

Interview Protocol for Teachers

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 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.

Introduction

1. What is your title and position in the school? How long have you had this position? What is your certification area?

2. What are your job responsibilities? How is credit recovery part of your job responsibilities?

- Why do you believe you were selected to work with the credit recovery (e.g., success with struggling students)?
- What does it mean to “supervise” or “teach in” an credit recovery classroom? What are the expectations for this role?

3. In general, what type of impact do you believe that you’ve had on student success in credit recovery?

- Do you have a specific story that you can share that helps to illustrate your impact?
- Have you seen any bonus benefits or unintended consequences of credit recovery? Do you have any examples that you can share?
- Do you find that your impact is higher or lower for certain students based on their background or abilities?

4. In general, why do you think that some students are not as successful as they could be in a learning environment?

- What are the challenges that you face when attempting to positively impact student success?
- Can you share a time when you were unable to impact a student’s success?
- Are some of these failures related to students’ abilities?

5. 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?

- Do assessments need to be taken at school or are they proctored? Can students skip questions?

6. I'm interested in learning more about expectations for students' interactions with you.

- How often are students expected to communicate or check in with you?
- What are the stated expectations for a credit recovery supervisor?
- Do you make changes to the Edmentum course settings for different students or courses?

7. What are the specific interventions or protocols that you are 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)?

- Are these interventions different for students of different 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 how you are supporting students in those ways.

Emotional Engagement

8. 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. How have you supported students’ emotional engagement?

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

9. Is there anything else that you do to support students’ emotional engagement?

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

Behavioral Engagement

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

- At the start of a course or school year, are you helping students to understand the learning expectations? If so, how exactly do you helping them to understand the learning expectations? How important is that type of support? Is there an example that you can share?
- Are you also helping students to become familiar with the learning management system? If so, how do you do that? How important is that type of support? Is there an example that you can share?
- Are you helping to troubleshoot technological issues that students encounter? If so, how do you do that? How important is that type of support? Is there an example that you can share?
- Are you helping students to manage and organize their learning time or schedule? If so, how do you do that? How important is that type of support? Is there an example that you can share?
- Are you monitoring students’ progress in their courses and encouraging student progress when needed? If so, how do you do that? How important is that type of support? Is there an example that you can share?

12. Is there anything else that you do to support students’ behavioral engagement?

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

Cognitive Engagement

14. The last type of engagement is we are calling “cognitive engagement.” Cognitive engagement is the energy students exert to learn the course material. Are you supporting students’ cognitive engagement?

- Are you helping to teach the content or tutor individual students? If so, how do you do that? How important is that type of support? Is there an example that you can share?
- When students come to you with content-related questions that you can’t answer, what do you do?
- Clearly you can’t be an expert in all subject areas. Do you find that you are meeting with students one-on-one to actually learn with the student? If so, how do you do that? How important is that type of support? Is there an example that you can share?
- Are you helping to facilitate collaboration between students? If so, how do you do that? How important is that type of support? Is there an example that you can share?

15. Is there anything else that you do to support students' cognitive engagement?
16. Have you noticed differences in students' cognitive engagement based on students' background or ability levels?
17. In what ways are students monitored to see if they are progressing in the course?
18. In what ways are students monitored to see if they are learning the course material?
19. What kinds of data is analyzed or collected to gauge student progress, engagement, and learning?

Concluding Questions

20. 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?
21. What are the challenges of the credit recovery program?
- Have you had any concern about course rigor? Has anyone else in the (school or district) expressed concerns about course rigor?
 - Have there been any complaints from principals, parents, students, or teachers?
 - Are any challenges concentrated among students from different backgrounds or ability levels?
 - How is credit recovery seen by students or teachers?
22. Do you have concerns about the credit recovery program?
23. Any other comments or suggestions you would like to share about credit recovery in this division?

Thank you for your participation!