



**USAID | GUATEMALA**

DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMERICA

# Research Design for a Panel Study of Sentinel Schools in Guatemala

This report was delivered in QR 2



Este material ha sido elaborado con fondos de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID), bajo la Orden de Trabajo No. GEW-1-03-0200020-00 con Juárez y Asociados Inc. y en apoyo al Objetivo Estratégico No. 520-0436.7, “Inversión Social: Personas más Sanas y con Mejor Nivel de Educación”

**Programa Estándares e Investigación Educativa**

**Research Design for a Panel Study of  
Sentinel Schools in Guatemala**  
Delivered in QR 2

Preparado por:  
Mariposa Consulting  
Personal del Programa Estándares e Investigación Educativa

*Juárez y Asociados, Inc.*

**Contrato No. GEW-1-00-02-00020-00**  
**Orden de Trabajo GEW-1-03-02-00020-00**

**Guatemala, Septiembre de 2005.**

Las opiniones expresadas por los autores, no reflejan necesariamente los puntos de vista de USAID o del Gobierno de los Estados Unidos de América.

# **Research Design for a Panel Study of Sentinel Schools in Guatemala**

## **DRAFT**

### **Introduction**

This document presents the design for a panel study of Sentinel schools to be conducted under the Project for the “Development of a National Education Research and Evaluation System to Improve Educational Accountability Quality and Efficiency in Guatemala.” The study will allow monitoring of progress in the implementation of the system-wide education reforms currently underway in the country at the community, school, and classroom levels. The study will take place yearly over the life of the program and focus on three main reform efforts: 1) curricular reforms that include the implementation of a new curriculum and implementation of national grade-level learning standards of primary schools; 2) decentralization of education services to local community and school levels; and 3) the revitalization of bilingual education.

### **Background**

Under the Berger governments’ pledge to promote education throughout Guatemala, the Ministry of Education has disseminated lines of action for an aggressive program directed toward improving the education system’s transparency, efficiency, and effectiveness; achieving universal access to primary education; decentralizing educational services; and improving educational quality in the nation’s classrooms. Included within the Ministry’s action plans are specific activities for the development and dissemination of content standards for grades 1-6, establishment of a national system of research and evaluation, review of the curriculum for grades 1-9, and teacher training in standards and new curriculum for primary grades.

However, the Ministry faces a number of problems in carrying out this plan. Despite improvements in education service delivery subsequent to the 1996 Peace Accords Guatemala lags significantly behind most other countries in the LA region in nearly all education indicators. While overall coverage has increased markedly in recent years the system is still characterized by poor quality and low levels of completion. These low levels of completion and high levels of repetition and desertion result in a labor force ill prepared to compete with other countries in the region. The internal inefficiencies exacerbate education system financing demands by effectively raising the cost for each successful school graduate and thereby limit availability of investments for quality improvements.

While it is widely accepted in Guatemala that education spending is too low, public sentiment to increase spending on “more of the same” in education is an

obstacle to securing more resources for the sector. One of the primary reasons that momentum for increased spending is not evident within or outside of government is the perceived poor performance of the system in terms of boys' and girls' learning outcomes and the low levels of internal efficiency for current investment. This is often interpreted as a lack of commitment on the part of the government to improve quality and thereby increase efficiency. This perception is fueled by the lack of regular evaluation and reporting on system performance.

The MOE has made a commitment to the establishment of accountability measures based in part on learning outcomes for students. The MOE has stated its interest in supporting an entity charged with the assessment of teaching and learning and the reporting of outcomes. The activities undertaken through the sentinel study will become a product of this unit and assist the MOE in monitoring the implementation of its plan and report progress to the larger educational community.

Discussions with the MOE unit for educational quality (DICADE) have defined four basic areas in its efforts to improve the education system. These are 1) leadership, in which schools directors will become leaders in the education communities in which their schools are located and encourage parents and teachers to work together to improve learning for all children, school supervisors will be given the administrative and technical tools to become effective providers of technical support for schools and teachers. 2) Improvement of teacher training by emphasizing active learning pedagogy in both pre-service and professional development activities. 3) Curriculum development that focuses on learning standards and criterion referenced assessment and includes value education aimed at students becoming citizens who are proud to participate in the development of their country. 4) Financial support such as scholarships, textbooks, and school libraries to ensure equity in learning opportunities. These objectives and strategies will service as the basis for determining the variables to monitor system performance through the sentinel school study.

## **Design**

The Sentinel Schools study will be designed as a panel study, which measures changes in the same group of subjects at different points of time. Panel studies are particularly useful in predicting long-term or cumulative program effects and in answering questions about the dynamics of change. Thus, the same schools, teachers, and students will be examined over a four-year period. To carry out the panel study, a multi-method design consisting of inventories, checklists, classroom observation forms and focused interviews was employed to measure the implementation of the changes planned by the MOE will be employed. This will be combined with testing of student achievement in selected grades as part of the development of national standards and assessment procedures. The design will be post-test only, as measurement will be undertaken at the end of each schools year, with data collected in the 2004 national assessment of first

and third grade and the 2005 national assessment of sixth grade serving as baseline data for the Sentinel study.

Field data will be complemented by secondary data provided by the school equipment survey to be completed in 2005, the list of teachers participating in professional development activities each year, and the student identification record (*cédula estudiantil*) to be implemented in 2005. The first year of the study, 2006, will also serve to test instruments to be used of the life of the study.

Variables. Study variables will be of three principal types: those associated with system support, those associated with the teacher, and those associated with the student. System support variables include technical input provided by supervisors to school directors and teachers, as well as the activities of school directors in promoting teacher use of active learning methodologies and parent participation in student learning. Teacher variables are related to background characteristics, training received, and application of training to teaching-learning situations. Student variables include those related to the student's background, those related to the structure of the classroom to which the student was assigned, and those related to situation and behavioral characteristics within the classroom. Variable clusters are as follows:

*System Support* – Physical condition of school, availability of texts and libraries, Supervisor support (training received, application of training, frequencies of visits, content of visits, understanding of standards and assessment), director support (existence of a school operational plan, content and implementation of school operational plan, involvement of parents in planning and student learning, technical support provided to teachers, understanding of national standards and assessment).

*Teacher Characteristics* – Sex, Bilingual, Degree completed, Years of experience, Training received, Implementation of Training (planning, student participation and gender equity, pedagogical techniques, classroom environment, grouping, correction of errors, teaching of values, understanding of national standards and assessment, evaluation), Language of instruction.

*Student Characteristics* – Background (gender, age of initial entry, maternal language, parental education, parental expectations, family size, school attendance); Structural Classroom Differences (type of school, class size, language of instruction, frequency of classes); Classroom Behavior (promptness, teacher-student interaction, use of materials, student grouping, and interaction with academic content, academic achievement).

Sample. The sample of schools for the Sentinel study will be obtained using a random, stratified sample. Schools from the representative national sample formed in the 2004 assessment will serve as a base for the sample. Between 80 and 100 schools will be selected from this sample. They will be representative of

the system as a whole and will be stratified in terms of location (rural/urban and size (less or more than six teachers) and selected proportionately to the representation of the strata in the population of schools. PRONADE schools will not be included in the sample, as technicians from PRONADE have not participated in the reform effort to date and the schools are being monitored separately by the GZT. Sampling experts will select the sample in early August 2006 to assure that it is representative of the system and has adequate power. The original schools in the sample will be maintained throughout the study.

Given that the sample will be national in scope, it is anticipated that the 100 supervisors who serve the sample schools will be interviewed each year. Similarly, the 100 directors for the sample schools will participate in the study. The teacher sample will consist of one teacher at each grade level (1-6) in each of the sample schools, or approximately 600 teachers and classrooms. **(Alternatively we could sample 1<sup>st</sup>, 3<sup>rd</sup>, and 6<sup>th</sup> to make the number of teachers and students more manageable???)** In schools where there is more than one classroom per grade, classrooms will be selected randomly at each grade level. Similarly, a subsample of students consisting of one boy and one girls from each classroom will be selected for intensive observation. This will create a student sample of approximately 1200 students or 200 per grade. The parents of each of the observed students will be interviewed.

Instruments. In order to implement the multi-method design of the research, a series of instruments will be developed. These instruments included inventories of instructional materials, classroom maps, classroom observation forms, classroom environment rating forms, and focused interviews with supervisors, school directors, teachers, and parents, as well as standardized tests in Spanish, Mathematics and Mayan. The inventories will be used to identify new MOE materials associated with the reform that should be available in each classroom. Maps will be employed to identify the characteristics of the children and teachers and to examine the context in which they interact. Classroom interaction will be measured through a teacher-student interaction protocol and a student observation checklist. The former instrument will focus on teachers' interactions with individual students in different contexts and the language used in different academic classroom activities. The form will be used for ten minutes at six different times during the instructional day in classrooms at all grade levels. The student checklist will be used primarily to judge student engagement with curricular content during lessons. It will consist of four spot checks of the subsample of children during mathematics and Spanish lessons. Four open-ended interview schedules will be developed. These instruments will explore the training provided to supervisors, directors, and teachers, especially as related to their understanding of the competencies that children should develop through instruction provided at a given grade level, as well as their perceived success in implementing the elements of their training. In addition parents will be interviewed as to their educational background, expectations for their children

and their participation in their child's learning. (Areas/themes for the interview schedules are found in Attachment A).

Training of Field Workers. The project team members, together with MOE evaluation personnel will design the training. It is anticipated that the training will take place over a five-day period in late August or early September. The general content of the training will be: introduction the MOE curriculum reform program; introduction to the study; introduction to qualitative methods, role management, use of checklists, use of observation protocol; field interviewing techniques; and simulation fieldwork in local schools. Training will include exercises using videotapes of classroom interaction in schools, and serve to pilot and refine the instruments.

Field procedures will consist of local researchers working in two-person teams and spending at least two days at each school. Field manuals will be developed as a reference guide to field procedures during the investigation. Other quality control procedures will include instrument editing, re-interviewing and parallel observations by supervisors with a small number of sample teachers.

Data Analysis Data analysis will consist of calculating the absolute and relative frequencies of each variable. These frequencies will be used to make comparisons within groups from one year to the next. In addition, other analyses such as t-tests, chi-square, analysis of variance and linear regression will be used to examine relationships between individual variables and student school success. Finally, multivariate analyses will be used to examine the relationships between these outcomes and complex groups of variables, where appropriate.

## **ATTACHMENT 1: INTERVIEW THEMES**

## DIRECTOR INTERVIEW

Please tell me a little about the school:

- Where do the children live? How far do they come?
- What do most of the parents do?
- Are there many children of school age who are not enrolled in the school?
- What are the home languages of students in your school?

1. How would you describe your priorities for the school? (If reading/writing/math not mentioned, probe - What is the place of reading and writing in those priorities? What is the place of mathematics?)

2. Based on what you said about subject matter, I'd like to ask some questions about the instructional program in your school:

- a. Could you please describe your philosophy or approach to instruction?
- b. How do you view your role in relation to the school's instructional program?
- c. Has that changed in the last year? (If so, why?)
- d. What are your goals for a child's learning in this school?
- e. Are you satisfied with your students' progress in reading and writing? In mathematics? In Mayan language?
- f. How do your teachers feel about their in-service training in the last year?

3. I'd like to ask you some questions about any MOE training you've received in the last year:

- a. Tell me about the training you received (length, location, contents, face to face or distance).
- b. What aspects of it did you find most helpful?
- c. What aspects of it did you find most difficult to implement?
- d. Do you personally receive any ongoing support from MOE personnel? Please describe.
- e. Have you made changes in your role as a result of the MOE training? Please describe.
- f. What additional training do you believe would be helpful to you?

4. Have you received any other training in the past year?

- a. From whom?
- b. On what topics?
- c. Did it bear any relationship to the training you've received from the MOE?

5. Tell me about your perception of the MOE training your teachers have received in the last year.
  - a. What changes have you noticed since they received training?
  - b. Which aspects of their training do you think they have been most successful in implementing? Why?
  - c. Which aspects of their training do you think they find most difficult to implement? Why?
  - d. What further training do you think they need?
  
6. Tell me about follow-up support provided by MOE staff to you or your teachers.
  - a. Do any MOE personnel regularly visit your school? How often? What do they do in the school?
  - b. Has their support been helpful to you? Why or why not?
  - c. Do you believe their support is useful to the teachers?
  - d. Do they ever visit other teachers' classes?
  - e. Have they participated in teacher study groups?
  - f. Do you have opportunities to meet with other principals to discuss instructional and leadership issues?
  
7. Could you please comment on the materials provided by the MOE and how they are used?
  - a. Professional materials for your own use?
  - b. Professional materials for the school?
  - c. Have you been provided with results of relevant research?
  - d. Books or materials for use by the children?
  - e. Are there other materials you need or would like to request?
  
8. I'd like to ask some questions about how children's learning is evaluated in this school.
  - a. Do you have a diagnostic test or set of tests that are regularly used in your school to assess children's needs in reading instruction? If yes, who administers it? How often? How are the results used? If no, do you think such a measure would be useful?
  - b. What other tests are routinely administered in this school?
  - c. What other methods of formal or informal evaluation are regularly used by teachers in your school?
  - d. What record keeping do they typically keep of student performance?

9. Can you explain your system for supervising and evaluating teachers?
  - a. Has this system changed in the last year?
  - b. How often are you able to visit classes?
  - c. How do you try to help your teachers?
  - d. Has your relationship with the teachers changed in the last year?
  
10. Tell me about your relationships with parents and community members:
  - a. Are your parents supportive of your instructional program?
  - b. Do parents help their children learn to read, write, and do math?
  - c. What percentage of parents usually attends school events?
  - d. Do some parents come in and help in classrooms?
  - e. Do you receive any support from local community leaders? (money, materials, volunteer hours, publicity, etc.)
  - f. Have you had special events related to student learning results?
  - g. Do parents or community members use your school for other purposes? What?
  
11. Is there anything else you'd like to tell me, that I might not have asked?

## ENTREVISTA CON EL DIRECTOR/A

Por favor dígame un poco acerca de la escuela:

- ¿Dónde viven los niños? ¿Desde que tan lejos vienen?
- ¿Qué hace la mayoría de los padres?
- ¿Hay muchos niños de edad escolar que no estén inscritos en la escuela?
- ¿Cuáles son los idiomas de casa de los alumnos de su escuela?

1. ¿Cómo describiría sus prioridades para la escuela? (Si leer/escribir y matemáticas no son mencionados, sondee - ¿Qué lugar tienen leer y escribir en esas prioridades?)
2. Basándose en lo que usted dijo acerca del contenido, me gustaría hacerle unas preguntas acerca del programa instructivo en su escuela:
  - a. ¿Podría por favor describir su filosofía o enfoque para los principios de enseñanza?
  - b. ¿Cómo ve su papel en relación al programa instructivo de la escuela?
  - c. ¿Ha cambiado eso en el último año?
  - d. ¿Cuáles son sus metas para el aprendizaje de un niño en esta escuela?
  - e. ¿Está satisfecho con el progreso de sus alumnos?
  - f. ¿Cómo se sienten sus docentes con respecto a su participación en el programa de desarrollo profesional del MINEDUC?
3. Me gustaría hacerle unas preguntas acerca de cualquier capacitación del MINEDUC que haya recibido en el último año:
  - a. Dígame acerca de la capacitación que ha recibido del MINEDUC en el último año (duración, ubicación, contenido, cara a cara o a distancia).
  - b. ¿Qué aspectos encontró más útiles?
  - c. ¿Cuáles aspectos encontró más difíciles de implementar?
  - d. ¿Recibe usted personalmente algún apoyo recurrente de personal del MINEDUC? Por favor describa.
  - e. ¿Ha hecho cambios en su papel como resultado de la capacitación? Por favor describa.
  - f. ¿Qué capacitación adicional cree que le sería útil?
4. ¿Ha recibido alguna otra capacitación en el último año?
  - a. ¿De quién?¿En qué temas?

