

WEST VIRGINIA VIRTUAL SPANISH PROGRAM
Lead Teacher Interview Protocol

Name of Respondent: _____ Interviewer: _____

Number of classes: _____ Number of Virtual Students: _____ Date/Time: _____

I'd like to ask you a few questions about your experience as a Lead Teacher in the Virtual Spanish Program:

1. Student learning is facilitated in this program through the collaboration of the three instructional team members, each with their own role and responsibilities. What do you think works particularly well in that model? What kinds of changes have occurred as the program has evolved over the last few years? Are there things that you think could still be improved?
2. Let's talk more about your role as lead teacher. How many classes do you manage/lead? About how much time each week do you spend on each class? What are some of the reasons that you might need to devote more time to some classes than others?
3. What do you think would be the ideal number of classes for a lead teacher? What are the conditions that would determine that number?
4. We have heard you say that they have been concerned about the burden placed on facilitators and/or adjunct teachers. In what ways do you see them carrying too much of a burden? Are there ways that could be improved? As adjuncts and facilitators gain experience with the program, do you find that you, or they, spend any more or less time? Are there things you think facilitators or adjunct teachers could do if they were relieved in some way of something they're doing now?
5. We've frequently heard that communication and collaboration among you, the facilitators, and adjuncts are key to the program's success. How would you describe your communication with the facilitators? How often do you communicate?
6. Who typically initiates the communication?
7. What would be the purpose of your communication? What kinds of things do you and the facilitators discuss?
8. And the adjunct teachers—how often do you communicate with them?
9. Who typically initiates that communication?
10. What prompts those communications—what do the lead teachers and adjuncts typically discuss?
11. Communication and collaboration are obviously closely linked. In what ways do you collaborate with the adjunct teachers? Do adjunct teachers participate in the design of the lesson plan or the plan for delivering instruction? In what sense? Has that changed since the beginning of the program?
12. What about collaboration with the facilitators? What flexibility do facilitators have in modifying the schedule or lesson plans? Has that changed since the beginning of the program?
13. Is there any follow up to that collaboration—could you describe instances in which lessons or other aspects of the program have changed as a result of this collective, collaborative planning and reviewing the program with either adjuncts or facilitators? Are there other types or other instances for collaboration that you think COULD occur?
14. Describe some of the ways in which you support facilitators.
15. In what ways do you support adjunct teachers?
16. Have the ways in which you support either group changed as the program has evolved and matured?

17. What support do you receive from the Virtual School program to manage these classes? What additional support would be useful or helpful?
18. What types of collaboration occur between adjunct and lead teachers? Are there other types or other instances for collaboration that you think COULD occur?
19. How would you describe the types of feedback that you provide the students?
20. How often do you provide feedback to the students?
21. How do students respond to your feedback?
22. Do the students act upon your feedback?
23. Is the facilitator (or adjunct teacher) aware of your feedback to the students?
24. To what extent do students participate in different classroom activities?
25. Do you know to what extent the Wimba tools are used in the classes you work with? Do you think there are additional tools or additional ways in which they could be used? If time/current burden were not an issue, do you think there are other tools or other ways in which they could be used?
26. Do you think there are ways that students could hear members of the instructional team (or others electronically) use Spanish to a greater extent? Do you think there could be more opportunities for students to speak Spanish?
27. Some questions have been raised in this study in the past two years about the degree of challenge in the virtual Spanish class? Do you think that the program provides enough challenging activities for the higher-performing students? Do you think there are ways higher-level activities could be added? Do you think there is a need for some or all students to read longer passages, write longer passages?
28. Looking back on the program's three and a half years, what are the key challenges you have faced in implementing the VS program?
29. How have you overcome those challenges?
30. Looking ahead to the future, would you change anything? If so, how would you modify the program?
31. Is there anything you'd like to comment on that I haven't asked you about?