

APPENDIX A

MONITORING FORMS AND PRINCIPAL INTERVIEW PROTOCOL

MONITORING CALL PROTOCOL: CONTROL SCHOOLS (ROUND 1)

Thank you for taking the time to speak with me today for the Evaluation of Departmentalized Instruction that we are conducting on behalf of the U.S. Department of Education. The purpose of this call is to get updates on staffing at your school so that the study team can learn about staffing patterns in schools with and without departmentalized instruction.

This call should take about 15 minutes. Is now still a good time for you? *If a good time, proceed with text below; if not, ask: When would be a good time to call? On what date?*

Before we begin asking questions, we would like you to know that:

- You do not have to respond to any questions you do not wish to answer, but we hope that you answer as many questions as you can.
- Your responses are protected from disclosure per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. Mathematica Policy Research will present the information collected as part of this study in an aggregate form, and will not associate responses with any of the individuals who participate. We will not provide information that identifies you, your students, your school, or your district to anyone outside the study team, except as required by law. Your responses will be used only for research purposes. Additionally, no one in your school or district will see your responses.

Do you have any questions before we start?

- *[Interviewer, if the respondent asks follow up questions about the study or raises other concerns, let him or her know: An IRB has reviewed and approved this study. If you have any questions about your rights as a research participant, you can contact New England IRB at 1-800-232-9570. If you have any questions about this study, please contact Alison Wellington, the project director (202) 484-4696 or awellington@mathematica-mpr.com.]*

If it is OK, I would like to record the interview, just in case I need to check the accuracy of my notes. It will not be used for any other purpose or shared with anyone outside the study team. Would it be OK if I record this interview?

A. Obtain information on which teachers teach 4th and 5th grade

Monitors should populate Tables 1 and 2 based on information obtained during the call.

1. Please tell me the names of all of your general education 4th grade teachers who currently teach math, English language arts, science, or social studies. For each teacher, please indicate which subject(s) they teach. Do not include special education or ELL teachers.

Table 1. Current general education 4th grade teachers

Teacher name	Grade	Subjects (M, ELA, Sci, SS)
	4	
	4	
	4	
	4	

2. Please tell me the names of all of your general education 5th grade teachers who currently teach math, English language arts, science, or social studies. For each teacher, please indicate which subject(s) they teach. Do not include special education or ELL teachers.

Table 2. Current general education 5th grade teachers

Teacher name	Grade	Subjects (M, ELA, Sci, SS)
	5	
	5	
	5	
	5	

B. Staffing model and ability grouping

3. Does every student in 4th and 5th grade have one teacher for all core subjects (math, science, English language arts, and social studies)? *If no, ask:*

a. How many teachers does each student have and which subjects does a student take together with the same teacher?

4. In any subject, are students with different abilities, skills, or performance grouped into different classes? Please describe the grouping.

C. Study compliance

Proceed with this section if the current teaching assignments suggest that teachers are departmentalized. Otherwise, skip this section.

5. From the information you’ve given me, it sounds like teachers in 4th and 5th grades are specializing in specific subjects, rather than teaching all core subjects. Is that right? Could you tell me when your school made the switch to departmentalized instruction and what was some of the reasoning behind it?

D. Closing

Thank you again for taking the time to speak with me today! We will be in touch to schedule another short call in the spring.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to respond to these questions is estimated to average 15 minutes. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the content or the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 550 12th Street, SW, Washington, DC 20202.

MONITORING CALL PROTOCOL: CONTROL SCHOOLS (ROUNDS 2, 3, 4)

Thank you for taking the time to speak with me today for the Evaluation of Departmentalized Instruction that we are conducting on behalf of the U.S. Department of Education. The purpose of this call is to get updates on staffing at your school so that the study team can learn about staffing patterns in schools with and without departmentalized instruction.

[*For round 2 (spring 2019)*] I'll also ask you about your school's experiences over the past year with staffing, instruction, and communicating with parents. This call should take about 30 minutes. Is now still a good time for you? *If a good time, proceed with text below; if not, ask: When would be a good time to call? On what date?*

[*For rounds 3 and 4*] This call should take about 15 minutes. Is now still a good time for you? *If a good time, proceed with text below; if not, ask: When would be a good time to call? On what date?*

Before we begin asking questions, we would like you to know that:

- You do not have to respond to any questions you do not wish to answer, but we hope that you answer as many questions as you can.
- Your responses are protected from disclosure per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. Mathematica Policy Research will present the information collected as part of this study in an aggregate form, and will not associate responses with any of the individuals who participate. We will not provide information that identifies you, your students, your school, or your district to anyone outside the study team, except as required by law. Your responses will be used only for research purposes. Additionally, no one in your school or district will see your responses.

Do you have any questions before we start?

- [*Interviewer, if the respondent asks follow up questions about the study or raises other concerns, let him or her know: An IRB has reviewed and approved this study. If you have any questions about your rights as a research participant, you can contact New England IRB at 1-800-232-9570. If you have any questions about this study, please contact Alison Wellington, the project director (202) 484-4696 or awellington@mathematica-mpr.com.*]

If it is OK, I would like to record the interview, just in case I need to check the accuracy of my notes. It will not be used for any other purpose or shared with anyone outside the study team. Would it be OK if I record this interview?

A. Verify teachers in 4th and 5th grade and their teaching assignments

Monitors should populate the first three columns of Table 1 and the first three columns of Table 3 before the call (based on information obtained during the previous monitoring call to

this school), and populate everything else in Tables 1 through 4 based on information obtained during the current call.

First I'll ask some questions about your 4th grade teachers.

1. Is [fill in each teacher's name from Table 1 and ask about them one by one] still teaching in this school? *If yes, go on to ask:*

a. Is [he/she] still teaching 4th grade [fill in with the teacher's subjects based on our last contact with the school (see subject listed in Table 1)]? *If no, go on to ask:*

b. What grade and subjects is [he/she] teaching?

c. Could you please tell me when and why [his/her] teaching assignment changed?

Table 1. Updates on general education teachers who were teaching 4th grade at the time of our last contact with the school

Teacher name	Assignment based on our last contact with the school		Still in this school? (Y/N)	Current assignment (if still in school)		
	Grade	Subjects (M, ELA, Sci, SS)		Grade	Subjects (M, ELA, Sci, SS)	If current assignment is different, reason for change in assignment
	4					
	4					
	4					
	4					
	4					
	4					

2. Are there any other general education teachers (not including special education or ELL teachers) currently teaching math, English language arts, science, or social studies in 4th grade whom I haven't already asked about? *If yes, go on to ask the following (and add the information to Table 2):*

a. What is/are their name(s) and what subject(s) do they teach? *For each teacher, ask:*

b. Did [he/she] teach in another grade in this school before teaching 4th grade? *If yes, go on to ask:*

c. What grade and subjects did [he/she] most recently teach in this school before teaching 4th grade?

d. Could you please tell me when and why [his/her] teaching assignment changed?

Table 2. General education teachers who are currently teaching 4th grade but were not doing so at the time of our last contact with the school

Teacher name	Current assignment			Previous assignment (if taught in same school before joining 4th grade)		If previously taught in same school, reason for change in assignment
	Grade	Subjects (M, ELA, Sci, SS)	Taught in this school before joining 4th grade? (Y/N)	Grade	Subjects (M, ELA, Sci, SS)	
	4					
	4					
	4					
	4					
	4					
	4					

Now, I'll ask some questions about your 5th grade teachers.

3. Is [fill in each teacher's name from Table 3 and ask about them one by one] still teaching in this school? *If yes, go on to ask:*

- a. Is [he/she] still teaching 5th grade [fill in with the teacher's subjects based on our last contact with the school (see subject listed in Table 3)]? *If no, go on to ask:*
- b. What grade and subjects is [he/she] teaching?
- c. Could you please tell me when and why [his/her] teaching assignment changed?

