









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.)

<u>Not at all</u>		<u>Somewhat</u>		To a <u>great extent</u>
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: