



M-DCPS Shadowing Principal Interview Protocol (2013)

PRE-INTERVIEW

Describe the consent form and have the principal 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 work 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. Would you say today was "typical" for your work day? Why or why not?

CLASSROOM WALKTHROUGHS

Next I would like to ask you about classroom observations and walkthroughs.

- 2) Principals do both formal classroom observations and informal classroom walkthroughs. Thinking specifically about informal classroom walkthroughs, can you tell me why you do them? Do they serve a different purpose from formal classroom observations?

[Section continued on next page.]



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ASSIGNMENT PROCESSES

For the last part of the interview, I want to get a sense of how teachers in your school are assigned to courses and grades.

- 6) First, can you tell me in general what this process looks like in your school?

Now, so that we can understand this process better and make our discussion more concrete, I am going to ask you about assignments for specific teachers.

Each of these teachers I will ask about is a randomly chosen math teacher from your school. Just to be clear, we are just interested in the patterns of principals' responses across schools and will not report your individual answers outside of the research team.

I will be asking you this series of questions about 3 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 A through I for each of 3 specific teachers that are listed for you on the accompanying sheet.]

- 7) **Teacher #1:**
8) **Teacher #2:**
9) **Teacher #3:**

First I would like you to ask you about _____. Does this teacher currently teach math (for at least some of the day) in this school? ***[Interviewer: If not, move on to next teacher on list.]***

- A. What grade level and courses does this teacher teach?
- B. Is this assignment the same one the teacher held last year? If it changed, why did it change?
- C. What was the process by which this teacher got assigned to his or her courses for this year?
- D. What information about the teacher and the courses was considered in making this teacher's assignment?
- E. Does the teacher have particular skills that make them particularly well suited for this assignment or these courses?



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- F. What was the process by which students got assigned to his/her classes for this year? Were there some students in any of the classes that you remember that were assigned to this teacher for particular reasons? If so, what types of reasons?
- G. Are you happy with this teacher's assignment? Do you think you will assign the teacher to a similar assignment next year? Why or why not?
- H. On a scale of 1 to 5, how good a math teacher do you think this teacher at teaching math is relative to other teachers in the school?
- I. Is this math teacher particularly good with some student populations? If so, which ones?

MORE GENERAL QUESTIONS ABOUT ASSIGNMENTS (not specific to the teacher list)

- 10) Were the assignment processes you just described typical for your school?
- 11) Does the assignment process work differently for teachers who are new to the school?
- 12) Does the assignment process work differently for students who are new to the school?

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*).