Table 3. Updates on general education teachers who were teaching 5th grade at the time of our last contact with the school

Teacher name	Assignment based on our last contact with the school			Current assignment (if still in school)		If current assignment is different, reason for change in assignment
	Grade	Subjects (M, ELA, Sci, SS)	Still in this school? (Y/N)	Grade	Subjects (M, ELA, Sci, SS)	
	5					
	5					
	5					
	5					
	5					
	5					

4. Are there any other general education teachers (not including special education or ELL teachers) currently teaching math, English language arts, science, or social studies in 5th grade whom I haven't already asked about? *If yes, go on to ask the following (and add the information to Table 4):*

- a. What is/are their name(s) and what subject(s) do they teach? *For each teacher, ask:*
- b. Did [he/she] teach in another grade in this school before teaching 5th grade? *If yes, go on to ask:*
- c. What grade and subjects did [he/she] most recently teach in this school before teaching 5th grade?
- d. Could you please tell me when and why [his/her] teaching assignment changed?

Table 4. General education teachers who are currently teaching 5th grade but were not doing so at the time of our last contact with the school

Teacher name	Current assignment		Taught in this school before joining 5th grade? (Y/N)	Previous assignment (if taught in same school before joining 5th grade)	
	Grade	Subjects (M, ELA, Sci, SS)		Grade	Subjects (M, ELA, Sci, SS)
	5				
	5				
	5				
	5				
	5				
	5				

B. Staffing model and ability grouping

5. Based on our last contact with you, our understanding was that every student in 4th and 5th grade has one teacher for all core subjects (math, science, English language arts, and social studies). Is this still true? *If no, go on to ask:*

- a. How many teachers does each student have and which subjects does a student take together with the same teacher?

6. In any subject, are students with different abilities, skills, or performance grouped into different classes? Please describe the grouping.

C. Study compliance

Proceed with this section if the current teaching assignments suggest that teachers are departmentalized. Otherwise, skip this section.

7. From the information you've given me, it seems that teachers in 4th and 5th grades are specializing in specific subjects, rather than teaching all core subjects. Is that right? Could you tell me when your school made the switch to departmentalized instruction and what was some of the reasoning behind it?

D. Closing

[*For round 2 only*] Now I have some questions for you about your experiences over the past year. [*Go on to principal interview questions.*]

[*For rounds 3 and 4*] Thank you again for taking the time to speak with me today!

[*For round 3 only*] We will be in touch to schedule another short call in the spring.

(See end of principal interview protocol for OMB statement for round 2.)

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to respond to these questions is estimated to average 15 minutes. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the content or the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 550 12th Street, SW, Washington, DC 20202.

MONITORING CALL PROTOCOL: TREATMENT SCHOOLS (ALL ROUNDS)

Thank you for taking the time to speak with me today for the Evaluation of Departmentalized Instruction that we are conducting on behalf of the U.S. Department of Education. The purpose of this call is to get updates on staffing at your school so that the study team can learn about staffing patterns in schools with and without departmentalized instruction.

[For rounds 1, 3, and 4] I'll also ask you about any challenges you may have encountered with departmentalized instruction. This call should take about 15 minutes. Is now still a good time for you? *If a good time, proceed with text below; if not, ask:* When would be a good time to call? On what date?

[For round 2 (spring 2019)] I'll also ask you about your school's experiences over the past year with staffing, instruction, and communicating with parents. This call should take about 30 minutes. Is now still a good time for you? *If a good time, proceed with text below; if not, ask:* When would be a good time to call? On what date?

Before we begin asking questions, we would like you to know that:

- You do not have to respond to any questions you do not wish to answer, but we hope that you answer as many questions as you can.
- Your responses are protected from disclosure per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. Mathematica Policy Research will present the information collected as part of this study in an aggregate form, and will not associate responses with any of the individuals who participate. We will not provide information that identifies you, your students, your school, or your district to anyone outside the study team, except as required by law. Your responses will be used only for research purposes. Additionally, no one in your school or district will see your responses.

