

## APPENDIX A



### City Public Schools

Division of Instruction • Office of Research, Testing and Evaluation

October 17, 1996

Leslie D. Murrill  
956 Colbourne Avenue  
Vinton, VA 24179

Dear Ms. Murrill,

Your proposal is a fascinating one and it reflects your obvious enthusiasm for the subject as well as thorough advanced preparation for implementation of your research design. I am confident that your study will provide useful information to the City Schools and to the broader education community. I will serve as the liaison for your study. Should you encounter any problems or need to make revisions in your proposed design, please contact me. I will notify the principals at that you have received approval for your study. You are responsible for gathering the appropriate informed consent and for conducting the study as represented in your application.

I look forward to hearing the results of your work and wish you success in accomplishing this important goal in pursuit of your degree!

Sincerely,

Director

Excellence in Education

## APPENDIX B

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

### Teacher Consent Form for Participation in Educational Research Project

Title of Project: Examining Participatory Structures in an Elementary Classroom

Investigator: Leslie Murrill, Doctoral Candidate

#### I. Purpose

The purpose of this research is to investigate participatory structures in your classroom. I would like to find out about the types of participatory roles that you would like for yourself and your students to experience this school year. I would also like to ask you about the types of activities, assignments, class policies, etc. that you hope to put into practice for the purpose of encouraging these participatory roles. I would like to consider, as well, what factors impact the participation structures in your classroom. Overall, my desire is to research what happens as you put your ideas about teacher/student participation into practice over the course of this school year. In particular, I will focus on the following research questions:

- 1) How do you talk about teacher and student participation in your classroom?
- 2) In the classroom, what activities, assignments and class policies do you construct/co-construct with students?
- 3) What persons, material resources or other factors do you report as having an impact upon the participatory structures in your classroom?
- 4) What is your sense of your building context?
- 5) How is your work in the classroom viewed by members of the school community and others whom you feel have an impact upon your teaching beliefs and practices?

#### II. Procedures

If you are willing to participate in this study, it may involve some observations in your classroom(s)/on your grounds, several tape recorded interviews, and/or general observations of your planning sessions or school meetings. I may also ask to take photographs of your classroom space and materials. I hope to complete this work during the 1996/97 school year.

#### III. Risks

There are no significant or appreciable risks involved with participation in this project. However, you may decide to withdraw from participation at any point, and request that material recorded up to that time be removed from the data of the study.

#### IV. Benefits

There are no tangible benefits to you as a participant as a result of participating in this study, other than possible greater insight into what it means to translate participatory educational ideals into classroom practice. If the resulting analysis of this study is published in the field, perhaps we will add to the growing national conversation about what it means to value the voices and unique contributions of all students as active participants within classroom communities.

#### V. Extent of Anonymity and Confidentiality

I will do all that I can to provide anonymity for you. Your name and your school's name will not be used in writing about this study. All interviews with you will be taped. Audiotapes and field notes will be confidential, and pseudonyms will be used throughout these materials. They will be transcribed, accessed and stored solely by myself. I will erase audiotapes at the conclusion of this study. I do not believe that anything told to me will be of a particularly sensitive nature, but I do not want you to be concerned.

I do hope to interview others to whom you refer me as those who have impacted your teaching beliefs and practices. Because these persons will be talking to me about the connections they have to your

work, they will be aware of your identity. In order to protect your privacy, I will ask for your permission before conducting any of these interviews. If there is an individual whom you would prefer that I not interview, or a person to whom you would prefer that I not identify you personally, I will comply with your desires.

**VI. Compensation**

No compensation will be provided. It is my intention, however, to assist you in your classroom if there is any way that I can be of help to you as I take on the role of participant observer. Please let me know your suggestions in this regard.

**VII. Freedom to withdraw**

You are free to withdraw your consent to participate in this project at any time without penalty. Within the interview situation, you have the right to not answer questions, to withdraw interview material from the study, and to decline to give further interviews. You may also choose to cancel any observation or classroom visit without further explanation. If you should desire to withdraw from participation in this study, you can contact me or express your desire to withdraw to an outside person, my dissertation advisor: Dr. Rosary Lalik, Associate Professor, Teaching and Learning, (540)231-8343.

**VIII. Approval of research**

This research project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University, by the Department of Teaching and Learning.

**IX. Participant responsibilities**

I voluntarily agree to participate in this study. I have the following responsibilities:

1. I agree to be interviewed after school hours during the 1996/97 school year on several occasions.
2. I agree to allow Leslie Murrill to observe in my classroom, audiotape general classroom discourse, take photographs of classroom space and materials, and sit in on planning sessions or meetings during the 1996/97 school year.