5. Dígame acerca de su percepción de de la capacitación del MINEDUC que sus docentes han recibido.

- a. ¿Qué cambios han notado desde que recibieron capacitación?
- b. ¿En cuáles aspectos de su capacitación piensa usted que han tenido más éxito al implementar? ¿Por qué?
- c. ¿Cuáles aspectos de su capacitación piensa usted que han encontrado más difíciles de implementar? ¿Por qué?
- d. ¿Qué capacitación adicional cree usted que necesitan?

6. Dígame acerca de cualquier apoyo de seguimiento de personal del MINEDUC a usted o sus docentes.

- a. ¿Algún personal del MINEDUC visita cotidianamente su escuela? ¿Qué tan seguido? ¿Qué hacen en la escuela?
- b. ¿Le ha sido útil su apoyo a usted? ¿Por qué o por qué no?
- c. ¿Cree usted que su apoyo es útil para los docentes?
- d. ¿Visitan el aula de otros docentes?
- e. ¿Han participado en grupos de estudio de docentes?
- f. ¿Tiene oportunidades de reunirse con otros directores para discutir temas de la enseñanza y el liderazgo?

7. ¿Podría por favor comentar acerca de los materiales provistos por el MINEDUC y cómo se usan?

- a. ¿Materiales profesionales para su propio uso?
- b. ¿Materiales profesionales para la escuela?
- c. ¿Le han dado resultados de investigación relevante?
- d. ¿Libros o materiales para ser usados por los niños?
- e. ¿Hay otros materiales que necesite o le gustaría solicitar?

8. Me gustaría hacerle unas preguntas acerca de cómo es evaluado el aprendizaje de los niños en esta escuela.

- a. ¿Tiene algún examen diagnóstico o serie de exámenes que sean usados cotidianamente en su escuela para evaluar las necesidades de los niños en la enseñanza de lectura? Si sí, ¿quién los administra? ¿Qué tan seguido? ¿Cómo se usan los resultados? Si no, ¿Usted siente que una medida así sería útil?
- b. ¿Qué otros exámenes se administran rutinariamente en esta escuela?
- c. ¿Qué otros métodos de evaluación formal o informal se usan cotidianamente por parte de los docentes en su escuela?
- d. ¿Qué registros llevan típicamente del desempeño de los alumnos?

9. ¿Puede explicar su sistema para supervisar y evaluar a los docentes?
  - a. ¿Ha cambiado este sistema en el último año?
  - b. ¿Qué tan seguido puede usted visitar clases?
  - c. ¿Cómo trata usted de ayudar a los docentes?
  - d. ¿Ha cambiado su relación con los docentes en el último año?
  
10. Dígame acerca de sus relaciones con los padres y los miembros de la comunidad:
  - a. ¿Sus padres apoyan su programa de instrucción?
  - b. ¿Los padres ayudan a sus hijos a aprender a leer?
  - c. ¿Qué porcentaje de padres generalmente asiste a los eventos de la escuela?
  - d. ¿Algunos padres vienen y ayudan en las aulas?
  - e. ¿Recibe usted algún apoyo de los líderes comunitarios locales? (dinero, materiales, horas de voluntario, publicidad, etc.)
  - f. ¿Ha tenido eventos especiales relacionados al aprendizaje de los alumnos?
  - g. ¿Los padres o miembros de la comunidad usan su escuela para otros propósitos?  
¿Qué?
  
11. ¿Hay algo más que le gustaría decirme, que yo no lo haya preguntado?