Do you have any questions before we start?

- *[Interviewer, if the respondent asks follow up questions about the study or raises other concerns, let him or her know:* An IRB has reviewed and approved this study. If you have any questions about your rights as a research participant, you can contact New England IRB at 1-800-232-9570. If you have any questions about this study, please contact Alison Wellington, the project director (202) 484-4696 or awellington@mathematica-mpr.com.]

If it is OK, I would like to record the interview, just in case I need to check the accuracy of my notes. It will not be used for any other purpose or shared with anyone outside the study team. Would it be OK if I record this interview?

A. Verify teachers in 4th and 5th grade and their teaching assignments

Monitors should populate the first three columns of Table 1 and the first three columns of Table 3 before the call (based on information from the departmentalization design meetings or

the previous monitoring call to this school, whichever is more recent), and populate everything else in Tables 1 through 4 based on information obtained during the current call.

First I'll ask some questions about your 4th grade teachers.

1. Is [fill in each teacher's name from Table 1 and ask about them one by one] still teaching in this school? *If yes, go on to ask:*

a. Is [he/she] still teaching 4th grade [fill in with the teacher's subject(s) based on our last contact with the school (see subject listed in Table 1)]? *If no, go on to ask:*

b. What grade and subjects is [he/she] teaching?

c. Could you tell me when and why [his/her] teaching assignment changed?

Table 1. Updates on general education teachers who were teaching 4th grade at the time of our last contact with the school

Teacher name	Assignment based on our last contact with the school		Still in this school? (Y/N)	Current assignment (if still in school)		If current assignment is different, reason for change in assignment
	Grade	Subjects (M, ELA, Sci, SS)		Grade	Subjects (M, ELA, Sci, SS)	
	4					
	4					
	4					
	4					
	4					
	4					

2. Are there any other general education teachers (not including special education or ELL teachers) currently teaching math, English language arts, science, or social studies in 4th grade whom I haven't already asked about? *If yes, go on to ask the following (and add the information to Table 2):*

a. What is/are their name(s) and what subject(s) do they teach? *For each teacher, ask:*

b. Did [he/she] teach in another grade in this school before teaching 4th grade? *If yes, go on to ask:*

c. What grade and subjects did [he/she] most recently teach in this school before teaching 4th grade?

d. Could you please tell me when and why [his/her] teaching assignment changed?

Table 2. General education teachers who are currently teaching 4th grade but were not doing so at the time of our last contact with the school

Teacher name	Current assignment		Taught in this school before joining 4th grade? (Y/N)	Previous assignment (if taught in same school before joining 4th grade)		If previously taught in same school, reason for change in assignment
	Grade	Subjects (M, ELA, Sci, SS)		Grade	Subjects (M, ELA, Sci, SS)	
	4					
	4					
	4					
	4					
	4					
	4					

Now, I'll ask some questions about your 5th grade teachers.

3. Is [fill in each teacher's name from Table 3 and ask about them one by one] still teaching in this school? If yes, go on to ask:

- a. Is [he/she] still teaching 5th grade [fill in with the teacher's subject(s) based on our last contact with the school (see subject listed in Table 3)]? If no, go on to ask:
- b. What grade and subjects is [he/she] teaching?
- c. Could you tell me when and why [his/her] teaching assignment changed?

Table 3. Updates on general education teachers who were teaching 5th grade at the time of our last contact with the school

Teacher name	Assignment based on our last contact with the school			Current assignment (if still in school)		If current assignment is different, reason for change in assignment
	Grade	Subjects (M, ELA, Sci, SS)	Still in this school? (Y/N)	Grade	Subjects (M, ELA, Sci, SS)	
	5					
	5					
	5					
	5					
	5					
	5					

4. Are there any other general education teachers (not including special education or ELL teachers) currently teaching math, English language arts, science, or social studies in 5th grade

whom I haven't already asked about? *If yes, go on to ask the following (and add the information to Table 4):*

- a. What is/are their name(s) and what subject(s) do they teach? *For each teacher, ask:*
- b. Did [he/she] teach in another grade in this school before teaching 5th grade? *If yes, go on to ask:*
- c. What grade and subjects did [he/she] most recently teach in this school before teaching 5th grade?
- d. Could you please tell me when and why [his/her] teaching assignment changed?

