



## M-DCPS Post-Shadowing Administrator Interview Protocol

### PRE-INTERVIEW

Describe the consent form and have the Administrator sign it.

Re-introduce the study: Our study is looking at the different roles and functions of principals and assistant principals. Members of our team are shadowing administrators at schools throughout the district to get a clearer idea of the tasks that administrators do. This interview helps us with this research as well. This interview will take about 30 minutes.

Thank You and Confidentiality Assurance (You can use your own words, but here's some sample language.): Thank you again for allowing me to record this interview. As a reminder, 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. Only the research team at Stanford and the University of Missouri will listen to the recording. We will never identify you or use your name or the name of your school in any of our reports. **So now that we are clear about 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.**

*[Note for Interviewer: The text in the boxes are things you will say to the administrator as explanation or transitions, and you may use some of your own phrasing if you wish. The text of the questions should be read exactly.]*



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**Introduction:** Thank you for letting me shadow today. It has been interesting and a pleasure. I would like to start by asking a few questions about your work day.

- 1) First, I'd like to get a sense of your full day today.
  - a. What was the first school-related thing that you did this morning?
  - b. What time was that?
  - c. What other school-related things did you do this morning before I arrived?
  - d. What time did you arrive at school?
- 2) What about yesterday afternoon... (*Note: on Monday ask about Friday afternoon*)
  - a. What did you do yesterday afternoon after the school day had ended?
  - b. What time did you leave school?
  - c. What was the very last school-related thing you did yesterday?
  - d. What time was that?

Now I'd like to move on to a slightly different topic.

- 3) A phrase that is often used in discussions of the jobs of principals and assistant principals is "**instructional leadership**." However, different people can have very different definitions of instructional leadership.
  - a. What is your definition of "instructional leadership"?
  - b. From your perspective, what does it mean to be an instructional leader in your school?



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For the last part of the interview, I want to get a sense of how different teachers in your school contribute in different ways to how your school functions.

So that we can make this discussion more concrete, I'm going to ask you to visualize a few specific teachers in your school and then answer a series of questions about those particular people. For each teacher, I will first ask about the formal and informal roles they play in the school. I will then ask you some questions about their contributions to the school in general, and also in some specific areas of the teaching job. When thinking about each teacher, I ask that you consider that teacher with respect to other teachers in your school.

If you are willing to give me the name of the specific teacher you are describing, we would like to record it so that we can ask you follow-up questions about the same teacher in the future. We want to emphasize that we are not seeking to evaluate individual teachers, and your answers will not be shared with the district.

I will be asking you this series of questions about 4 different teachers, so I will try to get through this set of questions as quickly and efficiently as possible.

***[Note for Interviewer: You will go through questions 1 through 7 for each of four specific teachers that you ask the administrator to visualize, filling out a SEPARATE note-taking form for each teacher.]***

***If administrator provides the teacher's name, please fill in the teacher's name at the top of the note-taking form, alongside the CAPITAL LETTER that corresponds to each teacher you ask about that is given at the start of each descriptor below (A. Instructor—strong, B. Instructor—needs improvement, C. Outside classroom—positive, D. Outside classroom—negative). WRITE LEGIBLY. If the administrator does not provide the teacher's name, fill in the space for the teacher's name on the note-taking form with the capital letter (A, B, C, D) only.]***

**A** First I would like you to visualize a specific teacher whom you consider to be exceptionally strong at classroom instruction. ***[Interviewer: Pause so that they have a moment to think of someone specific. Ask for name.]*** Please answer the questions with regard to the specific person you're thinking of.

- 1) What formal roles does this teacher play in your school this year (e.g., ninth grade science teacher, serves as a department chair, coaches the baseball team)?
- 2) Would you say that this teacher plays other, perhaps informal, roles in your school? What are those roles?



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- 3) What are this teacher's strengths and weaknesses *inside the classroom*, that is, in his/her role as an instructor? [**Interviewer: Probe subject to give detailed answers, if possible.**]
  
- 4) Now I'd like to ask you about a few specific areas of the teacher's role as a classroom instructor. For each of the following aspects of the teaching job, I'd like you to tell me how effective you think the teacher is in that area, using a scale of 1 to 6, where 1 is "very ineffective" and 6 is "very effective." [**Interviewer: Move through these quickly.**]
  - a. **Getting high standardized test performance from students (i.e., on the FCAT)**
  - b. **Developing students' higher-order thinking skills, such as synthesis and evaluation**
  - c. **Motivating students to learn**
  - d. **Helping students build strong interpersonal skills**
  - e. Now thinking about all aspects of this teacher's classroom performance, not just the ones I've already mentioned, how would you rate this person's **overall effectiveness** as a teacher using the 1 to 6 scale?
  
- 5) Now I'd like you to think about this teacher's strengths and weaknesses *outside his/her own classroom*. In other words, I'd like to know about how this teacher contributes (or doesn't contribute) to the school environment *beyond* his/her role as a classroom instructor. How would you describe these strengths and weaknesses? [**Interviewer: Probe subject to give detailed answers, if possible.**]
  
- 6) Once again, now I'd like to ask you some more specific questions about this teacher's role in the school *outside the classroom*. For each job aspect I read, I'd again like you to tell me about this teacher's contributions using a scale of 1 to 6, but this time 1 is "very negative" and 6 is "very positive." [**Interviewer: Move through these quickly.**]
  - a. **Building positive interpersonal relationships among the staff at this school?** [That is, what role does this teacher play in creating a positive interpersonal work environment at the school?]
  - b. **Supporting the instructional effectiveness of his/her fellow teachers?** [For example, does he/she help mentor others or serve as a resource to other teachers on instructional matters?]
  - c. **Helping you (and your leadership team) manage the school effectively?** [For example, is this teacher someone you can call on, does this teacher take on leadership roles, if necessary, and so forth?]



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- d. **Building a strong relationship between the school and the community outside the school, including parents?** [For example, does this teacher work to develop positive relationships with parents, attend parent association meetings, represent the school in the community in some way, etc.?)
  - e. Thinking about all aspects of this teacher's performance outside the classroom, not just the ones I've already mentioned, how would you rate this person's **overall contributions in this area** using the 1 to 6 scale?
- 7) All things considered, to what extent do you hope that you can continue working with this teacher next year? Why or why not?

**B** Now I would like you to think about a specific teacher whom you think needs a lot of improvement at classroom instruction. *[Interviewer: Pause so that they have a moment to think of someone specific. Ask for name. Then proceed through questions 1 through 7 above. Then move on to C below.]*

**C** Next I would like you to think about a specific teacher whom you think plays a very positive role in the success of your school outside his or her own classroom. In other words, I'd like you to think of a teacher who makes very positive contributions to the school beyond his or her role as a classroom instructor. *[Interviewer: Pause so that they have a moment to think of someone specific. Ask for name. Then proceed through questions 1 through 7 above. Then move on to D below.]*

**D** Finally, I would like you to think about a specific teacher whom you think detracts from the success of your school outside his or her own classroom. In other words, I'd like you to think of a teacher whose non-instruction contributions to the school need improvement. *[Interviewer: Pause so that they have a moment to think of someone specific. Ask for name. Then proceed through questions 1 through 7 above.]*

One final question....

Now that we've talked about at these four teachers, is there any other teacher in the school that is particularly vital to the school's success? Who is that teacher? Why do you think he/she is so important?

**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 our research, we'd be more than happy to put you in contact with our project supervisor. (If they do ask for contact information, provide them with [gmkarr@stanford.edu](mailto:gmkarr@stanford.edu)).**