

Tool 7

PROTOCOL FOR COMPARISON CLASSROOM INTERVIEW

The purpose of this interview is to gather instructional information about those classrooms not implementing *READ 180* (i.e., the comparison teachers' classrooms). This interview is designed to complement **Tool 3–*READ 180* Classroom Observation Protocol** and allow analysts to compare the practices of *READ 180* and comparison classrooms.

This interview will require approximately 30 minutes. Ideally, you will conduct the interview at a time and place where you will not be interrupted. If possible, you should schedule a 10–15 minute walk-through of one of the teacher's classes to get a general sense of the classroom layout.

If you are not already acquainted with the teacher, you should begin by introducing yourself and explaining the study and how the results will be reported. As appropriate, you should also indicate that the teacher will not be identified by name in any reports or communications about the study. If you are planning to tape-record the interview, be sure to ask the teacher's permission to do so and leave the tape recorder in plain sight. Finally, you should explain that participation is voluntary and offer the teacher the opportunity to decline to participate.

Identifying Information

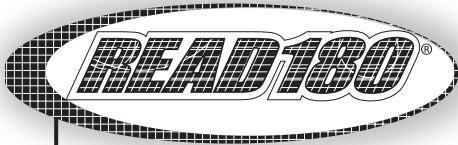
School Name/ID _____

Teacher Code/ID _____

Grade _____

Date of Interview _____

Interviewer's Name _____



Basic Instructional Structure

1. Is there a packaged reading or language arts program in place in this classroom?

Yes

No

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2. If yes, what is the name of the program?

3. If there is a program in place, does the program require specific time allocations for instruction?
 For example, a 60-minute block with 20 minutes allocated to independent reading, 20 minutes to writing, and 20 minutes to phonics instruction.

Describe:

4. For your last full week of teaching, complete this chart, indicating the amount of time students spend in this class and the allocation of time to specific instructional elements.

		Monday	Tuesday	Wednesday	Thursday	Friday
Time in Minutes	Total class time					
	Total # of students					
	Whole-Group Instruction					
	Small-Group Instruction					
	Literacy-focused Computer work					
	Independent Reading					
	Writing					

PROTOCOL FOR COMPARISON CLASSROOM INTERVIEW CONTINUED

Classroom Organization

5. Do you have any of the following posted on your classroom walls? (Check all that are present)

- Posters from a packaged program
- Self-monitoring charts
- Student lists of books read
- Student assessment scores
- Student writing
- Other

Describe:

6. Does your classroom have an area set aside for student independent reading that includes comfortable seating such as couches or beanbags? (Check ONE)

- Yes
- No

7. Does your classroom have a library?

- Yes
- No

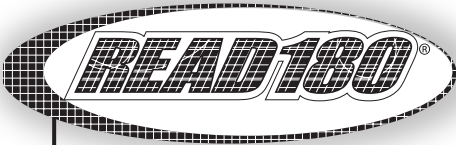
8. Are the books in the reading area labeled by level? (Check ONE)

- Yes
- No

9. Describe the organizational system for student reading materials.

10. How many operational computers are present in the classroom? _____

11. If applicable, describe the computer area setup.



Instruction

12. Last Tuesday*, how much time did your students spend doing the following?

- Listening to the teacher read aloud
- Reading aloud to a partner
- Listen to the teacher provide direct instruction
- Engage in literacy skills practice
- Observe the teacher modeling

13. Last Tuesday*, how much time did your students spend in your class on each of the following literacy areas?

- Comprehension
- Phonics
- Fluency
- Writing
- Grammar
- Vocabulary
- Other

(Describe: _____)

14. Last Tuesday*, did you use any packaged program resources (e.g., handouts from a Teacher’s Resource Book)? (Check ONE)

- Yes
- No

15. Describe.

16. If you used any other non-packaged program resources in your instruction last Tuesday*, describe.

*Questions 12, 13, 14, and 16 are designed to capture information from a typical classroom day that occurred the prior week.

PROTOCOL FOR COMPARISON CLASSROOM INTERVIEW CONTINUED

Classroom Management

17. On an average day, how many assistants or aides are present in the classroom? _____

18. If there are assistants or aides present, what do they do? (Check all that apply)

- Work with students on instruction
- Provide the teacher with clerical assistance
- Provide technical (e.g., computer) assistance
- Other _____

Resource Use

19. Are there resources such as Teacher's Guides, or Resource Books available to help you plan and implement you instruction? Describe.

20. Which resources do you use most often?

21. Why do you use these resources most often?
