



TERC

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Consent for Teacher Participation in Evaluating DMI Research

Thank you for your interest in the *Evaluating DMI* project. This research project will help us understand how your participation in the *Developing Mathematical Ideas* professional development seminars (DMI) affects your knowledge, your teaching practices, and your students' learning. It is an evaluation of the DMI program, not of you, your teaching, or your students. I'm writing to let you know what it means to take part.

Evaluating DMI is funded by the National Science Foundation through TERC. TERC is a non-profit math, science and technology education research and development company in Cambridge, MA. Dr. James K.L. Hammerman leads the project.

To test DMI, we are conducting a randomized experiment. When you apply to be part of the *Making Meaning of Operations (MMO)* and/ or *Building a System of Tens (BST)* DMI seminars through *Evaluating DMI*, you agree to let us randomly pick when you'll do so. Half to two-thirds of applicants will be chosen to take part in DMI seminars during the summer and fall of academic year 2012-13. The rest will be asked to wait until summer and fall of academic year 2013-14. If you are selected to wait a year, we ask that you not take another DMI seminar while you're waiting. Both groups and their students will take part in data collection about the impact of DMI during two academic years. This will let us compare results for teachers who took DMI right away with a similar group who were asked to wait.

We collect the following information from you and your students:

- Background information about your academic degrees, years of teaching experience, prior math professional development, and so forth.
- Measures of your knowledge of elementary mathematics ideas, students' understanding of those, and how to teach them — each academic year.
- Information about your attendance at DMI seminars and copies of the work you turn in (submitted by workshop facilitators). Project staff may also observe one or more DMI seminar sessions.
- A brief monthly log and an annual survey about your math professional development experiences (workshops, coaching, support groups, coursework, etc.).
- A videotape of you leading a classroom discussion about a topic in number and operations during the spring (February to May) of each academic year. Some teachers (about 10%) will be asked for a second classroom video.
- *From your students:* End-of-unit assessments for *Investigations* Number and Operations units; *Investigations*-linked end-of-year assessments; and MCAS and other achievement scores from the district, when these are available. If the end-of-year assessment in Boston is not specific to *Investigations*, we may ask students to complete an additional assessment specific to *Investigation*. When the assessments are not ordinarily given, we are asking you to make time in your class for students to complete these, but TERC staff will be responsible for scoring them.
- We are also asking for your help in distributing and collecting informed consent documents from students' parents/ guardians.

We protect the information we collect from you, as follows. In our project files, we will use codes to identify you and your students, instead of your real names. We keep videos in locked files in our offices and they are mostly only seen by project staff. In particular, we will not share them with your principal or others in supervisory positions in

your school or district. We will give you a copy of the classroom video and you can decide whether to share it with other teachers for professional development. If we share videos with others for research purposes, we will delete last names of students but we will leave in first names; videotaped excerpts may include students addressing you by name. You may be embarrassed by something you say or do in the video, but otherwise the risks of taking part are minimal. Overall findings from our research will be shared in publications in print and online, in presentations at professional meetings, and in reports to researchers, school administrators, and the NSF. Neither you nor your students will ever be identified in any publications or presentations.

You will benefit from the project by getting access to DMI professional development. Your students will benefit to the extent DMI PD improves your teaching. In addition, you will receive compensation of up to \$1,700 over the two years for your time contributing to the research in the project, as follows:

- Each year, \$300, for completing assessments, surveys, logs and for participating in the videotaping.
- The year you participate in DMI seminars, another \$400 for each seminar that you take that occurs outside the regular school day.
- A bonus of yet another \$300 at the end of Year 2 (June, 2014) for completing all project and research activities.

Graduate credit or professional development points may also be possible through Fitchburg State College or another local college or university. Additional details will be made available in the near future.

You do not have to take part in this research. However, if you are unwilling to do so, then you also won't be able to take DMI seminars funded by the *Evaluating DMI* project.

If you have questions about the project or its research, please contact Jim Hammerman at 617-873-9600, or jim_hammerman@terc.edu. If you want to speak with someone on TERC's Oversight Board for Human Participants in Research (IRB), please contact Carla McAuliffe at 617-873-9600, or carla_mcauliffe@terc.edu.

Yours truly,

Jim Hammerman

____ YES. I understand what it means to take part in the *Evaluating DMI* study and agree to participate.

____ NO. Please do not include me in your study. I understand that I will not be able to take DMI seminars through the *Evaluating DMI* project.

Name

Signature

Date