

***This is the paper version of the form. Use if you want to take notes by hand. Pages 11 and 12 are tables that might best be filled out manually. Print these out before you start, even if you are using the electronic form, just in case.***

*For the most part, the words you will use with the interviewee are printed below. There are spaces for comments after every question – use these to record additional information.*

*This interview will occur AFTER an initial introduction to the project by phone or email.*

*Please give the interviewee lots of options to stop and turn the rest of the questions over to the designated person. If at any time the interviewee wants to stop, please skip to Question 30 and ask him/her about the letter of endorsement if it seems appropriate (see note at the end of the interview). This applies ONLY to department or program chairs, someone who would have authority to write such a letter.*

*Before the interview begins, fill in through questions 3, 9, and 28.*

*Date:* \_\_\_\_\_

*Interviewer:* \_\_\_\_\_

*1. School Name:* \_\_\_\_\_

*2. Person being interviewed:* \_\_\_\_\_

*3. Primary role of person being interviewed*

- Chair
- Program Director
- Staff
- Dean
- Other Faculty

*Comments:* \_\_\_\_\_  
\_\_\_\_\_

**INTRO:** Thank you for taking the time to talk with me today. I think you have received some information about our project — but before we start, do you have any questions I could answer? \_\_\_\_\_  
\_\_\_\_\_

Some of these questions may include details that you have no reason to know about. Is there someone else you can refer me to for that kind of detail – someone most familiar with the mathematics classes for elementary teachers?

Name \_\_\_\_\_

Just let me know if anything I ask you would be better asked of that person.

4. Is your university's academic calendar on

a. Semesters

b. Trimesters

c. Quarters

d. or some other system. Can you describe the organization of the calendar, then? \_\_\_\_\_

5. We were looking at your Web site and found that you graduate about \_\_\_\_\_ elementary ed students per year. Does that sound about right to you?

Yes, that is right

No, that is not right.

Can you estimate approximately how many elementary ed students graduate each year from your undergraduate program?

\_\_\_\_\_  
Comments:

---

---

---

6. Do members of your department serve on a committee that determines what mathematics courses are part of that certification program?

a. Yes

b. No

If not, do you know how that is determined?

---

---

---

7. I'd like to ask you about your department's collaboration with the school or college of education . On a scale of 1 to 4, with 1 being NO COLLABORATION and 4 A GREAT DEAL OF COLLABORATION, How close is the collaboration for

	1. LOW	2.	3.	4. HIGH
a. Planning the content of specific mathematics courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Designing overall curriculum for prospective elementary teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teaching together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Coordinating methods and content courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Collaborating on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Collaboration with Education

---



---



---

8. Does your department offer classes that are designed specifically for prospective elementary teachers?

- a.  Yes
- b.  No

Comments

---



---



---

If Yes, go to 9a  
 If No go to 9b

9a. We learned from your WEB SITE, that you offer these courses:

- Course 1: \_\_\_\_\_
- Course 2: \_\_\_\_\_
- Course 3: \_\_\_\_\_
- Course 4: \_\_\_\_\_
- Other courses: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Are these the courses designed for elementary education majors?

- a.  Yes
- b.  No

If yes, go to 9c. If no, ask for the right courses and make corrections above.

9b. Since you do not offer courses specifically designed for elementary teachers, can you tell me the courses they are required to take, or most likely to take?

- Course 1: \_\_\_\_\_
- Course 2: \_\_\_\_\_
- Course 3: \_\_\_\_\_
- Course 4: \_\_\_\_\_
- Other courses: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

9c. Are these courses sequential, taken in a specified order with each prerequisite for the next?

- a.  Yes
- b.  No

Comments:

---



---



---

9d. Is there a prerequisite before students can take these courses?

- a.  Yes
- b.  No

If Yes, please describe the prerequisite(s): \_\_\_\_\_

---

10. Do you have different requirements for students preparing to teach early grades for those planning to teach later grades?

- a.  Yes
- b.  No

If Yes, please explain the differences, especially in the math courses they take. :

---



---



---

11. Which of these courses is the first course required for elementary education students, (or the first one most of them are likely to take if specific courses are not required)?

Name and Number of Course A: \_\_\_\_\_

Let's talk about some of the specifics of that course. Are you offering more than one section of COURSE A for pre-service K-8 teachers in the 2006-2007 school year?

