

OLL TPD INTERVIEW PROTOCOL—2007-2008

ADMINISTRATORS OF ONLINE APPLICATIONS

This protocol is for use with TPD program administrators, those who manage the instructional aspect of the program. In some cases the administrator and developer are the same or members of the same organization. In other cases, the administrator is a staff member of the developer's client (e.g., a district TPD coordinator). 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 TPD 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 through this online TPD 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 TPD program is based?
6. Please describe the major design features of this online TPD 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 participants. E.g., length of intervention, totally online or blended; amount and modes of online interaction between facilitators, participants, and others; individual or group work; assignment or discussion focused
8. What is the maximum number of participants per section in this online program? What is the recommended instructor: student ratio? What is the minimum number of students required for running the TPD 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 teachers have participated in the program (cumulatively and in the past year)? 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 TPD program? What kind of changes in teaching performance do you expect to see with this online TPD program?
12. Please briefly describe how participants 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 TPD 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.)?
17. What are the ongoing costs (stipends, release time, substitutes, instructor training, program coordination, matriculation fees)?
18. Is the implementation paid for by the customer (district, school or individual), a grant, or another third party? If paid by an LEA, from what budget(s)?
19. [If program is outside-funded] Are there plans for becoming self-sustaining when the outside funding ends?
20. 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.
21. Does this program currently reach all who need it? If not, what are the program's growth goals and the challenges or barriers to sustainability and scalability?
22. 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, assessment, etc.)? Can you provide us with access to courses in progress?

Quality Assurances

23. How do you measure the success of the program implementation? Do you have data you can share?
24. 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?
25. Do you have criteria and measures to assess the quality of instruction by instructors? Please describe.

Instructors

26. 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.
27. 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?

28. Please describe the content, length, and structure of the training that instructors receive.
29. How much time do instructors spend preparing for this online TPD program? How much time does an instructor spend weekly on TPD program delivery, interaction with participants, grading, and course management?

Enrollment Process and Policies

30. Who is eligible for this online TPD program? Please describe any eligibility requirements associated with stage of teaching career, teaching experience, school context, or prerequisite knowledge.
31. How do participants find out about the online TPD program? How do participants enroll in the TPD program? Do participants decide to enroll themselves or are they selected or nominated? Do participants enroll as individuals, in teams, or either?
32. Please describe the demographics of the current participant cohort (e.g., gender, race, geographic location, grade, subject, level of experience with technology, etc...). What major challenges for the effective implementation of the project relate to the demographics? Why?
33. What is the maximum number of participants per section in this TPD program? What is the recommended instructor: student ratio? If less / more than the ideal ratio of participants are enrolled, how does this affect the TPD program?
34. Do participants receive credit of any type? Are there other incentives for signing up and completing the program?

Supports and Barriers

35. What support services were designed specially for this TPD program (e.g., program orientation, time management, online technology support, on the Web FAQ, virtual study groups, online facilitation, peer mentoring, peer coaching, etc.)?
36. What types of technical support are provided for this TPD program? By whom? If you had to redesign these services, what would you change?
37. Are there support services for online facilitators or instructors?
38. Are there ongoing supports for participants who have completed the program?
39. What are the most significant barriers for teacher participation in this program? What could be done to overcome them?
40. Is access to technology and / or technology fluency by participating teachers considered a facilitator or a barrier in the implementation of this online TPD program? Why?

41. 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 TPD program?
42. 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 participant outcomes and for copies of documentation or reports on participant outcomes.