

Mathematics Classroom Interview Guide¹ [DRAFT]

Classroom Interview Process

In advance of the classroom interview, decide how much classroom time you will use and select the questions you will ask. The first two questions are required and should be asked in every classroom interview. Depending on how much class time you have allotted for the process, you may select a third question from the list of optional items (2 questions are recommended for 15-20 min, 3 if 25 minutes are available). Ideally make these decisions in consultation with the instructor of the class being interviewed.

Dedicate the last 15-25 minutes of class time to a focus group style interview:

- a) Please ensure that the instructor of the class being interviewed leaves the room before beginning.
- b) Briefly explain the purpose of this process.
- c) Form students into small groups, depending on class size. Where possible, groups of 5 or more are recommended.
- d) Pose your chosen questions to the class.
- e) Have each group discuss (allow several minutes of free discussion) and come to a consensus on each question.
- f) Have each group share out their responses to the whole class - only answers supported by the entire group can be reported out of the group. Write these responses where everyone can see (e.g., whiteboard/chalkboard, PowerPoint slide).
- g) If time, you may lead a discussion on these items and/or ask for clarification regarding group answers.
- h) Ask students to vote on most important responses for each question asked.
- i) Record all responses and students' votes.
- j) Write a report that includes the questions asked during the interview, the group answers, and the vote on most important responses.

Classroom Interview Questions

You may tailor any question specifically to the instructor's or your interest.

Required Items:

- 1) What is the most effective aspect of [instructor's] teaching?
- 2) What could [instructor] do differently to improve learning in this class?

Optional Items (select 1 if time allows):

- 3) What could the students do to improve the learning environment in the course?
- 4) How would you describe [instructor's] level of interest in helping students learn? Explain and provide example(s).
- 5) How has [instructor] worked to ensure members of the class were engaged during the semester?
- 6) [Instructor] has identified a key learning goal for this course as [insert goal that the instructor would like assessed]. How much progress do you feel you are making towards this goal?
- 7) Has [instructor] clearly outlined the requirements for assessments and given you sufficient/clear information to achieve success? Describe an example, explaining how this helped you achieve success or, if no, what was missing or unclear.
- 8) Has [instructor] regularly provided activities and assignments that helped you improve your performance on the final project, paper, or exam? Describe an example, explaining how an activity/assignment helped you (or did not help you) improve your performance.

¹ This guide was modified from [Ten Ideas for Satisfying "Multiple Measures of Teaching"](#) (see number 4), the [FTEP CLIP service](#), and items from the History Department's Classroom Interview Guide. Developed in partnership with the Teaching Quality Framework Initiative (<https://www.colorado.edu/teaching-quality-framework/>) with sponsorship by the National Science Foundation (DUE-1725959) - any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the NSF.