- a.  Yes
- b.  No

*(If yes, go to 12. Otherwise, go to 17.)*

12. Is there a designated departmental coordinator or faculty advisor for these sections of COURSE A?

- a.  Yes
- b.  No

*(If yes, go to 13. Otherwise go to 15.)*

Comments:

---

13. Can you tell me about that person? What is his/her position in the university/college?

*Choose one.*

- a.  Professor
- b.  Associate professor
- c.  Assistant professor
- d.  Postdoctoral appointment
- e.  A full-time faculty member who holds a visiting appointment in your department
- f.  A full-time faculty member without a doctorate who is not listed above
- g.  A full-time faculty member with a doctorate who is not listed above
- h.  A part-time faculty member
- i.  A graduate teaching assistant
- j. Other/comments: \_\_\_\_\_

Comments:

---



---

---

14. Can you give me the name of the course coordinator or faculty advisor for possible follow-up?

Name:

---

15. If you know, do all sections of COURSE A use common assessments, such as a common final exam?

a.  Yes

b.  No

Comments: :

---

---

---

16. In the Course A, what is the overall format?

a. Common lecture with sections

b. Individual sections of the same class, but no common lecture session

c. Other \_\_\_\_\_

Comments:

---

---

---

17. Do all sections use the same textbook? (for a single section, which textbook is use?)

a.  Yes

b.  No

Comments:

---

---

---

18. Which textbook is used as the primary textbook for COURSE A ?

---

Is it one of the following? (*read authors or publishers if necessary*)

- a.  Bassarear, T. (2005). *Mathematics for elementary school teachers, 3rd edition* (3rd ed.): Houghton Mifflin.
- b.  Beckmann, S. (2005). *Mathematics for elementary school teachers* (1 ed.). Boston, MA: Pearson/Addison Wesley.
- c.  Bennett, A., & Nelson, L. T. (2004). *Math for elementary teachers: A conceptual approach, sixth edition*: McGraw-Hill.
- d.  Billstein, R., Libeskind, S., & Lott, J. W. (2004). *A problem solving approach to mathematics for elementary school teachers, 8th edition* (8 ed.). Boston, MA: Addison Wesley.
- e.  Darken, B. (2003). *Fundamental mathematics for elementary and middle school teachers*: Kendall/Hunt.
- f.  Jensen, G. R. (2003). *Arithmetic for teachers: With applications and topics from geometry*: American Mathematical Society.
- g.  Jones, P., Lopez, K. D., & Price, L. E. (1998). *A mathematical foundation for elementary teachers*. New York: Pearson/Addison Wesley.
- h.  Long, C. T., & DeTemple, D. W. (2006). *Mathematical reasoning for elementary teachers, 4th edition* (4 ed.): Addison Wesley.
- i.  Masingila, J. O., Lester, F. K., & Raymond, A. M. (2002). *Mathematics for elementary teachers via problem solving*: Prentice Hall.
- j.  Musser, G. L., Burger, W. F., & Peterson, B. E. (2003). *Mathematics for elementary school teachers: A contemporary approach* (6th ed.). New York: John Wiley & Sons.
- k.  O'Daffer, P., Charles, R., Cooney, T., Dossey, J., & Schielack, J. (2005). *Mathematics for elementary school teachers, 3rd edition*. Boston: Pearson Education.
- l.  Parker, T. H., & Baldrige, S. J. (2004). *Elementary mathematics for teachers (volume 1)*. Okemos, MI: Sefton-Ash Publishing.
- m.  Sonnabend, T. (2004). *Mathematics for elementary teachers: An interactive approach for grades k-8, 3rd edition*: Brooks/Cole.
- n.  Wheeler, R. E., & Wheeler, E. R. (2005). *Modern mathematics for Elementary Educators* (Twelfth ed.): Kendall/Hunt Publishing Company.
- o.  Other Please specify:

Comments

---



---



---

19. Is there an established departmental syllabus for COURSE A?

- a.  Yes
- b.  No

Comments: :

---

---

20. What, if any, are the qualifications for teaching COURSE A?

---

---

---

21. I have some questions about who teaches COURSE A . How would you best describe how instructors are assigned to COURSE A? Let me read you some options we have found to be common (check any that apply)

- a. Does the same person/people teach it every year?
- b. Is the course is routinely assigned to individuals new to the department, such as new faculty or new graduate students?
- c. Do individuals apply to teach the course through an application process?
- d. Does responsibility for teaching this course is rotated through members of the department?
- e. Or is there some other way of assigning this course that I haven't mentioned? Please explain:

---

---

---

Comments:

