

Interviewer Script Prior to Interview

Thank you for taking the time to meet with me. As we shared with you, as someone who took part in [COLLEGE NAME]'s professional development activities around math contextualization during the summer, we invite you to participate in the related research. This is a project supported by the National Science Foundation and being carried out by UW-Madison in partnership with your college, [COLLEGE NAME]. Through the project, we are trying to understand how faculty engage with and utilize professional development around math contextualization. We would like to thank you for taking the time to get together and talk with us about your experiences today.

I am providing you with a consent form for this interview. Take the time to read over it and sign it. To remind you of a few key points, your participation in this interview is voluntary and you may decline to answer any question or stop the interview at any point in time. Stopping will not count against you in any way; just let me know and we will stop.

Before we begin our discussion, with your permission, I would like to record our conversation. The information shared during this interview will be kept confidential and your identity will never be disclosed. If you have any questions about the interview, consent form, or project, let me know and I will be happy to provide you with the contact information of the person leading the project, Professor Xueli Wang from UW-Madison. Also, feel free to interrupt me at any time if you have questions or would like me to clarify what I am asking.

New Participant

1. To begin, could you tell me about your role at the college? What was your professional experience before teaching at [COLLEGE NAME]? Can you tell me a bit about your experiences teaching math?
2. After having participated in the professional development activities (give specific examples) on math contextualization, how do you make sense of that experience? What would you say are the “good” and “bad” about it? Do you think there is anything that can be done differently to make it better?
3. Thinking about contextualization of math, what did that mean to you prior to the workshop? What does it mean to you now? Have there been differences in how you define and think of math contextualization as a result of the workshop?
4. Could you describe your experiences, if any, working with other faculty during or as a result of the professional development activities?
5. What are your expectations for a community of practice around teaching math to allow you to interact with other faculty that teach math or in the technical areas?
6. Do you see yourself using any of the contextualization techniques or approaches you learned as a result of the workshop in your future practice teaching math? Can you elaborate? Can you describe any challenges or institutional constraints (that is, factors that are part of your colleges' practice/policy and that may limit your capacity to do things) that might prevent you from doing so? → **Go to Question 7**

Previous Participant

1. How have things been going with your courses and teaching since we last talked?
2. After having participated in the professional development activities on math contextualization a second time, how do you make sense of that experience? How would you compare it with the activities you participated in last year? If we were to do this again, what would you like to see done differently?
3. Thinking about this professional development experience, have there been differences in how you define and think about math contextualization?

4. Have you used any of the contextualization techniques or approaches you had learned as a result of the professional development activities?
 - a. If **YES** → Can you elaborate? Is there anything you plan to do differently going forward? Can you tell me about any challenges that you encountered when implementing any contextualization strategies or approaches?
 - b. If **NO** → Can you tell me about why you haven't adopted contextualization? Any particular challenges or institutional constraints (that is, factors that are part of your colleges' practice/policy and that may limit your capacity to do things) that prevent you from using contextualization? Which, if any, contextualization strategies would you implement if there weren't any limitations or barriers?
5. Can you describe some of the occasions you and other instructors got together as a community of practice around teaching math over the past year, including summer? What has that been like for you? → **Go to Question 7**

All Participants

7. Could you describe any areas where you may need assistance or resources, in the future, in developing knowledge and skills, or making changes to your own practices around teaching math? Can you tell me about any experiences you had with any of the faculty coaches, C2L website, or other contextualization resources?
8. What are some major takeaways you have from your experience so far? Is there anything else you would like to share with me related to what we talked about, or any other aspects of your experiences with professional development in teaching math?

Interviewer Script After Interview

That concludes the formal portion of our interview. I want to thank you again on behalf of our team for sharing your story with us. It will help us and your college better help educators at 2-year institutions with faculty development and teaching practices that help students succeed in technician education programs and the workforce.