

**APPENDIX E**

**SCHOOL TELEPHONE SCREENER GUIDE**

**Study of Secondary Math Teachers from  
Alternative Routes to Certification**

**Call to \_\_\_\_\_ [School, District]**

**Screening Protocol**

**Introduce self, organization, purpose of call**

Calling on behalf of U.S. Department of Education, concerning a study they are sponsoring of secondary math teachers, specifically teachers from Teach For America / the \_\_\_\_\_[TNTP] program.

Following up on a letter from U.S. Department of Education about the study, sent to you \_\_\_\_\_ by FedEx, delivered on \_\_\_\_\_[date], along with study description and support letter[s] from Teach For America / The New Teacher Project. The company I work with, \_\_\_\_\_, is leading the study (part of the study team).

Received? Reviewed? Who best to deal with – principal or someone else?

Purpose of the call is to briefly describe the study and begin to determine school's eligibility.

The call should only take about 15 minutes, maybe substantially less time, depending on what I'm able to learn.

*In initial call to school, before phone conversation with principal, try to obtain copy of master schedule (or current roster of math teachers and their teaching assignments). Indicate that this will make the conversation with the principal much more productive and efficient. If they hesitate or refuse, it's no problem!*

**Describe study to principal or designee**

Basic policy issues and research objective:

Alternative route teachers increasingly depended upon to address teacher shortages.

Teach For America and/or the \_\_\_\_\_[TNTP] program are distinct for being highly selective.

Objective is to compare effectiveness of math teachers from this program / these programs with effectiveness of teachers from other routes to certification – with effectiveness measured by student math test scores.

Contacting you and other schools in this district because of your school's past (possibly present, future) use of math teachers from Teach For America and/or the \_\_\_\_\_[TNTP] program. Mr./Ms./Dr. XXXX in the district office knows about the study and has given us permission to contact schools about their eligibility, interest in the study.

Study will require very little time/effort by school staff and students, won't interfere with regular educational practices. Materials we mailed say a bit more about study, and we can talk more about it if you wish, but prefer to go on and learn about whether your school has the staff and right circumstances to even be considered for the study; if it doesn't then won't need to take up any more of your time.

### **Explore school eligibility**

Need to start with some background questions on how school is structured, then ask about members of math teaching staff to see if conditions are right for the making the kinds of comparisons mentioned earlier.

#### ***Learn about school structure, big issues that would affect study***

Verify school grade range

Are the students in your school currently grouped in any way such as academies, pathways, teams or families?

If so, how are these groups formed – on what basis (e.g. students with different subject/career interests? Students with different abilities? More or less random, with goal of just smaller, balanced groups?)? When are they formed? Do they remain in place from year to year? Do students stay in these groups for their math classes?

Will anything be happening next year regarding use of groups in this school? Introduction or elimination of student/teacher groupings/families? Change in how groupings/families are assigned or maintained over grade levels?

NEXT, to know whether your school is eligible for inclusion in the study, we need to know a little about your math teachers and their likely teaching assignments for next school year. Eligibility depends on school having at least one teacher from Teach For America and/or the \_\_\_\_\_[TNTP] program, and one teacher from another background who will teach same course to similar students.

Our contacts in Teach For America and/or the \_\_\_\_\_[TNTP] program gave us the names of \_#\_ math teacher(s) from that program that were apparently placed into your school when they first started teaching. I'll ask you a couple questions about each one.

**Ask about each “known” HSAC teacher on our list:**

Is \_\_\_\_\_ still teaching there?

*If no, Do you know when he/she left and whether might still be teaching math at another school in this district? In another district? Left teaching? Go to next teacher on list or next section below*

*If yes, Do you expect him/her back next year, still teaching math?*

*If no, ask whether possibly transferring to another school in/out of district, then go to next known teacher on our list, if any.*

*If yes or uncertain, identify all courses teacher is expected to teach next year (if schedule uncertain, focus on current course assignments)*

*For each course, determine number of sections*

*For each section,*

Is that a regular section or special section for certain kinds of students (e.g., bilingual, honors or gifted and talented, retained or struggling/low-achieving students, other)?

