

**Theory of Action
Interview 2009
MIST WEBSITE**

Before turning the tape recorder on:

1. Explain the purpose of the interview.

Thank you for meeting with us. Before we begin, I wanted to describe the purpose of this interview. We are interviewing key district leaders to find out the district's plans this year for improving middle school mathematics.

2. Consent Process: Please be sure to consent the participant if s/he has not consented before (see Interview Process document). In all cases, tell the participant:

Before we begin the interview, I want to remind you that participating in this study is voluntary and your responses are completely confidential. At any point during the interview, if you would like me to turn off the recorder, just tell me to do so. Do you have any questions about the study before we begin?

These questions are an agenda for the conversations with district leaders. Order and number of follow-up probes are flexible.

1. Can you tell us about the district's strategies or initiatives for improving middle school math instruction?
2. What is the district's current vision for middle school mathematics instruction?
3. Development of Instructional Leadership in Schools/Principals
 - What is the current plan for promoting instructional leadership in the district?
 - What is the plan for principals' PD in middle school mathematics? What will be the focus of that PD?
 - What do you hope the principals will be able to do in their schools as a result of the PD?
 - Are there any other initiatives to support the improvement of principal instructional leadership?
 - What do you view as principals' major responsibilities in promoting instructional improvement in mathematics in their schools?
 - Are the principals expected to share the training they receive with teachers in their schools? If so, how?
 - How are principals held accountable?
 - What instruments (tools) do you use for evaluating principals or teachers?
 - Can you please give us any copies of any instruments you use for evaluating principals or teachers?
4. Development of Coaches
 - What are coaches expected to do to support middle school mathematics teachers?

- How are coaches expected to support principals as instructional leaders?
 - How do district leaders communicate to principals their expectations about the role and responsibilities of coaches? How are principals held accountable?
 - What PD do coaches receive? How often? Who leads the PD?
5. Providing High-Quality PD to Teachers
- What is plan for middle school mathematics teacher PD this year?
 - Who is leading the PD? What role are coaches playing?
6. Implementation of Curriculum
- What are the current plans for supporting the implementation of the curriculum this year?
 - What kinds of materials do teachers use with the current curriculum? (e.g., Pacing guides, frameworks, etc.)
 - Are there any plans to develop additional materials? Who will be developing them?
7. Equity and Access
- What is the district’s current plan for addressing achievement disparities between groups of students in middle school mathematics? Can you give any examples (e.g., targeted PD) for middle school math with specific groups of students?
8. The Current National/State Policy Environment
- In the last year have there been any changes in the state with respect to standards, testing or accountability that impact your improvement efforts?
 - What other state initiatives have/are impacting the district right now? (What about in the future?)