



Interview Protocol for School Leaders (PRINCIPALS):
SFUSD Early Literacy Formative Assessment Study

Re-introduce the study: Hello, my name is XYZ, and I'm calling from Stanford University to talk with you about PALS - the phonological awareness literacy screening that is being implemented in kindergarten and first grade. Members of our team are talking with school principals and PALS facilitators in order to better understand the benefits and challenges of implementing PALS in SFUSD.

Thank You and Confidentiality Assurance (You can use your own words, but here's some sample language.): Thank you again for allowing me to talk with you today. This interview will take about 20 minutes, and I would like to record our conversation. I want to let you know that everything that is said today will remain completely confidential. No one from the district will ever hear the recording or see the notes I am taking, and I won't discuss what I hear today with anyone else outside of the research team. We will never identify you or use your name or the name of your school in any of our reports. **So now that I have explained the confidential nature of this interview, I am going to turn on the recorder and ask you to state your name, your school, and that you agree to be recorded.**

Part A: I'm going to start with some very broad questions about literacy instruction in your school:

1. To begin, prior to this year, how satisfied have you been with the literacy instruction in kindergarten and first grade at your school? Why?
2. Have the kindergarten teachers in your school used formative literacy assessments in the past? If so, which ones? Did all of the teachers use the same assessments? Have kindergarten teachers in your school met regularly in the past to discuss students' early literacy skills?
3. Is the same true for first grade teachers in your school? Have they used formative literacy assessments in the past? If so, did all of them use the same assessments? Have they met regularly in the past to discuss students' early literacy skills?
4. Prior to this year and before using PALS, do you think that teachers in your school have been able to sufficiently identify students' literacy needs? If so, what has been the primary way that teachers have done this?
5. Have you or other school leaders received this information from teachers and kept track of it? If so, could you briefly describe what you did?
6. Do you have training in literacy instruction? Is there someone or a group of people in your school who helps you lead in the area of literacy instruction? May I ask you who that is? How do they help you?
7. Finally, in the past, what role have you played in setting the school's literacy instruction?

Part B: Now, I'm going to ask specific questions about the PALS implementation:

1. First, what are your initial impressions of the PALS program?
2. Did you go to the PALS administrator training in August?
3. Did you spend time outside of the training familiarizing yourself with the PALS online system?
4. Did you spend time outside of the training familiarizing yourself with the PALS kits?



5. How was the PALS facilitator at your school identified? For example, did s/he volunteer or was s/he nominated?
6. Did you discuss PALS with the facilitator prior to the grade-level team meetings? If so, what did you discuss?
7. Did you participate in the grade-level meetings about PALS? If so, what was your role in that meeting? How did you prepare for it?
8. What do you think were the most important goals of those grade-level meetings? What did you do to help reach those goals?
9. After the grade-level team meetings, did you follow up with teachers about the things discussed during the meetings? If so, can you give me an example?
10. After the grade-level team meetings, did you follow up with the facilitator? If so, what did you discuss?
11. How do you think the facilitator views PALS?
12. Outside of the meetings, have you talked with any of your teachers about the administration of PALS? If so, can you tell me a bit about those conversations?
13. Outside of the meetings, have you talked with any of your teachers about the PALS results? If so, can you tell me a bit about those conversations?
14. Outside of the meetings, have you talked with any of your teachers about using the PALS results for instruction? If so, can you tell me a bit about those conversations?
15. Now that the grade-level meetings have taken place, what did you learn from the meetings that will help you?
16. Are you planning on following-up on the meetings on PALS? If so, how do you intend to follow-up?
17. What do you think will be the greatest challenges for implementing PALS this year?
18. What support has been given to help with implementing PALS in your school and what additional supports do you think would be helpful?
19. How do you feel about PALS implementation in general? What parts are most useful? What parts are least useful?
20. Have you had a chance to look at the PALS data that your teachers collected? If so, what were your impressions?

Thank you so much for your time and thoughtful responses today. We really appreciate your contributions to our study. If you have any questions about this project, you can contact:

- **Matt Wayne**, Executive Director for Instructional Support, Area III, WayneM@sfusd.edu, (415) 264-4113 **or**
- **Brent Stephens**, Executive Director for Instructional Support, Elementary Areas, StephensB@sfusd.edu, (415) 241-6310



Interview Protocol for School Leaders (FACILITATORS):
SFUSD Early Literacy Formative Assessment Study

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Part A: I'm going to start with some very broad questions about literacy instruction in your school:

1. To begin, prior to this year, how satisfied have you been with the literacy instruction in kindergarten and first grade at your school? Why?
2. Have the kindergarten teachers in your school used formative literacy assessments in the past? If so, which ones? Did all of the teachers use the same assessments? Have kindergarten teachers in your school met regularly in the past to discuss students' early literacy skills?
3. Is the same true for first grade teachers in your school? Have they used formative literacy assessments in the past? If so, did all of the teachers use the same assessments? Have they met regularly in the past to discuss students' early literacy skills?
4. Prior to this year and before using PALS, do you think that teachers in this school have been able to sufficiently identify students' literacy needs? If so, what has been the primary way that teachers have done this?
5. Have you or other school leaders received this information from teachers and kept track of it? If so, could you briefly describe what you did?
6. Do you have training in literacy instruction? Is there someone or a group of people in your school who helps you in the area of literacy instruction? May I ask you who that is? How do they help you?
7. Finally, in the past, what role have you played in setting the school's literacy instruction?

Part B: Now, I'm going to ask specific questions about the PALS implementation:

1. First, what are your initial impressions of the PALS program?
2. How were you selected to be a PALS facilitator? For example, did you volunteer or were you nominated?
3. Did you go to the PALS facilitator training in October?



4. Did you spend time outside of the training familiarizing yourself with the PALS online system?
5. Did you spend time outside of the training familiarizing yourself with the PALS kits?
6. Did you discuss PALS with your principal prior to the grade-level team meetings? If so, what did you discuss?
7. What was your role in the grade-level team meeting? How did you prepare for the meeting?
8. What do you think were the most important goals of those grade-level meetings? What did you do to help reach those goals?
9. Did your principal come to the grade-level team meeting? If so, what role did he/she play?
10. More generally, in what ways has the principal participated in the implementation of PALS in your school?
11. After the grade-level team meetings, did you follow up with teachers about the things discussed during the meetings? If so, can you give me an example?
12. After the grade-level team meetings, did you follow up with your principal? If so, what did you discuss?
13. How do you think your principal views PALS?
14. Outside of the meetings, have you talked with any of your teachers about the administration of PALS? If so, can you tell me a bit about those conversations?
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16. Outside of the meetings, have you talked with any of your teachers about the using the PALS results for instruction? If so, can you tell me a bit about those conversations?
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21. How do you feel about PALS implementation in general? What parts are most useful? What parts are least useful?
22. Have you had a chance to look at the PALS data that your teachers collected? If so, what were your impressions?

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