Is that a year-long class, or one year’s worth of instruction condensed into half a year?

Does teacher teach that class alone? With help from a paraprofessional/aide? Jointly with another teacher?

Will any other teacher in the school be teaching similar course section during same period (or to students in another group/family)?

*If yes, Do you know that teacher’s training/certification background (TFA/TNTP versus other)? **Note any potential matches, reinforce that’s the kind of match we are looking for.***

*If no, continue through each known teacher’s likely course load until done.*

**Ask about possible “unknown” current HSAC teachers, not on our list:**

Do you know whether any of the other current math teachers in your school came into teaching from Teach For America / the \_\_\_\_\_[TNTP] program

*If they say no or are uncertain, skip to next section.*

*If yes, get name and program, cycle through following questions about expected course load.*

Do you expect him/her back next year, still teaching math?

*If no, ask whether possibly transferring to another school in/out of district, go to next known teacher on our list, if any.*

*If yes or uncertain, identify all courses teacher is expected to teach next year (if schedule uncertain, focus on current course assignments)*

*For each course, determine number of sections*

*For each section,*

Is that a regular section or special section for certain kinds of students (e.g., bilingual, honors or gifted and talented, retained or struggling/low-achieving students, other)?

Is that a year-long class, or one year's worth of instruction condensed into half a year?

Does teacher teach that class alone? With help from a paraprofessional/aide?

Jointly with another teacher?

Will any other teacher in the school be teaching similar course section during same period (or to students in another group/family)?

*If yes, Do you know that teacher's training/certification background (TFA/TNTP versus other)? **Note any potential matches, reinforce that's the kind of match we are looking for.***

*If no, continue through each known teacher's likely course load until done.*

***Ask about possible future HSAC teachers, not currently at school:***

It's possible that your school's eligibility could evolve if you lose any teachers or expect to hire any more. Do you expect to have any vacancies for math teachers next year?

*If definite "no," skip to next section.*

*If uncertain, When will you know for certain? Skip to next section.*

*If yes,*

Do you have a sense for which courses/sections the new hire would be assigned to teach?  
*Potential match with any HSAC teacher discussed above?*

What are the chances you'll hire/get someone from Teach For America / the \_\_\_\_\_[TNTP] program to fill this vacancy?

*If no chance, skip to next section.*

*If uncertain, When will hiring decision be made?*

*If chances of new HSAC are good, What are the chances he/she will teach the same course section opposite a teacher from another background?*

### **Learn about big issues that could affect study**

Explore possibility of plans for big changes in school next year that could affect study or planning for it? For example,

*[listen/prompt for]*

Principal leaving? (When would successor be known?)

Changes in curriculum (especially more/less combo classes, like math-and-science)?

School expanding/contracting dramatically (e.g., adding/losing grade level, merging with another school)?

School calendar (change to/from year-round)?

Change in how teachers are assigned to courses (more/less team teaching)?

Is the master schedule for 2009-2010 available yet – something that shows what courses will be offered during each period of the day, and possibly listing a teacher for each section?

What's your best estimate of when the master schedule for 2009-2010 will be available – something that shows what courses will be offered during each period of the day, and possibly listing a teacher for each section?

### **Propose idea of in-person meeting, if/when appropriate**

Based on what you've told me, it seems that as of right now your school has [high / some / relatively low] chance of being eligible for the study.

*If high/some chance, explain about preference to come meet in person, to explain more about. Say you will get back to them about setting that, once you connect with other schools in the district, to coordinate a trip with visits to more than one school.*

*If low chance of eligibility, tell them you'd still like to follow-up later in current school year, to see if situation changes.*

### **Closing**

Any questions or concerns?

Thanks for time, information

Will stay in touch about vacancies/hiring/schedule development/in-person meeting (if necessary)

**Post-call Tracking/Data Updates**

Record principal's name, contact info

Record secretary's name (for future reference)

Record name, title, contact info for other key staff (e.g. schedulers)

Specify whether "in play" or not (if not, why)

If "in play," specify status of potential match (e.g., how likely is known HSAC teacher to be there next year?)

If "in play," specify status of planning for a meeting (e.g., scheduled, wait to schedule)