OLL K-12 INTERVIEW PROTOCOL—2007-2008

ADMINISTRATORS OF ONLINE APPLICATIONS

This protocol is for use with online program administrators. These individuals will often be principals or program leaders at school sites, although a program administrator may oversee several sites (e.g. a district representative) and may not be based at a particular school They are intended to be administrators best positioned to give you an overview of online practices at our exemplary and typical sites. Ideally, you will have sixty minutes for this interview.

Introduction
The following is a suggested introduction. When you begin the interview, make these points, but use your own words for a more personal introduction.

> You may know that we are working on a project sponsored by the U.S. Department of Education to look at characteristics associated with prevalent types of online learning and identify promising practices that are associated with improved student achievement. One of our priorities in this project is to learn more from you about *the features and capabilities of your online offering, as well as how the application is implemented and administered.*
>
> We want you to know that this project does not evaluate you or your professional development course; we are looking to learn from your experiences to identify promising practices in online learning.
>
> Before we start, I need to have you review and sign this consent form. [AFTER THE RESPONDENT REVIEWS CONSENT FORM] Do you have any questions before we get started?

Interviewee's Role in the Organization
   1. Please describe the position(s) you have held in relation to this program starting with your current position. How long have you held these positions (in relation to how long the program has been running)?

   2. Please describe the major responsibilities of your current position.

Program Implementation Design
Features of curriculum (subject matter / grade level, synch / asynch, pedagogical approach, strategies for maximizing student access, technologies used, hardware / bandwidth)
   3. How and when did this program start in your institution?

   4. Why did your organization choose this program? What goals do you want to achieve though this online program (increase teacher content knowledge, change practices, retain teachers, etc.)? What are major differences between this program and prior efforts or programs you had tried?

5. Please describe the major principles or best practices on which this online program is based?

6. Please describe the major design features of this online program (e.g., specialized content, pedagogy, technologies used, etc…). What features of the program do you consider unique or exemplary as compared with other programs having a similar educational intention? Why?

7. Please briefly describe the instructional delivery model from the perspective of instructors and students. E.g., length of intervention, totally online or blended; amount and modes of online interaction between facilitators, students, and others; individual or group work; assignment or discussion focused

8. What is the maximum number of students per section in this online program? What is the recommended instructor: student ratio? What is the minimum number of students required for running the program successfully?

9. Can you briefly describe any new features or refinements you would like to see implemented (technical, curricular, and / or pedagogical)?

Outcomes: Expectations, Measures, and Data
10. How many students have participated in the program (cumulatively and in the past year) at this school? What is the rate of completion? Do you have data you can share with us?

11. What are the expected learning outcomes (knowledge, skills, new practices, and / or new curriculum) of taking this online program?

12. Please briefly describe how students are assessed on learning outcomes and transfer of learning to classroom instruction. Who developed the assessments? Who scores them?

13. Do you have learning outcome data you can share with us?

Course/Program Development Process
14. Is / was your organization involved in development of content for this online program? Please describe its role.

15. Is the program localized or customized to meet specific requirements? If yes, how is the development paid for?

Implementation Model

16. What are the up front costs of implementation (tech installation and maintenance, training and support, etc.) from the perspective of your school?

17. What are the ongoing costs (stipends, release time, substitutes, instructor training, program coordination, matriculation fees) for your school?

18. Who pays for your schools involvement in the program? [If program is outside-funded] Are there plans for becoming self-sustaining when the outside funding ends?

19. How many others in your organization work in this program and what are their roles? Are there other organizations that are subcontractors or partners in the development and operation of the program? Please describe their roles.

20. Does this program currently reach all who need it at your school? If not, what are the program's growth goals and the challenges or barriers to sustainability and scalability?

21. Can you cite particular schools or groups that have been most successful implementing the program? Which would you consider average or typical? How do they differ (in terms of learners, instructors, delivery, assssment, etc.)? Can you provide us with access to courses in progress?

Quality Assurances

22. How do you measure the success of the program implementation? Do you have data you can share?
23. Do you have a process or metric for assessing the quality of the program's curriculum? Pedagogy? Assessments? Please describe. Can you share instruments with us?

24. Do you have criteria and measures to assess the quality of instruction by instructors? Please describe.

Instructors

25. How many instructors, facilitators, moderators, and other staff conduct a typical course? How many are in the program in total? Are they full-time staff, consultants, or practicing teachers? Please describe.

26. Please describe how instructors are recruited / selected. Are instructors paid or otherwise compensated? Are there specific knowledge, skills, and competencies that candidate instructors must have in order to be selected?

27. Please describe the content, length, and structure of the training that instructors receive.

28. How much time do instructors spend preparing for this online program? How much time does an instructor spend weekly on program delivery, interaction with students, grading, and course management?

Enrollment Process and Policies

29. Who at your school is eligible for this online program? Please describe any eligibility requirements associated with stage of teaching career, teaching experience, school context, or prerequisite knowledge.

30. How do potential students find out about the online program? How do students enroll in the program? Do students decide to enroll themselves or are they selected or nominated? Can students enroll as individuals?

31. Please describe the demographics of the current student cohort (e.g., gender, race, geographic location, grade, subject, level of experience with technology, etc...) that is participating in the online program.

32. What are the major challenges for the effective implementation of the project relate to the demographics? Why?

33. Do students receive credit of any type? Are there other incentives for signing up and completing the program?

Supports and Barriers

34. What support services were designed specially for this program (e.g., program orientation, time management, online technology support, on the Web FAQ, virtual study groups, online facilitation, peer mentoring, peer coaching, etc.)?

35. What types of technical support are provided for this program? By whom? If you had to redesign these services, what would you change?

36. Are there support services for online facilitators or instructors?

37. Are there ongoing supports for students who have completed the program?

38. What are the most significant barriers for teacher participation in this program? What could be done in overcome them?

39. Is access to technology and/or technology fluency by participating teachers considered a facilitator or a barrier in the implementation of this online program? Why?

40. Are there time requirements (e.g., X number of hours per week) or interaction requirements (e.g., online / onsite synchronous activities) for effective participation in the online program?

41. What challenges or barriers do online instructors or facilitators face? Please comment on situational, technological, pedagogical or other types of barriers for facilitating online learning by participating teachers.

Closing

1. Is there anything else you would like to add about your efforts to implement this online learning application?

Before you leave, be sure to ask for data on student outcomes and for copies of documentation or reports on student outcomes.