---

---

---

22. How difficult is it to find instructors for COURSE A?

- a. Easy
- b. Somewhat difficult
- c. Very difficult
- d. Could not fill the vacancy

Comments: :

---



---



---

23. What is the main source of difficulty in finding instructors for COURSE A?

- a. Not enough qualified instructors
- b. Not enough willing instructors
- c. Scheduling conflicts
- d. Other

If Other please explain:

---



---



---

Comments: :

---



---



---

24. From your perspective as (Chair) how much control do instructors of Course A have over the class? I'll ask you about 8 aspects of the class, and if you could respond with a number from 1 to 4, where 1 is no control and 4 is complete control. That is, a 4 means that the instructor is entirely free to determine that aspect of the class.

1. No control    2.Limited control    3.Moderate control    4.Complete control

	1	2	3	4
a. Course content/topics to be covered in course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Selecting the sequence in which topics are covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Organization of course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Specific textbooks/materials to be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Writing the syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Deciding on methods by which to assess students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Determining content of student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Deciding how much weight to give to various forms of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. During which year of their college careers are your pre-service K-8 teachers most likely to take COURSE A?

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior

Comments

---

---

---

26. What percentage of the students in COURSE A had higher level math, such as trigonometry or calculus, in their high school education? *If you are not sure, please give your best estimate.*

- a. 0-25%
- b. 26-50%
- c. 51-75%
- d. 76-100%

Comments

---

---

---

27. What percentage of the students in COURSE A have taken or will take Calculus in college? Again, if you are not sure, give your best estimate.

- a. 0-25%
- b. 26-50%
- c. 51-75%
- d. 76-100%

Comments

---

---

---

28. Courses:

Course #	Title and Enrollment expected for 06-07	Primary Content Area						Other Content Areas						How many sections taught by:						
		Data and Statistics	Number and Operations	Problem solving	Number theory	Geometry and Measurement	Algebra and pre-algebra	Logic and/or Set Theory	Number and Operations	Problem solving	Number theory	Geometry and Measurement	Algebra and pre-algebra	Data and Statistics	Logic and/or Set	Sections, 2006-7	Tenured or Tenure-eligible Faculty	Other Full-Time Faculty with Ph.D.	Other Full-Time Faculty without Ph.D.	Part-Time Faculty
		<i>Check one</i>						<i>Check all that apply</i>						1	2	3	4	5	6	
A	#/ section OR total #:																			
B	#/ section OR total #:																			
C	#/ section OR total #:																			
D	#/ section OR total #:																			
E	#/ section OR total #:																			
F	#/ section OR total #:																			

Comments: \_\_\_\_\_

29. Now I'd like to get information about who will be teaching these classes – particularly Course A – this fall. We would like to contact these instructors and ask them to participate in the research. Of course, they are free to decline and we will follow our IRB procedures about contacting them so as not to put pressure on them in any way.

Line number	Instructor's Name	Position					Department				Course	Term	First-time
	Please list all instructors of this mathematics course.  If an instructor will teach more than one section of this course this year, please list him/her for each time they will teach the course.	Tenured or Tenure-eligible Faculty	Other Full-Time Faculty with Ph.D.	Other Full-Time Faculty without Ph.D.	Part-Time Faculty	Graduate Teaching Assistant	Mathematics	Education	Mathematics Education	Other	Which course is this instructor teaching?	2006-7 School Year	X if first time teaching this class
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
16		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
17		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
18		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	

Comments:

*(DO #30 if it seems appropriate. NOTE: I HAVE NOT DONE THIS IN ANY CASE SO FAR – BY THE TIME WE TALK TO THESE PEOPLE, THEY HAVE ALREADY SPREAD THE WORD AND THIS SEEMS UNNECESSARY. SO, USE YOUR JUDGEMENT HERE. Otherwise skip to 31.)*

30. There is one more thing I would like to ask you for. We would like for instructors to know that you would find it acceptable for them to participate in this research. If you are willing, it would be helpful for you to give us a very brief letter of endorsement, simply stating that they are free to participate if they choose to do so. I have written a short paragraph that I can send you via email. If you are willing to do this, we would include this document in our correspondence with instructors, as part of the consent process.

Can I send you this sample letter?

If yes, I can send it by email. What address should I use?

Address:

Comments:

31. Thank you so much for taking time to talk with me. I really appreciate your help with this project and hope we will have some interesting results to report in the near future. Please let me know if you have any questions or comments about what we are doing.