**X. Participant's Permission**

I have read and understand the Informed Consent and the conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project. I understand that I may withdraw at any time without penalty.

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Signature

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Date

**Should I have any questions about this research or its conduct, I may contact:**

Leslie Murrill  
Investigator  
(540)981-1754

Dr. Rosary Lalik  
Dissertation Advisor  
(540)231-5558

Dr. Tom Hurd  
Chair, Institutional Review Board  
(540)231-5281

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

**Administrator Consent Form for Participation in Educational Research Project**

Title of Project: Examining Participatory Structures in an Elementary Classroom

Investigator: Leslie Murrill, Doctoral Candidate

**I. Purpose**

The purpose of this research is to investigate participatory structures in an elementary classroom. The teacher in whose classroom I hope to research has expressed to me her desire to build and nurture a participatory classroom environment in which the unique contributions of each class member are valued. Over the course of this school year, I would like to talk to her about the types of participatory roles that she would like for herself and her students to experience, as well as the types of activities, assignments, class policies, etc. that she hopes to put into practice for the purpose of encouraging these participatory roles. I would also like to consider factors both within and outside of the classroom that impact these participation structures. Overall, my desire is to research what happens when this teacher puts her ideas about teacher/student participation into practice over the course of one school year. In particular, I will focus on the following research questions:

- 1) In her own words, how does the teacher talk about teacher and student participation in her classroom?
- 2) In the classroom, what activities, assignments and class policies does the teacher construct/co-construct with the students?
- 3) What persons, material resources or other factors does the teacher report as having an impact upon the participatory structures in her classroom?
- 4) What is the teacher's sense of the building context?
- 5) How is this teacher's work in the classroom viewed by members of the school community and others whom she identifies as salient to her teaching beliefs and practices?

**II. Procedures**

If you are willing to allow me to complete my research within your building, it may involve audiotaped observations in the teacher's classroom, several tape recorded interviews with the primary teacher as well as others who are connected with her work, general observations of her planning sessions or of school meetings, and the opportunity to take photographs of the primary teacher's classroom space and materials. I would also like to interview you to find out more about the goals and purposes that your school has established as a learning community and to learn out about specific projects and activities that have been implemented towards these purposes. I hope to complete this work during the 1996/97 school year.

**III. Risks**

There are no significant or appreciable risks involved with participation in this project. However, you may decide to withdraw from participation at any point, and request that material recorded up to that time be removed from the data of the study.

**IV. Benefits**

There are no tangible benefits to you as a participant as a result of participating in this study, other than possible greater insight into what it means to translate participatory educational ideals into classroom practice. If the resulting analysis of this study is published in the field, perhaps we will add to the growing national conversation about what it means to value the voices and unique contributions of all students as active participants within classroom communities.

**V. Extent of Anonymity and Confidentiality**

I will do all that I can to provide anonymity for you. Your name and your school's name will not be used in writing about this study. All interviews with you will be taped. Audiotapes and field notes will be confidential, and pseudonyms will be used throughout these materials. They will be transcribed, accessed and stored solely by myself. I will erase audiotapes at the conclusion of this study. I do not believe that anything told to me will be of a particularly sensitive nature, but I do not want you to be concerned.

**VI. Compensation**

No compensation will be provided. It is my intention, however, to assist in the classrooms of each participating teacher if there is any way that I can be of help to them as I take on the role of participant observer. I have asked for their suggestions in this regard.

**VII. Freedom to withdraw**

You are free to withdraw your consent to participate in this project at any time without penalty. Within the interview situation, you have the right to not answer questions, to withdraw interview material from the study, and to decline to give further interviews. You may also choose to cancel any observation or classroom visit without further explanation. If you should desire to withdraw from participation in this study, you can contact me or express your desire to withdraw to an outside person, my dissertation advisor: Dr. Rosary Lalik, Associate Professor, Teaching and Learning, (540)231-8343.

**VIII. Approval of research**

This research project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University, by the Department of Teaching and Learning.

**IX. Participant responsibilities**

I voluntarily agree to participate in this study. I have the following responsibilities:

1. I agree to allow Leslie Murrill to observe and record classes in session, planning times and/or school meetings, and to take photographs of classroom space and materials over the course of the 1996/97 school year. Observations and photographs will be limited to the classrooms of teachers participating in this study.
2. I agree to be interviewed on one occasion concerning the goals and purposes of our school.

