Appendix C4 – District Interview Protocol

Public Burden Statement

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 [1850-NEW]. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Elizabeth Nolan at the U.S. Department of Education, 230 S. Dearborn Street, Chicago, IL 60604, (312) 730-1532 directly.

Part 1: Pre-interview Data Worksheet

Please complete and return this worksheet prior to your scheduled interview.

District Supports for Teacher Professional Development on Reading Comprehension

1. In the period between June 2024 and May 2025, did any of the elementary schools in your district have access to reading instruction coaches for teachers? (PROBE: Please include all reading coaches, regardless of funding source)

2. [If yes] For each of the following elementary schools [list all schools in the study], does this school have a reading coach?

    A. Yes, less than 50% FTE
    B. Yes, 50% FTE or greater

    C. No

3. Did teachers receive paid release time from the district to participate in coaching?

4. In the period between June 2024 and May 2025, did elementary teachers have access to within-district professional development on reading? (PROBE: Please include all within-district reading instruction professional development other than coaching, regardless of funding source)

    4.1. [If yes] Please describe each activity: Approximately how many school-based staff attended? Were specific schools targeted for participation? What were the main topics? What was the duration? (PROBE: # hours total)

5. Did teachers receive paid release time to participate in the professional development?

    5.1. [If yes] In the current school year, did the district provide paid release time for teachers to participate in toolkit activities?

    5.2. [If yes] Which activities were covered by this release time? (PROBE: Teacher study group meeting time/Online course time/other)

5.3.   [If yes] How many teachers received this release time?

5.4.   [If yes] How many hours did each teacher receive, on average?

District Support for Toolkit Implementation

6.   In the period between June 2024 and May 2025, did the district provide stipends or other funds for toolkit facilitators to lead toolkit activities?

[If yes] What activities were covered by this time? (PROBE: Learning about toolkit/preparing for coaching/leading teacher study groups/observing teachers)

6.1.   [If yes] How many coaches received this stipend?

6.2.   [If yes] How many hours did each coach receive, on average?

7.   Other than district-funded coaches, are any district staff involved in supporting implementation of the toolkit in the period between June 2024 and May 2025?

7.1.   [If yes] Please name the position, responsibilities for toolkit implementation, and approximate number of hours needed for this work over the current school year.

8.   Other than staff time, are any district resources needed to support implementation of the toolkit in the period between June 2024 and May 2025?

8.1.   [If yes] Please describe the resources and approximate cost needed for this work over the current school year.

9.   How much time do you estimate a given teacher would need to complete toolkit activities and be able to use the practices in their classroom?

10. How much time do you estimate a given coach would need to complete toolkit activities and be able to use the practices in their classroom?

Part II: District Video/Phone Interview

11. How does the toolkit align with district reading comprehension policies and practices? (PROBE: Please provide specific examples of alignment or lack of alignment)

12. What supports need to be in place at the school and district level to support use of the toolkit?

13. What technology needs to be in place at the school and district level to support use of the toolkit?

14. What made it difficult for schools to use the toolkit?

15. What facilitates use of the toolkit?

16. What effect do you think the toolkit has had on reading comprehension instruction in your district?

17. What else would you like to share about use of the toolkit in your district or your district's supports for reading instruction professional development?