

LETTER OF INFORMATION

Intermediate Mathematics Teachers: Exploring Sources of Teacher Efficacy within a Professional Learning Model of Collaborative Teacher Inquiry

This research is being conducted by *[researcher name]* (Master of Education, Candidate) under the supervision of *[supervisor name]* in the Faculty of Education at Queen's University in Kingston, Ontario. This study has been granted clearance according to the recommended principles of Canadian ethics guidelines and Queen's policies. The Upper Canada District School Board has also approved this study.

What is this study about? Teacher efficacy refers to a teacher's beliefs in her or his ability to affect student outcomes (Bandura, 1997). The purpose of this study is to develop a deeper understanding of how teachers interpret and weigh efficacy-relevant information for teaching intermediate mathematics within a professional learning model of collaborative teacher inquiry. Efficacy-relevant information will be defined as: mastery experiences (direct teaching experiences), vicarious experiences (observing similar individuals teach), social persuasion (feedback from students, colleagues, parents, and/or superiors regarding a teaching performance), and affective/physiological states (feelings pertaining to a teaching performance). In particular, I am interested in how mathematics background influences the way that efficacy relevant information within the professional learning is integrated by teachers.

What will this study require? If you agree to participate in this research you will first complete a brief demographic questionnaire. From the demographic questionnaires, I will select and contact seven teachers for individual interviews, based on teaching certification and mathematical background. Interviews will be conducted at your home school, will last a maximum of one hour, and will be recorded in digital audio files.

After the interview, I will request the opportunity to visit your classroom on one or two occasions for a maximum of sixty minutes per visit. Ideally, I will be able to observe an intermediate mathematics lesson. If that is not feasible or agreeable, I will visit your classroom at a more convenient time in order to view educational materials and samples of student work that are relevant to intermediate mathematics teaching and learning in your classroom. The total estimated time required for participation is 3 hours maximum.

Is participation voluntary? Your participation is completely voluntary and choosing not to participate will not result in any adverse consequences. There are no known physical, psychological, economic, or social risks associated with this study. Further, you are free to choose, without reason or consequence, to refuse to answer any questions. You may withdraw from the study at any time with no negative consequences. If you withdraw from the study, you may choose to have your data removed.

What will happen to my responses? The interview recording will be transcribed and then the recording will be destroyed. All electronic files will be password protected. Paper and audio data will be secured in a locked cabinet. I will maintain copies of the transcripts for a minimum of 5 years and may use the data (with names removed) in subsequent research. Confidentiality will be protected to the extent possible. None of the data will contain your name or the identity of your place of work. To protect your identity a pseudonym will replace your name on all data files and in any dissemination of findings. This research may result in publications of various types, including journal articles or other professional publications.

What if I have concerns? Any questions about study participation or a request to withdraw from the study may be directed to *[researcher name]* at *[researcher email]* or my supervisor *[supervisor name]* at *[phone; email]*. Any ethical concerns about the study may be directed to the Chair of the General Research Ethics Board at (613) 533-6081 or chair.GREB@queensu.ca.

CONSENT FORM

Intermediate Mathematics Teachers: Exploring Sources of Teacher Efficacy within a Professional Learning Model of Collaborative Teacher Inquiry

Name (please print clearly): _____

1. I have read and retained the Letter of Information and have had any questions answered to my satisfaction.
2. I understand that I will be participating in the study called **Intermediate Mathematics Teachers: Exploring Sources of Teacher Efficacy within a Professional Learning Model of Collaborative Teacher Inquiry**. I understand the purpose of this research is to explore the sources of teacher efficacy for intermediate mathematics teachers within a professional learning model of collaborative teacher inquiry. I understand that participation in this study will entail a maximum of 3 hours of my time involving: a demographic questionnaire, an audio-recorded interview (maximum 60 minutes), and one or two classroom visits (maximum 60 minutes each).
3. I understand that my participation in this study is voluntary and I may withdraw at any time without adverse consequences. I understand that if I withdraw from the study, I may choose to have my data removed. I understand that the data may also be published in professional journals or presented at academic conferences. I understand that every effort will be made to maintain confidentiality to the extent possible now and in the future.
4. I am aware that any questions about study participation or a request to withdraw from the study may be directed to [researcher name at [researcher email] or my supervisor [supervisor name] at [phone; email]. Any ethical concerns about the study may be directed to the Chair of the General Research Ethics Board at (613) 533-6081 or chair.GREB@queensu.ca.

**Please sign one copy of this Consent Form and return to the researcher.
Retain the second copy for your records.**

I have read the above statements and had any questions answered. I freely consent to participate in this study.

Participant's Signature: _____

Date: _____ E-mail address: _____