

Comprehensive School Reform Interview: ADMINISTRATOR

Research Coordinator/CSR Facilitator Instructions

- Administrator interviews should include the school principal, assistant principal, and the school's CSR program coordinator.
- Interviews should last approximately 60 to 90 minutes.
- The Administrator Interview Protocol is divided into five sections with the corresponding CSR indicator number indicated in parentheses at the end of questions (ex. (1.1)).

Improvement Plan Goals

1. Have you been involved in the school's improvement plan? If so:
 - Do you know what the goals of the school's improvement plan are? (1.1)
 - Are the goals clearly stated? (1.1)
 - Have you had any part in developing those goals? If so, how? (1.1)

- Do you support these goals to help improve the school? Why or why not? (1.1)

- What access do you have to the school's goals? (1.1)

- Have state and federal student achievement standards been addressed in the goals of the school's improvement plan? (3.1)

Teacher and Administrator Attrition

2. Has the school developed plans for teacher and administrator attrition to maintain continuity in the school's reform project? (7.1)
 - Has the school kept the improvement plan's data and project records orderly?
 - Are new teachers and administrators provided with a detailed history of the school's improvement project? Explain.
 - How are new personnel trained in working with the school's improvement plan? Provide some examples.

3. Are new school personnel aware of the school's improvement plan? Are they participating in the school's improvement activities? Describe. (7.2)

4. What indications do you have that new school personnel have an understanding of the goals of the school's improvement plan? What indications are there that they are committed to those goals? (7.3)

The School and External Technical Support Partners

5. Has the school sought for and included the assistance of external technical support for the school's improvement plan? If so, was this support included in all phases of the CSR planning? (9.1)

6. Does the external partner have a proven track record of working with relevant components of the school's reform project? (9.2)

7. Are the external partners informed and kept up to date about changes in the school's improvement plan?
 - Are they informed about progress made toward achieving the overarching goals of the improvement plan?
 - If so, how are these partners informed? (9.3)

8. Has the school kept comprehensive records that account for external partner activities involving the school's improvement plan? (9.4)
 - Have these records be used by the school to help determine how effective the partnership has been?
 - Have the records been used by the school to determine the overall effect on the school's improvement plan?

9. Are the recommendations made by the external partners used to inform: (10.1)
 - The school's improvement plan's goals?
 - Planning for the school's improvement plan?

10. Does the school collaborate with their external partners (i.e., meetings, frequent communications, etc.)? Can you provide some examples? (10.2)

The Evaluation Plan

11. Does the evaluation plan state clear deadlines for data gathering and reporting? (11.1)
12. Does the evaluation plan clearly state the responsibilities of each project partner? Does the evaluation plan indicate which evaluation component each partner is responsible for? (11.2)
13. Has the school communicated frequently with all relevant partners regarding evaluation activities? Has this occurred throughout the school's improvement project? (11.3)
14. Does the school include additional indicators to measure the school's improvement plan's success? Are these indicators specific and goal-oriented? Provide some examples. (11.4)
15. Do changes to the school's improvement plan include changes to the evaluation plan as necessary? (11.5)

Identification of Additional External Resources to Sustain the Reform Project

16. Has the school developed a plan to ensure the longevity of the school's improvement project? Has this plan been followed throughout the school's reform project? Can you describe elements of the plan? (12.1)
17. Has the school sought to support the reform project with funds from other sources once CSR funding is complete? If so, are the funds from: (12.2)
 - Federal sources?
 - State sources?
 - Local sources?
 - Private sources?
18. Do external technical partners have key roles in the continuation of the school's reform project? Provide some examples. (12.3)
19. Has the school contacted state and local businesses to provide additional support for the school's reform effort (i.e., Chambers of Commerce)? (12.4)
20. Has the school sought to acquire additional funding through additional grant proposals to support the school's improvement project? (12.5)
 - Have additional grant proposals been planned?
 - Have additional grant proposals been completed?
 - Have additional grant proposals been submitted?

- If so, can you provide some examples?
21. Has the school reform planning committee involved school personnel and the community in planning sessions to locate additional resources? How have these individuals and/or groups been involved? (12.6)

Thank you so much for taking time to help answer these questions. The information you have provided will help make the school improvement plan that much better!