

## Evaluating DMI Teacher Application

### Introduction to the DMI Professional Development Project

Thank you for your interest in the *Evaluating DMI* (Developing Mathematical Ideas) project! *Evaluating DMI* is a research project intended to study how DMI professional development seminars affect teachers' knowledge and classroom practice, and how this in turn affects students' learning. We are now recruiting teachers to take part in the seminars, and to also be part of the research over the course of two years. As part of the research we will ask you to complete several assessments, logs and surveys; to allow us to videotape in your classroom once each year; and to assist us in collecting student information such as parental consent forms and various assessments. (For full details, see **Consent for Teacher Participation** on page 3 of this form.)

The DMI Professional Development seminars will be held in Fall/Winter 2011-2012 or Fall/Winter 2012-2013. Teachers who are selected to participate in the study will be *randomly* assigned into either the 2011-2012 or 2012-2013 group. (We assign between 1/2 and 2/3 of teachers to the 2011-2012 group, so your chances are high that you'll get to do the DMI seminars this year.) However, in order to be eligible to apply, you must currently be available to participate in *either* group. **The deadline to apply is Friday, September 16, 2011.** Selected teachers will be informed of their assigned group by the end of September, 2011.

*Please note that participants will be expected to complete required assignments like surveys and teacher logs online. Applicants should be comfortable using computers and have reliable internet access.*

### Contact Information - Applicant

First Name: \_\_\_\_\_ Last name: \_\_\_\_\_ Nickname/other name: \_\_\_\_\_

Home Address: \_\_\_\_\_ street \_\_\_\_\_ city \_\_\_\_\_ state \_\_\_\_\_ ZIP \_\_\_\_\_

Phone: (home) \_\_\_\_\_ (cell) \_\_\_\_\_ (work) \_\_\_\_\_

What is the best time and phone number to reach you? \_\_\_\_\_

Email: (primary) \_\_\_\_\_ (secondary-optional) \_\_\_\_\_

### Contact Information - School

School Name: \_\_\_\_\_ School District: \_\_\_\_\_

School Address: \_\_\_\_\_ street \_\_\_\_\_ city \_\_\_\_\_ state \_\_\_\_\_ ZIP \_\_\_\_\_

School Phone: \_\_\_\_\_ Principal: \_\_\_\_\_

If we need to reach you at school, what time(s) may we call? \_\_\_\_\_

### Professional Background

How many years have you been teaching...

\_\_\_\_\_ Total \_\_\_\_\_ At your current school \_\_\_\_\_ In your current district

\_\_\_\_\_ K-5 Math \_\_\_\_\_ Grades 6+ Math

What type of teacher certification do you have? \_\_\_\_\_ Provisional \_\_\_\_\_ Permanent \_\_\_\_\_ Other

What grade(s) do you currently teach? Check all that apply.

\_\_\_ K \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8

How many years have you taught this grade level(s)? \_\_\_\_\_

How long have you been using the *Investigations* curriculum? \_\_\_\_\_

**Professional Background (continued)**

**If you currently work with English Language Learners or other specific student groups, please describe.**  
(Due to study constraints, we regret that some teachers may not be eligible for participation. Decisions will be made on a case-by-case basis.)

**What is your highest level of education?**

Associates degree/some college     Bachelors degree     Bachelors degree plus  
 Masters degree     Masters degree plus     Doctoral degree  
 Other degree beyond Masters (please specify): \_\_\_\_\_

**Please describe the subject area and degree type for any academic degrees you hold (for example: *B.A. in English Literature, M.Ed. in Elementary Education*).**

**How many college-level math courses have you taken in high school, college, or since then?** \_\_\_\_\_

**Have you ever attended a DMI Seminar?**     YES     NO

**Briefly describe any math professional development you have had in the last 5 years, and the amount of time spent doing each. This might include things like workshops, online courses, etc.**

**2011-2012 Availability**

**Please select where you will attend the DMI seminars. (Please choose 1 location.)**

**Seminar location:**            **Boston**             **Leominster/Fitchburg**             **Springfield**

<b>Boston</b>	<b>Leominster / Fitchburg</b>	<b>Springfield</b>
Sessions run Oct. 1, 2011 through Feb. 11, 2012  12 Saturdays (mix of 1/2 day and full day sessions)  See full schedule at <a href="http://evaluatingdmi.terc.edu">http://evaluatingdmi.terc.edu</a> .	<b>*must be available for both Summer and Fall sessions</b>  Summer session: Aug. 15-19, 2011 Fall session: Thursdays (afterschool)  See full schedule at <a href="http://evaluatingdmi.terc.edu">http://evaluatingdmi.terc.edu</a>	Sessions run October 1, 2011 through Feb. 11, 2012  10 Saturdays (mix of 1/2 day and full day sessions) and 2 Thursday afterschool sessions  See full schedule at <a href="http://evaluatingdmi.terc.edu">http://evaluatingdmi.terc.edu</a> .

**Demographics**

**Gender:**     Male     Female

**Race/Ethnicity (check all that apply):**

White             Black/African-American             Hispanic/Latino(a)  
 Asian             Hawaiian/Pacific Islander             American Indian/Alaska Native  
 Other             Prefer not to say

**Age Range:**     Under 30     30-39     40-49     50-59     60-69     70+

**You may email your completed application/consent to [sherry\\_soares@terc.edu](mailto:sherry_soares@terc.edu), or print and mail to: Attn: Sherry Soares, TERC, 2067 Massachusetts Avenue, Cambridge, MA 02140.**



2067 Massachusetts Avenue  
Cambridge, MA 02140  
www.terc.edu

617.873.9600 phone  
617.873.9601 fax

## 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 *Building a System of Tens (BST)* and *Making Meaning of Operations (MMO)* 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 fall/winter of academic year 2011-12. The rest will be asked to wait until fall and winter of academic year 2012-13. 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 *Investigations*. 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 occurs outside the regular school day.
- A bonus of yet another \$300 at the end of Year 2 (June, 2013) 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