**X. Participant's Permission**

I have read and understand the Informed Consent and the conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project. I understand that I may withdraw at any time without penalty.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**Should I have any questions about this research or its conduct, I may contact:**

Leslie Murrill  
Investigator  
(540)981-1754

Dr. Rosary Lalik  
Dissertation Advisor  
(540)231-5558

Dr. Tom Hurd  
Chair, Institutional Review Board  
(540)231-5281

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

**Interview Consent Form for Participation in Educational Research Project**

Title of Project:       Examining Participatory Structures in an Elementary Classroom

Investigator:           Leslie Murrill, Doctoral Candidate

**I.           Purpose**

The purpose of this research is to investigate participatory structures in an elementary classroom. The teacher in whose classroom I hope to research has expressed to me her desire to build and nurture a participatory classroom environment in which the unique contributions of each class member are valued. Over the course of this school year, I would like to talk to her about the types of participatory roles that she would like for herself and her students to experience, as well as the types of activities, assignments, class policies, etc. that she hopes to put into practice for the purpose of encouraging these participatory roles. I would also like to consider factors both within and outside of the classroom that impact these participation structures. Overall, my desire is to research what happens when this teacher puts her ideas about teacher/student participation into practice over the course of one school year. In particular, I will focus on the following research questions:

- 1) In her own words, how does the teacher talk about teacher and student participation in her classroom?
- 2) In the classroom, what activities, assignments and class policies does the teacher construct/co-construct with the students?
- 3) What persons, material resources or other factors does the teacher report as having an impact upon the participatory structures in her classroom?
- 4) What is the teacher's sense of the building context?
- 5) How is this teacher's work in the classroom viewed by members of the school community and others whom she identifies as salient to her teaching beliefs and practices?

**II.          Procedures**

While most of my research time will be spent within the classroom of the primary teacher participant, I also hope to talk with others who are in some way connected with her efforts. In this sense, I would like to interview you to find out more about your connections to the work of this teacher or any collaborative efforts that you have engaged in with her. I hope to complete this interview at some point during the 1996/97 school year.

**III.         Risks**

There are no significant or appreciable risks involved with participation in this project. However, you may decide to withdraw from participation at any point, and request that material recorded up to that time be removed from the data of the study.

**IV.         Benefits**

There are no tangible benefits to you as a participant as a result of participating in this study, other than possible greater insight into what it means to translate participatory educational ideals into classroom practice. If the resulting analysis of this study is published in the field, perhaps we will add to the growing national conversation about what it means to value the voices and unique contributions of all students as active participants within classroom communities.

**V.          Extent of Anonymity and Confidentiality**

I will do all that I can to provide anonymity for you. Your name and your school's name will not be used in writing about this study. All interviews with you will be taped. Audiotapes will be confidential, and pseudonyms will be used throughout their transcriptions. They will be transcribed, accessed and stored solely by myself. I will erase audiotapes at the conclusion of this study. I do not believe that anything told to me will be of a particularly sensitive nature, but I do not want you to be concerned.

**VI. Compensation**

No compensation will be provided. You may contact me after July 1997 to receive a summary of the research if you are interested.

**VII. Freedom to withdraw**

You are free to withdraw your consent to participate in this project at any time without penalty. Within the interview situation, you have the right to not answer questions, to withdraw interview material from the study, and to decline to give further interviews. If you should desire to withdraw from participation in this study, you can contact me or express your desire to withdraw to an outside person, my dissertation advisor: Dr. Rosary Lalik, Associate Professor, Teaching and Learning, (540)231-8343.

**VIII. Approval of research**

This research project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University, by the Department of Teaching and Learning.

**IX. Participant responsibilities**

I voluntarily agree to participate in this study. I have the following responsibilities:

1. I agree to be interviewed on one occasion concerning my connection to the classroom efforts of the primary teacher participant and/or collaborative work that I have done with this teacher.

