

**District Leader Interview**  
**Office of Research, Evaluation, and Accountability**  
**January 2008**  
**MIST WEBSITE**

**Before turning the tape recorder on:**

1. Explain the purpose of the interview.

*Thank you for taking the time to meet with me today. In this interview I am going to be asking you questions about your role in the district, the current middle school math initiative(s), and how the different units in the district office work together to promote instructional leadership and improvement in middle school mathematics instruction.*

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?*

**Background**

1. Could you tell me about your current position in the district?
  - a. What are your current job responsibilities?
  - b. How many years have you been in this position?
2. What did you do prior to this position?

**Initiatives**

*I'd like to ask you about the district's current plans for improving middle school mathematics instruction.*

3. What are the district's current plans for improving mathematics instruction in middle schools in the district?
  - a. Who or what has been most influential in creating the district plan for mathematics?
4. What are the Office of Research, Evaluation, and Accountability's responsibilities in this initiative?
  - a. Can you walk me through the concrete steps your office is taking as part of implementing this plan?
  - b. What types of data does your office collect?
    - i. Who or what influences the type of data that your office generates?
  - c. Who uses the data and the analyses?
  - d. For what purposes?
5. Could you describe the gaps in mathematics achievement between various groups of students?

- a. In your view, what are the sources of the gaps in mathematics achievement between these groups of students?
  - b. (*\*Note: We will only ask this question during Jan 08.*) What is the history of mathematics achievement for different populations of students in the \_\_\_\_\_ School District?
6. What approaches is the District taking to address the achievement gaps in mathematics, particularly in the middle grades?
- a. How is the data your office collects used as part of the District's plan to reduce achievement gaps in middle school mathematics?
7. Is(are) the current math initiative(s) in conflict with any other initiatives that are currently operating in the district?
- a. How are you working to resolve these issues?

**Relationships between District Units**

*Now I'd like to ask you a few questions about the relationships between units of the District Office as they relate to math instruction and about your contact with different groups of people in the district.*

8. To whom do you report?
- a. On what criteria are you evaluated?
9. How would you describe the working relationship between REA and the following units:
- a. Curriculum and Instruction
  - b. Leadership
  - c. Special Education
  - d. Office of English Language Learners
10. Are you generally "on the same page" as other district units regarding decisions about middle school math instruction and instructional leadership?
- a. *If not*, in what ways do you differ?
11. Do you participate in regularly scheduled meetings with:
- a. members of other district units?
    - 1. How often do you have these meetings?
    - 2. What do you generally discuss or decide at these meetings?
    - 3. What materials you use in these meetings to help communicate expectations for instructional leadership or math instruction? (e.g., *curriculum framework, standards, student achievement data*)
      - i. *If they do use these materials, ask*, Do you generally find that you are using these materials in similar ways?
        - 1. *If not*, can you give an example to help me understand how you were using \_\_\_\_\_ in different ways?
        - 2. Were you able to resolve these differences?

A. *If so*, how did you do so?

b. principals and/or assistant principals?

1. How often do you have these meetings?
2. What do you generally discuss or decide at these meetings?
3. What materials you use in these meetings to help communicate expectations for instructional leadership or math instruction? (e.g., *curriculum framework, standards, student achievement data*)

i. *If they do use these materials, ask*, Do you generally find that you are using these materials in similar ways?

1. *If not*, can you give an example to help me understand how you were using \_\_\_\_\_ in different ways?
2. Were you able to resolve these differences?

A. *If so*, how did you do so?

c. math coaches?

1. How often do you have these meetings?
2. What do you generally discuss or decide at these meetings?
3. What materials you use in these meetings to help communicate expectations for instructional leadership or math instruction? (e.g., *curriculum framework, standards, student achievement data*)

i. *If they do use these materials, ask*, Do you generally find that you are using these materials in similar ways?

1. *If not*, can you give an example to help me understand how you were using \_\_\_\_\_ in different ways?
2. Were you able to resolve these differences?

A. *If so*, how did you do so?

12. Is there anything that I have not asked that would help me better understand your role in the district, your office's role in the current math initiative(s), and how the different units in the district office work together to promote instructional leadership and improvement in mathematics instruction?