

***IDENTIFYING SCHOOLS WITH EFFECTIVE
READING PROGRAMS***

**A NATIONAL INSTITUTE FOR LITERACY
STUDY**

**DISTRICT
LANGUAGE ARTS/READING
SUPERVISOR
INTERVIEW PROTOCOL**



National Institute for Literacy
The Partnership for Reading



Identifying Schools with Effective Reading Programs

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Interview Guide

Date of Interview: _____

Time Start of Call: _____

Interviewer: _____

Time End of Call: _____

Purpose of the interview: To determine the structures and support a candidate school district is using to foster continuous improvement in reading achievement

Person to be interviewed: Central administrator who oversees K-3 reading instruction across the school district

Anticipated length of the interview: 30 minutes

Interview Protocol

A. Project History

The goal of this project is to identify schools with effective K-3 reading programs and it is funded by the National Institute for Literacy. The research team from the Education Development Center (EDC) developed a multi-leveled procedure for identifying candidate schools:

- States' proficiency standards and ranking of achievement on the National Assessment of Educational Progress (NAEP) were reviewed – 5 states were identified;
- District achievement and demographic data were reviewed to determine that a candidate district had a sufficient number of schools that met the criteria for study; and,
- Candidate schools were selected after a rigorous review of multiple years of achievement and demographic data.

_____ *(district name)* has been selected for inclusion in this study.

_____ *(school name)* and _____ *(school name)* have been identified as candidate schools and will be visited on _____ *(date)*.

EDC's research plan includes a document review at the district level. This review will assist the research team in determining the structures _____ *(district name)* has in place for continuous improvement in reading and consistency of message across all the schools within the district.

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B. Background Information

B1. *What is your job title?* _____

B2. *What are your responsibilities, as they relate to reading instruction?*

B3. *How long have you been in your present position?*

#_____months/years

B4. *How many years have you been on staff in this district?*

→ [NOTE: If this is the individual's first year in this district skip to Part C, Document Review.

#_____months/years

C. Document Review

C1. *Several types of documents are used to guide student achievement in reading. What documents provide guidance for reading instruction across _____ school district?*

Possible response may include, but are not limited to:

- ☐ Literacy (Reading) Policy
- ☐ Literacy (Reading) Plan
- ☐ Literacy (Reading) Action Plans
- ☐ Literacy (Reading) Vision Statement
- ☐ State (and/or local) Content Standards
- ☐ _____
- ☐ _____

C2. *When we visit your district, we would like to review/collect copies of these documents. Who would be the best person to contact in order to gain access to these documents?*

D. District Policy

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- D1. Does _____ school district have explicit district-wide policies regarding:
- D1a. A minimum number of minutes per day of explicit & systematic reading instruction in K-3 classrooms?
- ☐ NO
- ☐ YES Please elaborate:
- D1b. The core reading program currently used in K-3 classrooms?
- ☐ NO
- ☐ YES Please elaborate:
- D1c. Specific supplementary reading materials currently used in K-3 classrooms
- ☐ NO
- ☐ YES Please elaborate:
- D1d. An intervention plan that provides guidance and specifies the interventions for struggling readers in K-3 classrooms
- ☐ NO
- ☐ YES Please elaborate:

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- D2. Does _____ school district have explicit district-wide policy regarding the use of valid and reliable assessment to drive reading instruction in grades K-3?
- ☐ NO
- ☐ YES Please elaborate:
- D2a. Screening instrument(s) to identify K-3 students at risk for reading failure?
- ☐ NO
- ☐ YES Please elaborate:
- D2b. Diagnostic instrument(s) to provide more detailed information about individual student needs and strengths?
- ☐ NO
- ☐ YES Please elaborate:
- D2c. Progress monitoring instrument(s) to determine if K- 3 students are making adequate progress in acquiring critical reading skills?
- ☐ NO
- ☐ YES Please elaborate:
- D2d. Outcome measure(s) to monitor student progress toward grade level expectations in reading?
- ☐ NO
- ☐ YES Please elaborate:
- D2e. How does the district monitor school- and grade-level assessment data?

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E. Professional Development

E1. *How does _____ school district support ongoing and sustained professional development for reading?*

E2. *How does _____ school district support ongoing and sustained reading professional development for school leaders?*

F. Program Evaluation

F1. *How does _____ school district evaluate the effectiveness of reading instruction in grades K-3?*

G. Supports for ELLs

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G1. What is _____'s (school district) policy regarding supports for ELLs in reading?

H. **Conclusion**

This concludes our interview. Our research team will now begin reviewing the district's Literacy (Reading) documents. May we contact you with any questions that may arise?

Contact information: _____

Thank you for taking the time to share the details of _____ (school district) reading initiatives with the research team.