**X. Participant's Permission**

I have read and understand the Informed Consent and the conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project. I understand that I may withdraw at any time without penalty.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**Should I have any questions about this research or its conduct, I may contact:**

Leslie Murrill  
Investigator  
(540)981-1754

Dr. Rosary Lalik  
Dissertation Advisor  
(540)231-5558

Dr. Tom Hurd  
Chair, Institutional Review Board  
(540)231-5281

## APPENDIX C

### DATA COLLECTION DATES AND TIMES IN SARAH RHEA'S CLASSROOM

| <u>DATES</u>                 | <u>TIMES</u>       |
|------------------------------|--------------------|
| Monday, November 4, 1996     | 8:40 - 11:00 AM    |
| Wednesday, November 6, 1996  | 8:40 AM - 2:00 PM  |
| Friday, November 8, 1996     | 12:50 - 2:50 PM    |
| Monday, November 11, 1996    | 9:00 AM - 12:30 PM |
| Wednesday, November 13, 1996 | 8:40 AM - 2:50 PM  |
| Friday, November 15, 1996    | 8:40 - 11:00 AM    |
| Monday, November 18, 1996    | 1:00 - 2:50 PM     |
| Wednesday, November 20, 1996 | 9:30 - 11:00 AM    |
| Friday, November 22, 1996    | 8:40 AM - 2:50 PM  |
| Monday, November 25, 1996    | 8:40 AM - 12:00 PM |
| Wednesday, November 27, 1996 | 9:00 - 11:30 AM    |
| Monday, December 2, 1996     | 9:00 AM - 12:00 PM |
| Monday, December 9, 1996     | 8:40 AM - 12:00 PM |
| Wednesday, December 11, 1996 | 8:40 AM - 1:30 PM  |
| Friday, December 13, 1996    | 11:30 AM - 2:50 PM |
| Wednesday, December 18, 1996 | 1:15 - 2:50 PM     |
| Thursday, December 19, 1996  | 8:15 AM - 1:15 PM  |
| Friday, December 20, 1996    | 8:40 - 11:30 AM    |
| Tuesday, January 7, 1997     | 8:40 AM - 3:00 PM  |
| Wednesday, January 15, 1997  | 8:40 AM - 3:00 PM  |
| Friday, January 17, 1997     | 8:40 AM - 3:00 PM  |
| Wednesday, January 22, 1997  | 8:40 AM - 3:00 PM  |
| Friday, January 24, 1997     | 8:40 AM - 3:00 PM  |
| Wednesday, January 29, 1997  | 8:40 AM - 3:00 PM  |
| Monday, February 3, 1997     | 8:00 - 11:00 AM    |
| Wednesday, February 5, 1997  | 8:40 AM - 3:00 PM  |
| Friday, February 7, 1997     | 11:15 AM - 3:00 PM |
| Monday, February 10, 1997    | 8:40 AM - 3:00 PM  |
| Wednesday, February 12, 1997 | 11:45 AM - 3:00 PM |

|                              |                    |
|------------------------------|--------------------|
| Friday, February 14, 1997    | 8:40 AM - 11:40 PM |
| Monday, February 17, 1997    | 8:40 AM - 3:00 PM  |
| Wednesday, February 19, 1997 | 8:40 AM - 3:00 PM  |
| Monday, February 24, 1997    | 8:40 AM - 3:00 PM  |
| Friday, February 28, 1997    | 8:40 AM - 3:00 PM  |
| Monday, March 3, 1997        | 8:00 AM - 4:00 PM  |
| Tuesday, March 4, 1997       | 8:00 AM - 3:00 PM  |
| Wednesday, March 5, 1997     | 8:00 AM - 4:00 PM  |
| Thursday, March 6, 1997      | 8:00 AM - 3:00 PM  |
| Friday, March 7, 1997        | 8:10 AM - 3:00 PM  |
| Wednesday, March 12, 1997    | 11:10 AM - 3:00 PM |
| Friday, March 21, 1997       | 8:40 AM - 3:00 PM  |
| Wednesday, March 26, 1997    | 9:15 - 10:45 AM    |
|                              | 12:00 - 3:00 PM    |
| Friday, April 4, 1997        | 11:00 AM - 3:00 PM |
| Friday, April 11, 1997       | 8:40 - 10:45 AM    |
|                              | 12:00 - 3:00 PM    |
| Wednesday, April 16, 1997    | 8:40 AM - 3:00 PM  |
| Friday, April 25, 1997       | 8:40 AM - 3:00 PM  |
| Tuesday, April 29, 1997      | 8:40 AM - 3:00 PM  |
| Wednesday, May 14, 1997      | 8:50 AM - 2:35 PM  |
| Tuesday, May 27, 1997        | 9:20 AM - 2:10 PM  |
| Tuesday, June 10, 1997       | 9:30 AM - 3:00 PM  |
| Wednesday, June 11, 1997     | 10:00 AM - 2:00 PM |