## SUPERVISOR INTERVIEW

1. Could you please describe your role and your duties?
2. What experiences in your background do you feel have helped prepare you for this role?
3. How would you describe your overall philosophy of instruction?
4. What training have you received intended specifically to assist you in carrying out this role:
  - a. Length, number of sessions
  - b. Content
5. Please comment on the MOE training and materials you received:
  - a. What aspects of the training have been most useful to you? Why?
  - b. What aspects of the training have been most difficult to carry out? Why?
  - c. What further training would be helpful to you?
  - d. Have material provided been useful to you?
  - e. Do you have suggestions for additional materials that would be useful for you in training or provision of follow-up?
6. Please comment on the materials provided to teachers/schools
  - Quality?
  - Are teachers using them? How?
  - Do you have suggestions for improving the materials or for additional materials?

7. Does your role include making regular visits to teachers in their schools and classrooms?
  - a. Please describe your visits (length, frequency, activities)
  - b. How do you perceive your relationships with: principals, teachers; parents, children?
  - c. Do you have an observation instrument to use in your classroom visits? May I please have a copy? Could you explain its use?
  - d. Based on your observations, which aspects of the training have teachers most successfully incorporated into their regular classroom practice?
  - e. Which aspects of the training have proven most difficult for teachers to implement? Why?
  - f. Have teachers whom you visit established study groups?
  
8. What suggestions do you have for improving the training you have received?

## ENTREVISTA CON SUPERVISOR

1. ¿Podría por favor describir su papel y sus obligaciones?
2. ¿Qué experiencias en su pasado siente que le han ayudado a prepararse para este papel?
3. ¿Cómo describiría su filosofía de la enseñanza?
4. ¿Qué capacitación ha recibido diseñada específicamente para ayudarle a llevar a cabo este papel?
  - a. Duración, número de sesiones
  - b. Contenido
5. Por favor comente acerca de la capacitación y los materiales que ha recibido del MINEDUC:
  - a. ¿Cuáles aspectos de la capacitación ha encontrado más útiles? ¿Por qué?
  - b. ¿Cuáles aspectos de la capacitación han sido más difíciles de llevar a cabo? ¿Por qué?
  - c. ¿Qué capacitación adicional le sería útil?
  - d. ¿Le ha sido útil el material que le han dado?
  - e. ¿Tiene sugerencias de materiales adicionales que serían útiles para usted en capacitación o para dar seguimiento?
6. Por favor comente acerca de los materiales que se dan a docentes/escuelas
  - ¿Calidad?
  - ¿Los están usando los docentes? ¿Cómo?
  - ¿Tiene sugerencias para mejorar los materiales o para materiales adicionales?

8. ¿Su papel incluye hacer visitas cotidianas en sus escuelas o aulas?
  - a. Por favor describa sus visitas (duración, frecuencia, actividades)
  - b. ¿Cómo percibe sus relaciones con: directores, docentes; padres, niños?
  - c. ¿Tiene usted un instrumento de observación en sus visitas del aula? ¿Puedo tener una copia? ¿Podría explicar su uso?
  - d. Basándose en sus observaciones, ¿cuáles aspectos de la capacitación han incorporado con más éxito los docentes a su práctica constante de aula?
  - e. ¿Cuáles aspectos de la capacitación han sido más difíciles de implementar para los docentes? ¿Por qué?
  - f. ¿Los docentes que usted visita han establecido grupos de estudio?
  
10. ¿Qué sugerencias tiene para mejorar la capacitación de supervisores?

## TEACHER INTERVIEW

Tell me a little about yourself such as how long you've been a teacher, how long you've been at this school, what grades you've taught, whether you live in the community, etc.