Table 4. General education teachers who are currently teaching 5th grade but were not doing so at the time of our last contact with the school

Teacher name	Current assignment		Taught in this school before joining 5th grade? (Y/N)	Previous assignment (if taught in same school before joining 5th grade)		If previously taught in same school, reason for change in assignment
	Grade	Subjects (M, ELA, Sci, SS)		Grade	Subjects (M, ELA, Sci, SS)	
	5					
	5					
	5					
	5					
	5					
	5					

B. Staffing model and ability grouping

5. Based on our last contact with you, our understanding was that every student in 4th and 5th grade has one teacher for *[fill in subjects and modify the structure of this sentence based on last contact with the school]*, another teacher for *[fill in subjects]*, and another teacher for *[fill in subjects]*. For example, “One teacher for math and science and another teacher for English language arts and social studies.” Is this still true? *If no, go on to ask:*

- a. How many teachers does each student have and which subjects does a student take together with the same teacher?

6. In any subject, are students with different abilities, skills, or performance grouped into different classes? Please describe the grouping.

C. Study compliance

Proceed with this section if the current teaching assignments suggest that teachers are no longer departmentalized. Otherwise, skip this section.

7. From the information you've given me, it seems that teachers in 4th and 5th grades are teaching all core subjects, rather than specializing in specific subjects. Is that right? Could you tell me when your school made the switch to self-contained instruction and what was some of the reasoning behind it?

D. Challenges that require additional support

Now I have some questions for you about your experience implementing departmentalized instruction. [*For round 2, skip the remainder of this protocol and go on to principal interview questions.*]

8. Has your school faced any challenges this year as a result of being departmentalized? *If yes, ask:*

- a. Can you describe each of the challenges?
- b. Would you like to be contacted by an implementation support liaison to discuss solutions to any or all of these challenges?

E. Closing

[*For rounds 1, 3, and 4*] Thank you again for taking the time to speak with me today!

[*For rounds 1 and 3*] We will be in touch to schedule another short call in the spring.

(See end of principal interview protocol for OMB statement for round 2.)

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to respond to these questions is estimated to average 15 minutes. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the content or the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 550 12th Street, SW, Washington, DC 20202.

PRINCIPAL INTERVIEW PROTOCOL

These questions will be asked after the monitoring questions in round 2 (spring 2019).

As I noted when scheduling this call, in addition to verifying teachers' assignments, we also have a few follow-up questions about your experiences this year.

A. Perceived challenges and benefits of implementing departmentalized instruction

Ask questions 1-2 of treatment principals and questions 3-5 of control principals.

For treatment school principals:

I'd like to start with some questions about the benefits and challenges of implementing departmentalized instruction.

1. What benefits or successes, if any, has your school experienced because of the change to departmentalized instruction? *[Interviewer: After the principal answers this question, follow up with questions a-b if benefits/successes for each group were not already mentioned. Then ask question c.]*

- a. What have the benefits been for your 4th and 5th grade teachers, from your perspective?
- b. What have the benefits been for your 4th and 5th grade students, from your perspective?

If they list more than one benefit/success, ask:

- c. What would you rank as the most important benefit or success?

2. What challenges, if any, has your school faced over the past year because of the change to departmentalized instruction? *[Interviewer: After the principal answers this question, follow up with questions a-c if challenges for each group were not already mentioned. Then ask question e if they listed more than one challenge and f if they listed at least one challenge.]*

- a. What have the challenges been for your 4th and 5th grade teachers, from your perspective? Did you face any resistance from them in making this change?
- b. What have the challenges been for your 4th and 5th grade students, from your perspective?
- c. What have the challenges been for the parents of your 4th and 5th grade students, from your perspective?
- d. Has this change resulted in any challenges for you as principal of the school?