## APPENDIX D

### SCHEDULE OF AUDIOTAPED INTERVIEWS

| <u>DATE</u>       | <u>INFORMANT</u> |
|-------------------|------------------|
| August 20, 1996   | Sarah Rhea       |
| November 18, 1996 | Sarah Rhea       |
| January 15, 1997  | Sarah Rhea       |
| January 27, 1997  | Sarah Rhea       |
| February 5, 1997  | Sarah Rhea       |
| February 19, 1997 | Sarah Rhea       |
| March 31, 1997    | Dr. Pedroso      |
| April 16, 1997    | Sarah Rhea       |
| April 16, 1997    | Kelly Ainsworth  |
| May 28, 1997      | John Dixon       |
| May 29, 1997      | Anne Martin      |
| June 2, 1997      | Dr. Roberts      |
| June 3, 1997      | Dawn Simms       |
| June 5, 1997      | Mary Linden      |
| June 16, 1997     | Sarah Rhea       |

## **APPENDIX E**

### **CONFIDENTIALITY AGREEMENT**

I agree to keep confidential any information related to transcription of audiotaped interviews which I have prepared for Leslie Murrill. This includes names, locations, or any other identifying markers which were mentioned on the audiotapes, as well as the content of the interview conversations.

In addition, upon completion of the transcriptions, I will return to Leslie her cassette tapes, hard copies of the transcriptions, and a disk upon which all of the transcriptions will be stored. After these items have been returned I will delete from my hard drive and/or any of my disks all working files that I have maintained toward this work.

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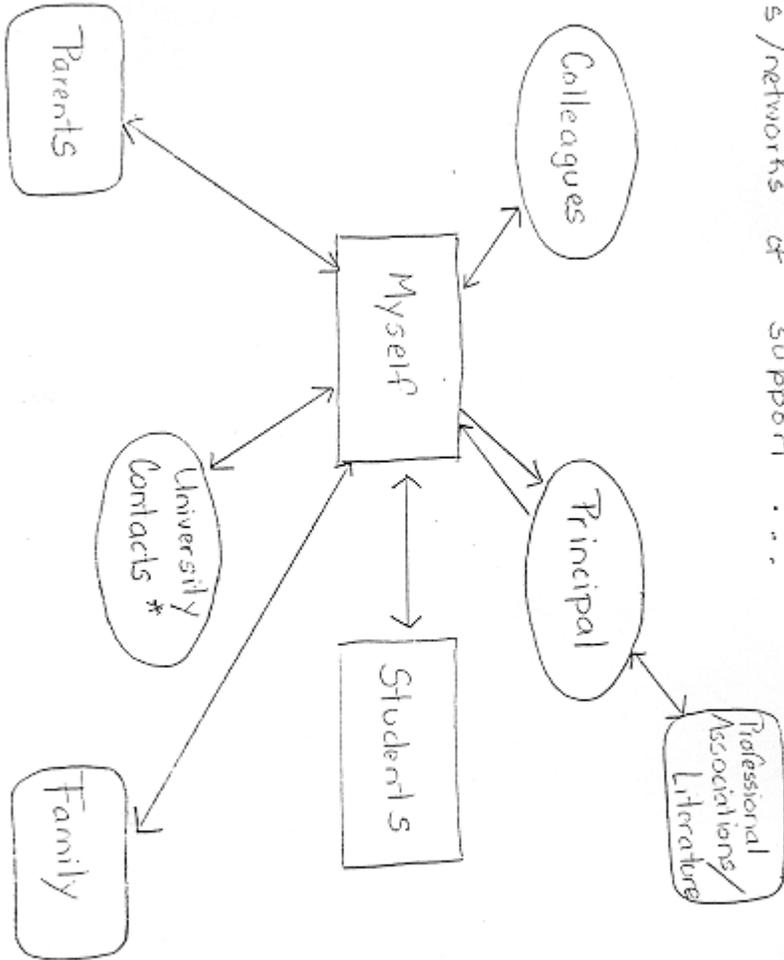
Signed

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Date

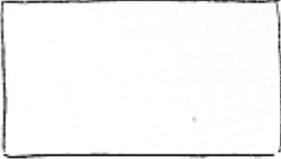
## APPENDIX F

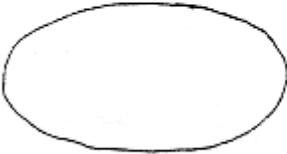
A context web showing how I presently place myself amongst various contexts/networks of support . . .



\* Reflecting graduate work

Key

 = top level of support

 = 2<sup>ND</sup> level of support

 = 3<sup>RD</sup> level of support