Please also tell me a little about the children in your class:

- Where do the children live? How far do they come?
  - What do most of the parents do?
  - 
  - What is the home language of students in your class?
1. How would you describe your priorities for your teaching? (If reading/writing and mathematics not mentioned, probe - What is the place of reading and writing and mathematics in those priorities?)
    - a. Based on what you said about subject matter, I'd like to ask some questions about the instructional strategies that you use in teaching
    - b. How would you describe your philosophy of instruction? (alternate wording: What do you believe is the best approach for teaching ?)
    - c. What are your goals for children's reading and writing in your class? For mathematics?
    - d. Are you satisfied with your children's progress in reading and writing? In mathematics?
  2. Now in terms of organization:
    - a. Are the children always grouped as I saw them today? (If not) How do you decide how to group children for instruction? How often do you change the groups? (Probe for possible bases of grouping: skill needs, reading levels, diagnostic test info, discipline or personality issues, gender, age, ethnicity)
    - b. (If there are centers containing books, games, activities for children) Could you explain how and when the children use the centers in your room?
    - c. (If there are no centers) Do you have any plans to try to set up learning centers in your classroom? Why or why not?
    - d. (If teacher has not mentioned this in connection with grouping) Are your desks always arranged as they are today? How do you decide how to use the space in your room?
    - e. (Comment on displays) How often do you change the displays? How do you decide what to put on display?
  3. Tell me about the materials you used in the lesson today.
    - a. Why did you choose them?
    - b. Do you always use them in this way?
    - c. What other materials would be useful in a lesson with this objective?
    - d. Did the materials come from the MOE, if not, where?

4. Tell me about (other) materials you have received from the MOE project, and how you have used them.
  - a. Professional materials for your own use?
  - b. Professional materials for the school?
  - c. Results of research?
  - d. Books or materials for use by the children (in addition to the ones I saw today)?
  - e. Are there other materials you need or would like to request?
  
5. How do you deal with classroom discipline?
  - a. What are your expectations for the children's behavior?
  - b. Is there a common system in use in the school?
  - c. Are you satisfied with the children's behavior? In the school? In your classroom?
  - d. What do you consider to be your most effective strategies for discipline? Your most difficult problems?
  
6. Many teachers worry about what to say to children when they make a mistake. What do you do?? Why?
  
7. (If applicable) You mentioned that you have children in your class who do not speak (the language of instruction), or do not speak it well. How do you handle that?
  - a. How do you support the children's learning of (the language of instruction)?
  - b. If they respond to you in their home language, what do you do?

8. Now I'd like to ask some questions about how you keep records about children's learning.
  - a. How do you monitor student progress? (Ask this first and then use the questions below as probes if the teachers do not address all types of assessment.)
  - b. What kinds of informal daily evaluation, aside from tests, do you use to keep track of student learning?
  - c. What kinds of record keeping do you use? (May I see that record?)
  - d. Do you use a diagnostic test to help identify needs of pupils? (If yes) Please tell me about it: how often do you give it, how do you use the results? (If no) Do you feel such a test would be useful? What do you do to identify the needs of children?
  - e. What (other) tests are routinely given in this school?
  
9. Now let's talk about the MOE training you've received in the past year.
  - a. How much training have you received so far from the MOE? Number of days, subject matter?
  - b. Please describe that training for me (length, location, contents, face to face or distance etc.)
  - c. Which aspects of the training have you found most useful? Why?
  - d. Which aspects of the training have been most difficult to implement? Why?
  - e. What topics would you like to receive more training in?
  
10. Have you received any other training in the past year?
  - a. From whom?
  - b. On what topics?
  - c. Did it bear any relationship to the training you've received from the MOE?
  
11. Tell me about any follow-up support you have received from MOE staff. Does someone from the MOE visit you regularly to provide assistance? Who? How often?
  - a. (If yes) Are those visits helpful?
  - b. Who do you usually turn to when you need guidance with instructional issues? Why?
  - c. Do you ever meet and discuss your teaching with other teachers?
    - In this school?
    - In other schools?
    - Have you ever visited another teacher's reading and language arts class or participated in peer observations?
  - d. Do you have experience with a MOE established teacher study group? Please tell me about that.
  
12. Tell me about other support you regularly receive:
  - a. Do you receive visits from others (principal, ministry specialists or supervisors, etc.)? (If yes) Do they help you with your instructional program?
  - b. Is advice they provide consistent with what you have learned in MOE training?