If they list more than one challenge, ask:

e. What would you rank as the biggest or most important challenge?

If the principal indicates that they faced at least one challenge, ask:

f. Do you consider [any of these challenges to be major challenges/this challenge to be a major challenge] for which you would like additional assistance from an implementation support liaison?

For control school principals:

While your school has continued to use self-contained instruction in 4th and 5th grades during the course of this study, we are interested in learning whether you have had prior experiences with departmentalized instruction, and also about your approach to teacher assignments, parent communication, and disciplinary issues. First...

3. Have you ever been the principal of an elementary school prior to this school year?

If yes, go to question #4.

If no, go to question #6.

4. Did any of the elementary schools that you were principal of prior to this school year use departmentalized instruction for their 4th and 5th grades?

If yes, ask for additional detail, as needed, to confirm that they did in fact use departmentalized instruction. Once confirmed, go to a. If they used self-contained instruction, go to question #5.

If no, ask for additional detail, as needed, to confirm that they did not in fact use self-contained instruction. Once confirmed, go to question #5. If they used departmentalized instruction, go to a.

a. In your experience, what were the benefits of departmentalized instruction compared to self-contained instruction?

b. In your experience, what were the challenges of departmentalized instruction compared to self-contained instruction?

5. Prior to making plans for this school year, had you ever considered, as a principal of an elementary school, implementing departmentalized instruction in 4th or 5th grades?

If no, go to question #6.

If yes, ask:

a. Why did you ultimately decide not to implement departmentalized instruction in these grades?

B. Teacher assignment

Now I have some questions about teacher assignments.

6. When deciding 4th and 5th grade teachers' [*for treatment schools*: subject and grade level/*for control schools*: grade level] assignments for this school year, did you consider:

- a. What they taught last year because you wanted to keep them in the same grade level?
- b. The teachers' preferences for [*for treatment schools*: a certain grade level or subject/*for control schools*: a certain grade level]?
- c. Information you have about teachers' knowledge of particular subjects?
- d. The teachers' ratings from state or district effectiveness measures based on student achievement? If yes, please describe the measure (e.g. student achievement growth, value added, or proficiency levels).
- e. Observations of teachers' classroom practices?
- f. Did you consider any other factors? If yes, please describe.
- g. [*If they list more than one factor*]: Of all the factors we have discussed, what would you rank as the most important factor and how did you use it?
- h. [*For treatment schools only*]: How did the teachers feel, from your perspective, about the process and the resulting assignments? Was there a difference in how 4th and 5th grade teachers responded? If so, please explain.

C. Communicating with parents and handling discipline issues

Now I'd like to ask you about how the school and teachers communicate with parents.

7. Who is responsible for communicating with parents about their 4th or 5th grader's academic performance? [*Interviewer: After the principal answers this question, follow up with a if the information was not already provided.*]

- a. Before contacting parents, does the person responsible for contacting them discuss the information with any other teachers or administrators? If so, whom do they involve in the discussion?

8. Now I'd like to switch gears and talk about how behavioral challenges or incidents are handled in your 4th and 5th grades.

- a. Do individual teachers have their own policies, or do they work with other teachers or administrators to coordinate policies and an approach for handling issues or challenges? With whom do they coordinate?

- b. Who is responsible for communicating with parents about behavioral incidents?
- c. Before communicating with parents, does the person responsible for contacting them discuss the information with any other teachers or administrators? If so, whom do they involve in the discussion?

Closing

9. Those are all the questions I wanted to ask. Is there anything else you would like to share with me?

Thank you again for taking the time to speak with me today! We will be in touch to schedule another short call in the fall.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to respond to these questions is estimated to average 30 minutes. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the content or the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 550 12th Street, SW, Washington, DC 20202.