbook and about how it is used to teach mathematics in their classrooms. The interview is intended to complement the observations and the textbook-use diary.

The Teacher Interview is organized into 5 sections. It begins with an opening question followed by a series of questions (2–6) focused on how the textbook is used by the teacher for planning and teaching, and how it is used by the students. In the next section (7–10) teachers are asked about the relevance or usefulness of the textbook. Questions 11–13 seek an assessment of the overall quality of the textbook including strengths and weaknesses. The final question is meant to provide another opportunity (following up on Question 1) of what the teacher believes is the role or importance of the textbook.

While this set of questions should provide a general guide for the interview, there may be additional questions that seem logical given a particular response of the teacher. The interviewer should feel free to follow certain question lines as they occur based on the overall goals of the interview.

Logistics:

Schedule the interview in advance and allow at least 30 minutes for the interview. Find a quiet place to conduct the interview. The interview should be recorded on audio-tape. Inform the teacher that the audio-tape is used so that you can concentrate on the questions and responses and do not have to take notes during the interview. It will be used to help you summarize the responses following the interview and will be archived in the project office in Missouri. However, the interview is anonymous in that responses will not be reported by teacher name.

After the interview, the interviewer should complete the Interview Summary Form attached (preferably, typing it into the Word electronic file), by writing a summary for each response, highlighting the most salient features of the response. If the teacher said something that you feel should be quoted (e.g. because it is particularly significant, because it is something that set the tone for the whole interview,…), write the quote in the summary, if it is short enough. If not, specify how to find it on the tape (e.g. “About 2:35 min into the response, from where she says ‘My textbook is a tool…’ until she says ‘… as I always say to my students’”). After the last question, write a summary of anything that you consider relevant that was not addressed in the questions’ summary, but that it is important for us to notice.

Please send the Interview Summary Form (hard copy) and the audio-tape to the Project staff in Missouri. Also, please send the Interview Summary Form (electronic Word copy) as an attachment to Óscar Chávez (ChavezO@missouri.edu).
A. Opening Question

1. If you could design the ideal math textbook for yourself, what would it look like? What would it contain? How would it be organized? [Follow up questions: How would it be different than the district-adopted textbook you use? In what ways would it be the same as the district-adopted textbook you use?]

B. Teacher use of textbook and other resources for planning and presenting mathematics instruction.

2. In what ways do you use the district-adopted mathematics textbook in planning or teaching a mathematics lesson? In what ways did you use the district-adopted mathematics textbook in planning the course? [Possible follow-up questions: Does the textbook influence what you teach, when you teach it, and/or how you teach a concept or skill? Do you use all of the activities, problem sets in the textbook? If no, how do you decide what to use and what to skip?]

3. How often do you use the district-adopted textbook? How often do your students use the district-adopted textbook?

4. During this school year, how much of the textbook [how many units, modules, chapters] do you expect to cover? How will this be different from last year?

5. What parts or features of the textbook do you use most often? What parts or features of the textbook do your students use most often?

6. Do you use materials or resources other than the district-adopted mathematics textbook to plan or deliver mathematics instruction? If so, what are they? Why do you use these materials rather than the district-adopted textbook? About how often do you use other resources?

C. Teachers perception of relevance/usefulness of district-adopted textbook

7. How important is the district-adopted textbook for planning or teaching mathematics in your classroom?

8. What role does the district-adopted textbook play in assisting you in teaching mathematics lessons? What role does it play in helping your students learn mathematics?

10. In what ways does the district-adopted textbook influence **how** you teach? What other things influence how you teach?

D. **Teachers rating of quality of district-adopted textbook.**

11. How do you rate the overall quality of the district-adopted textbook?

12. What do you think are the strengths of the district-adopted textbook?

13. What do you think are the weaknesses of the district-adopted textbook?

E. **Closing Question**

14. Please complete the following statement:
   - A good mathematics textbook should …

[NOTE: Yes, this is similar to question #1. The idea is to bring the interview back full circle – as a result of responding to the other questions, the teacher may want to add something to the earlier response. This question allows for this by asking the same question in a different way.]
Instructions to Interviewers

[Note: This interview is for teachers who have participated in the study for both years. This is their second interview.]

Purpose of Interview

The goal of this teacher interview is to learn with more detail how each teacher uses the district-adopted textbook to teach mathematics. The interview is intended to complement the observations, the textbook-use diary, and the interview conducted last year.

While this set of questions should provide a general guide for the interview, there may be additional questions that seem logical given a particular response of the teacher. The interviewer should feel free to follow certain question lines as they occur based on the overall goals of the interview.

Logistics

Schedule the interview in advance and allow at least 30 minutes for the interview. Find a quiet place to conduct the interview. The interview should be recorded on audiotape. Inform the teacher that the audiotape is used so that you can concentrate on the questions and responses and do not have to take notes during the interview. It will be used to help you summarize the responses following the interview and will be archived in the project office in Missouri. However, the interview is anonymous in that responses will not be reported by teacher name.

After the interview, the interviewer should complete the Interview Summary Form attached (preferably, typing it into the Word electronic file), by writing a summary for each response, highlighting the most salient features of the response. If the teacher said something that you feel should be quoted (e.g. because it is particularly significant, because it is something that set the tone for the whole interview,…), write the quote in the summary, if it is short enough. If not, specify how to find it on the tape (e.g. “About 2:35 min into the response, from where she says ‘My textbook is a tool...’ until she says ‘... as I always say to my students’”). After the last question, write a summary of anything that you consider relevant that was not addressed in the questions’ summary, but that it is important for us to notice. You can also transcribe the interview, if you prefer to do so, instead of summarizing each response.

Please send the Interview Summary Form (hard copy) and the audiotape to the Project staff in Missouri. Also, please send the Interview Summary Form (electronic Word copy) as an attachment to Óscar Chávez (ChavezO@missouri.edu).
(MS)$^2$ Teacher Interview

2nd Year

1. How many years have you been using the textbook you are using this year?

2. In what ways did last year’s experience using the district-adopted textbook influence your planning for this school year? [Probe: Are you doing anything differently this year?]

3. To what extent is the textbook your main resource and guide to teach mathematics? [If it is not the primary resource, probe for other relevant resources.]

4. How do you rate the quality of the district-adopted textbook? To what extent does the way mathematics is presented in the textbook align with the way you believe that mathematics should be taught?

5. About how much of the textbook (how many chapters/how many units) did you cover last year? [If the teacher is using CMP or MiC, try to find out what units were covered.] Was this what you had planned? [If not, why not?]

6. How do you determine what topics you will teach during the school year? [Probe for role of textbook in this process, and also for district or building policies or guidelines regarding scope and sequence.]

7. How do you choose the tasks or activities that students will do during a lesson? [Probe to find out whether the tasks are adapted in any way or used as laid out in the textbook.]

8. How do you use the teacher guide (or teacher edition) of the district-adopted textbook to plan your lessons?

9. To what extent do you think the district-adopted textbook is helping your students to learn mathematics?

10. How has the use of the district-adopted textbook influenced the way you teach mathematics?

11. What was your role in the adoption process? [Probe for how was the textbook selected, whether a committee made the selection and, if so, who was in the committee/group who made the recommendation. If the teacher had no part in the process, ask for whether they agree with the selection.]