



M-DCPS 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 roles and functions of principals. Members of our team are shadowing leaders at schools throughout the district to better understand the tasks that principals do. This interview, which will take about 30 minutes, helps us with this research as well.

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 Vanderbilt Universities 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've gone over 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?
 - e. Was this morning typical for you?

Now I'd like to ask you about the hiring and placement processes for teachers in Miami.

- 2) We understand that one of the challenges for some schools is that it takes a long time for final allocations of teaching slots to be determined by the district. Our understanding is that you get an estimate in the spring but that it is revised throughout the summer, with a final allocation not necessarily settled on until several weeks after the school year has already started. Can you describe...
 - a. Whether this issue is a problem in your particular school, and, if so, why?
 - b. What effect it has on the school, if any?
 - c. What you as the principal do to deal with it or minimize its effects on 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 about specific teachers. These teachers have been randomly chosen. We are just interested in the patterns of principals' responses across schools and will not report your individual answers outside of the research team.

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 in comparison to other teachers in your school.

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 are listed for you on the accompanying sheet. Please fill out the NOTE-TAKING form for the rating questions for each teacher (Q4, Q6, Q7).]

First I would like you to ask you about _____. Does this teacher currently work in this school? ***[Interviewer: If not, move on to next teacher on list.]***

- 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?
- 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)**



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- 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, how good is this teacher at creating a positive 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?]
 - 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?



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[Note for Interviewer: IF THE PRINCIPAL DECLINES TO ANSWER the questions for specific teachers, ask the principal to visualize a teacher he or she finds to be particularly effective, probe him or her about what concerns he/she has with the exercise. Is there are particular concern he/she has with discussing specific teachers? Reassure the principal that the responses are only for research purposes and that we will not release their answers to district representatives.]

That is the last of the formal questions that I have for you. But before we end I was wondering whether there was anything more you would like to share with me either about your time use, your assessment of the various roles for effective teachers in your school, or your role as a school leader more generally.

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).