

Interview Protocol for Staff in Charge of Credit Recovery

Thank you for your participation in this research study. We will be talking today about credit recovery courses. I am interested in learning more about student enrollment in credit recovery, the organization of credit recovery courses, and student engagement in credit recovery courses. Our conversation is confidential, and anything we discuss will be aggregated with the other interviews I conduct.

Introductory Questions

1. What is your title and position in the school? How long have you had this position?
2. What are your job responsibilities? How is credit recovery part of your job responsibilities?

Enrollment Decisions

If they enroll students in credit recovery...

3. How would you describe the typical credit recovery student?
 - How do you decide if a student should be enrolled in credit recovery?
 - Are there specific rules for who should repeat a course in full versus on Edmentum?
 - Are there options other than enrolling in a course or repeating a course in full?
 - Are certain types of students given priority over others?
 - What informs your approach to enrolling students in credit recovery?
 - Is this decision informed by students' abilities?
 - Have you noticed patterns in who is enrolled background or abilities?
4. To what degree do students have a choice in how they earn course credit for courses they failed?
 - How often would you say students switch between Edmentum and in person credit recovery? Why does this occur?
 - How do students see credit recovery? What about teachers?
- 5a. If applicable, have you changed your approach to enrolling students in credit recovery over time? If so, in what ways?
 - How has cost informed your decision making?
 - How have you sought to make the credit recovery enrollment process simpler?
 - In what ways has credit recovery enrollment become more complicated over time?
 - In what ways has your decision making about enrolling students with different abilities changed over time?

5b. Do you ever assign students to Edmentum for original credit? If so, how do you decide to use Edmentum for credit accrual?

Administration Decisions

If they organize/administer credit recovery courses...

6. What is the overall setup for credit recovery courses?

- When are courses offered?
- How many spots are made available to students?
- Is credit recovery assigned a specific room or space?
- Are accommodations built into specific courses for specific students?
- Are individual teachers modifying Edmentum course assignments for different courses or students?
- What do students do after they finish their Edmentum course?

7. I'm interested in learning more about the expectations for students when they are taking a credit recovery course at this school. Can you walk me through what the student is expected to do in these courses?

- Are they expected to take the course during a class period during the day, after school, outside of school?
- What are the expectation for hours they log in?
- How often are they working on the course at school versus outside of school?
- Is there a time limit to complete the course?
- How is it determined whether a student passes? Is this based on a setting from Edmentum, or do individual teachers or admin make this decision?

8. Is there one full-time OCR teacher, do teachers cover OCR during a duty period, or some other arrangement?

- What are the attributes and skills that you are looking for when assigning a teacher to supervise credit recovery?
- What is the process for deciding who will supervisor the course? What kinds of logistical considerations are taken (e.g., course schedules, availability, extra compensation)?
- Are you purposeful about teacher assignment based on background or abilities?

Support and Engagement Approaches

Ultimately, we know that student engagement is so important. However, we often use the term “engagement” to mean several different things. We’re going to ask you about three types of student engagement. We would like to go through each of those types of engagement and see if teachers/course supervisors are supporting students in those ways.

Emotional Engagement

9. The first type of engagement we are calling “emotional engagement.” Emotional engagement is related to students’ emotions, motivation, and a sense of belonging and community. What are the expectations for how teachers/TA support students’ emotional engagement?

- Are teachers/TA developing relationships with students? If so, how do they do that? How important is that type of support? Is there an example that you can share?
- Are teachers/TA facilitating communication between the content-expert teachers and the student? If so, how do they do that? How important is that type of support? Is there an example that you can share?
- Are teachers/TAs motivating students and instill an excitement for learning? If so, how do they do that? Is there an example that you can share?
- How is feedback being given to students? How are we celebrating student successes?

10. Is there anything else that the teachers/TAs do to support students’ emotional engagement?

11. Have you noticed differences in students’ emotional engagement based on students’ background or ability levels?

Behavioral Engagement

12. The second type of engagement we are calling “behavioral engagement.” Behavioral engagement is what students are doing physically to complete learning activities. How have teachers/TAs supported students’ behavioral engagement?

- At the start of a course or school year, are teachers/TAs helping to orient students to the learning expectations? If so, how do they do that? How important is that type of support? Is there an example that you can share?
- Are teachers/TAs also helping students to become familiar with the learning management system? If so, how do they do that? How important is that type of support? Is there an example that you can share?
- Are teachers/TAs helping to troubleshoot technological issues that students encounter? If so, how do they do that? How important is that type of support? Is there an example that you can share?
- Are teachers/TAs helping students to manage and organize their learning time or schedule? If so, how do they do that? How important is that type of support? Is there an example that you can share?

- Are teachers/TAs monitoring students' progress in their courses and encouraging student progress when needed? If so, how do they do that? How important is that type of support? Is there an example that you can share?

13. Is there anything else that the teachers/TAs do to support students' behavioral engagement?

14. Have you noticed differences in students' behavioral engagement based on their background or abilities?

Cognitive Engagement

15. The last type of engagement is we are calling "cognitive engagement." Cognitive engagement is the energy students exert to learn the course material. Are teachers/TAs supporting students' cognitive engagement?

- Are teachers/TAs actually helping to teach the content or tutor individual students? If so, how do they do that? How important is that type of support? Is there an example that you can share?
- When students come to the teacher/TAs with content-related questions that the teacher/TAs can't answer, what does the teacher/course supervisor do?
- Clearly teachers/TAs can't be an expert in all subject areas but they do know how to learn. Do you have any sense if teachers/TAs are meeting with students one-on-one to actually learn with the student? If so, how do they do that? How important is that type of support? Is there an example that you can share?
- Are teachers/TAs helping to facilitate collaboration between students? If so, how do they do that? How important is that type of support? Is there an example that you can share?

16. Is there anything else that the teachers/TAs do to support students' cognitive engagement?

17. Have you noticed differences in students' cognitive engagement based on their background or abilities?

18. What are the specific interventions or protocols that the teacher is expected to do if a student is not doing well in a credit recovery course (e.g., not logging in, not doing the lessons, not progressing)?

Closing Questions

19. What stands out to you as particular successes of the credit recovery program? What is working about the credit recovery program?

- Are students passing more courses?

- Does it appear to help students graduate from high school?
- What positive or negative feedback have you have received from principals, parents, teachers, or students?
- Are any of these successes particularly pronounced for students from different backgrounds or ability levels?

20. What are the challenges of the credit recovery program?

- How often do student thrive or struggle in the online learning environment?
- Have you had any concern about course rigor? Has anyone else in the (school or district) expressed concerns about course rigor?
- What have you heard about Edmentum or credit recovery from principals, parents, students, or teachers?
- Are any challenges concentrated among students based on their background or ability level?

21. Do you have concerns about the credit recovery program?

22. Any other comments or suggestions you would like to share about credit recovery in this district?

Thank you for your participation!