



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

Re-introduce the study: Hello, my name is _____, and I'm calling from Stanford University to talk with you about the literacy screening that has been implemented in kindergarten and first grade this year. I'm talking with school principals in order to better understand the benefits and challenges of implementing the screening in SFUSD so the district can improve it in the future.

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, how satisfied have you been with the literacy instruction in kindergarten and first grade at your school this year? Why?
2. Have the kindergarten teachers in your school used formative literacy assessments this year? If so, which ones? Did all of the teachers use the same assessments? Did your kindergarten teachers meet regularly to discuss students' early literacy skills?
3. Is the same true for first grade teachers in your school? Have they used formative literacy assessments this year? If so, did all of them use the same assessments? Did they meet regularly to discuss students' early literacy skills?
4. The district supported the implementation the PALS – the Phonological Awareness Literacy Screening. Do you think that the information from this assessment helped teachers identify students' literacy needs? If so, how do you think they used this information?
5. What is your role in literacy instruction in Kindergarten and first grade? Is this an area in which you have specific expertise? If so, what is your training or experience? 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?
6. Have you or your school done anything new this year to improve literacy in the early grades in your school? If so, can you describe this for me? Do you think it has been effective? If so, how and why?

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

1. First, how do you feel about PALS implementation in general? What parts are most useful? What parts are least useful?
2. Did you spend time outside of the training familiarizing yourself with the PALS online system, and/or the PALS kits?
3. In theory, each school had a PALS facilitator this year. Did your school have one? If so, how was the PALS facilitator identified? For example, did s/he volunteer or was s/he nominated?



4. About how many times this year did you discuss PALS with the facilitator? If you had discussions with the facilitator about PALS, what did you discuss?
5. Did you participate in any of the grade-level meetings about PALS? If so, how many did you attend? What was your role in that meeting? How did you prepare for it?
6. What do you think were the most important goals of those grade-level meetings? What did you do to help reach those goals?
7. 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?
8. After the grade-level team meetings, did you follow up with the facilitator? If so, what did you discuss?
9. Outside of the meetings, have you talked with any of your teachers about either: i) the administration of PALS, about ii) the PALS results, or about iii) using the PALS results for instruction? If so, can you tell me a bit about those conversations?
10. What do you think were the greatest challenges for implementing PALS this year?
11. What support has been given to help with implementing PALS in your school and what additional supports do you think would be helpful?
12. Not limiting yourself to PALS in particular, do you think that a district-wide formative assessment in early literacy is good idea? Why? Is there a particular early literacy formative assessment program that you would like to see implemented district-wide or in your school in kindergarten and first grade? What is it about this formative assessment that you like? How might this benefit the students in your school?
13. What advice would you give the district if they wanted to implement an assessment program in the early grades?