

Appendix A4. Interview – Instructional Coach

This is the instructional coach interview protocol to be used for the efficacy study.

IC ID: _____

Date: _____

Thanks for taking the time to speak with me today. The study team appreciates your time and willingness to share your experiences with the Write to Succeed program. As a reminder, what you share will be used to understand successes and challenges with implementing Write to Succeed and any adaptations that support scaling Write to Succeed across the state. This interview is voluntary, and you can stop at any time or choose not to answer a question. Your answers will be kept confidential and shared only with the Write to Succeed team. We will not individually attribute responses to you in the report. So that I don't forget what you say, may I record this conversation? I may also jot down some notes as we talk.

For the Write to Succeed program, this year you have been prepared to lead the activities with teachers through a training institute and ongoing support via one-one-one meetings with a REL Southwest staff member. With that preparation, you then led a group of teachers through group sessions to learn about evidence-based literacy practices, culturally and linguistically responsive instruction (or CLRI), and teacher peer collaboration, and provided them individual coaching as they implemented those practices with their students. I'm going to ask you a few questions about each part of your Write to Succeed experience.

A. Implementation successes and challenges

First, I want to talk about the successes and challenges you experienced during the Write to Succeed program.

1. What were some of the successes and challenges you experienced with the Write to Succeed program?
 - a. To what extent was the program helpful for your coaching?
 - b. To what extent was the program helpful for your teachers?
 - c. To what extent do you perceive the program being helpful for students?
 - d. How easy or challenging was it to implement group trainings, conduct check-ins, and support teachers to implement the Write to Succeed practices? (Possible probe: What are your reflections on the timing and frequency of group training and coaching sessions?)
 - e. How easy or challenging was it to support teachers' implementation? (Probe: what have you heard from teachers about the challenges for implementation?)
 - f. What are the facilitators for successful implementation?
 - g. What are the barriers for successful implementation?

B. Supports provided

Next, I want to ask about the support you received during the Write to Succeed program.

1. Overall, how helpful did you find the support from the REL Southwest staff? Is there anything the staff could have done differently to better support you?

2. How helpful were your administrators/school leaders in supporting you and your teachers' participation in Write to Succeed?

C. Constructive adaptations

Next, I want to talk about any adaptations you or the teachers you supported made to the program.

1. Did you make any adaptations to the program during the workshops or individual coaching sessions?
 - a. [If yes] Why were these changes necessary?
 - b. [If yes] How did those changes affect teaching?
 - c. [If no] Is there anything you would have changed based on your implementation?
2. Did the teachers you support need to make any adaptations to the program as they implemented the scaffolded writing instruction with students?
 - a. [If yes] Why were these changes necessary?
 - b. [If yes] What was your role in supporting teachers in adapting the program?
 - c. [If yes] How did those adaptations affect teaching and student learning?
 - d. [If no] Is there anything you would ask teachers to change based on your implementation?
3. What recommendations would you make to other coaches or teachers who are about to start engaging in the Write to Succeed program?
4. How could the Write to Succeed program be improved to meet participants' needs?
 - a. Any suggested changes to better meet teacher or student needs, specifically?

D. Disruptions unrelated to the program

Next, I want to ask about any disruptions unrelated to the program

8. Were there any unexpected disruptions unrelated to the program that impacted your ability to engage in and implement the Write to Succeed program?
9. Were there any shifts in learning priorities, curricular resources, personnel, instructional models, or professional learning changes that came from your school or district that impacted the implementation of Write to Succeed?
10. Throughout implementation, to what extent did you feel that the Write to Succeed program was aligned with current school/district instructional practice, strategy, and focus?

E. Closing questions

Finally, I have three closing questions before we conclude this interview.

12. Would you choose to continue implementing Write to Succeed practices after the conclusion of this study?
13. Do you think Write to Succeed could or should be scaled to more classrooms and/or other subject areas across the state?
 - a. What other school-level supports might support with such scaling?
14. Do you have any other comments, suggestions, or feedback you'd like to share?

Thanks again for your time! The information you have shared will be very useful to us. And feel free to reach out if anything else comes up that you'd like to discuss.