

Comprehensive School Reform Interview: TEACHERS

Research Coordinator/CSR Facilitator Instructions

- Two or three teachers that have been *directly* involved in the school's CSR program should be interviewed.
- Interviews should last approximately 60 to 90 minutes.
- The Interview Protocol is divided into four sections with the specific 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? (1.1) If so:
 - Do you know what the goals of the school's improvement plan are?
 - Are the goals clearly stated?
 - Have you had any part in developing those goals? If so, how?
 - Do you support these goals to help improve the school? Why or why not?
 - What access do you have to the school's goals?
 - Have state and federal student achievement standards been addressed in the goals of the school's improvement plan? (3.1)

The School Reform Model and Teacher's Perceptions

2. Did you work on the school's improvement plan? (1.5)
 - If so, who have you worked with (e.g., the model developer, school staff, members of the community, other students, local or state officials, etc.)?
 - Did this work involve matching student performance goals with the school's reform activities?
3. Has the school made independent inquiries to both the model developer and other schools that have used this reform model? Have they expressed satisfaction with the model in realizing their school improvement goals? (5.1)
4. Has the school provided you with literature or information sessions regarding the school's reform project? (6.1)

5. Does the school have a plan for gathering teacher feedback regarding the school's reform project? Has the school implemented that plan? (6.2)
6. Is there widespread satisfaction with the school's chosen reform model? Has the school used surveys to gauge the opinions of school staff? If not, what steps has the school taken to determine the perceptions of school personnel with regards to the school's reform project? What did those results show? (6.3)

Professional Development

7. Are professional development activities and other resources made widely available to help enhance the school's reform efforts? (1.2)
8. Does the school allow you cooperative planning time during the school day across the curriculum/content areas? Across grade levels? (1.3)
9. Do you have input regarding the scheduling of professional development activities? (2.1)
10. Does the school provide extra time for you to maintain your current teaching responsibilities while you receive your professional development? (2.2)
11. Were professional development activities offered at the beginning of the school's reform project? Have they continued throughout the school's reform project? (2.3)
12. Does the school give you the opportunity to provide constant feedback on the professional development you receive? (2.4)
 - With regards to your satisfaction with it?
 - With regards to its usefulness to you?
 - With regards to its quality?
13. Does the school allow you to provide input regarding budgetary decisions concerning the school's improvement plan? (2.5)

14. Does the professional development include both off-site and on-site training sessions? (2.6)

15. Is school reform and improvement leadership training provided for school-level and district administrators? (2.7)

Student Achievement Data and the Reform Project

16. Does the design of the school's reform project provide strategies for student achievement and developmental factors relevant for improving education within the school? If so, can you provide some examples? (1.4)

17. Regarding student achievement data:
 - Have evaluators had complete access to student achievement data? (3.2)

 - Have you received regular reports on student achievement throughout the school's reform project? (3.3)

 - Does the school regularly gather feedback from you regarding the effectiveness of the school's reform project? (3.4)

 - Does the school's reform project have goals that provide solutions for poorly performing students? How about for students that are unchallenged by the school's reform project activities? (3.5)

 - Does the school have a systematic way of regularly collecting student achievement data? Does the system include other measures beyond end-of-grade/end-of-course testing data? If so, what would be some examples? (4.1)

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