13. Have you made changes in the way in which you teach in the last year as a result of MOE training?
  - a. If yes, what are the changes?
  - b. If yes, what factors most influenced you in making these changes?
  - c. If no, why not?
  - d. What factors do you consider when planning instruction?
  
14. Tell me about the role of the parents in your school and in this classroom:
  - a. How do you maintain contact with them and report to them on their children's progress?
  - b. In your experience, are they aware of their children's progress in reading and mathematics?
  - c. Do parents help their children learn?
  - d. Do you feel that they are supportive of your efforts?
  - e. Do they come to school events? What events, for example?
  - f. Do they visit the classroom? For what purpose?
  - g. Are you satisfied with their role and their participation?
  
15. What are your long-term goals for yourself as a teacher?
  - a. What things do you do or have you planned to help you reach those goals?
  - b. What are the areas in which you feel strongest?
  - c. The areas in which you'd most like more help?
  
16. Do you have any suggestions for improving in-service training for teachers?

## ENTREVISTA CON DOCENTE

Dígame un poco acerca de usted, como por cuánto tiempo ha sido docente, cuánto tiempo ha estado en esta escuela, que grados ha enseñado, si vive en la comunidad, etc.

Por favor también dígame un poco acerca los niños en su clase:

- ¿Dónde viven los niños? ¿Desde que tan lejos vienen?
- ¿Qué hace la mayoría de los padres? ¿Qué idioma hablan?
- ¿Cuál es el idioma nativo de los alumnos de su clase?

1. ¿Cómo describiría sus prioridades para su enseñanza? (Si leer/escribir y matemáticas no son mencionados, sondee - ¿Qué lugar tienen leer y escribir (matemáticas) en esas prioridades?)
2. Basándose en lo que usted dijo acerca de sus prioridades, me gustaría enfocarme a sus estrategias de enseñanza
  - a. ¿Cómo describiría su filosofía de la enseñanza?
  - b. ¿Cuáles son sus metas para la lectura y escritura de los niños en su clase? ¿Para matemáticas?
  - c. ¿Está satisfecho con el progreso de sus niños en su aprendizaje?
3. Ahora en términos de organización:
  - a. ¿Los niños están siempre agrupados como los vi hoy? (Si no) ¿Cómo decide cómo agrupar a los niños para la enseñanza? ¿Qué tan seguido cambia los grupos? (Indague posibles bases de agrupamiento: necesidades de habilidad, niveles de lectura, información diagnóstica de examen, asuntos de disciplina o personalidad, género, edad, etnicidad)
  - b. (Si hay centros que contengan libros, juegos, actividades para niños) ¿Podría explicar cómo y cuándo usan los niños los centros en su aula?
  - c. (Si no hay centros) ¿Tiene usted planes para tratar de establecer centro de aprendizaje en su aula? ¿Por qué o por qué no?
  - d. ¿Los escritorios están siempre ordenados como estaban hoy? ¿Cómo decide cómo usar el espacio en su aula?
  - e. (Comentario sobre las exhibiciones) ¿Qué tan seguido cambia las exhibiciones? ¿Cómo decide lo que se pone en exhibición?
4. Dígame acerca de los materiales que usó hoy en la clase.
  - a. ¿Por qué los escogió?
  - b. ¿Siempre los usa de esta manera?
  - c. ¿Qué otros materiales serían útiles en una lección con este objetivo?
  - d. ¿De dónde venían estos materiales?
5. Dígame acerca de (otros) materiales que estén disponibles para usted y cómo usan.
  - a. ¿Materiales profesionales para su propio uso?
  - b. ¿Materiales profesionales para la escuela?
  - c. ¿Resultados de la investigación?

- d. ¿Libros o materiales para uso de los niños (además de los que yo vi hoy?)
  - e. ¿Hay otros materiales que necesite o le gustaría solicitar?
6. ¿Cómo maneja la disciplina en el aula?
- a. ¿Cuáles son sus metas para la conducta de los niños?
  - b. ¿Hay un sistema común en uso en la escuela?
  - c. ¿Está satisfecho con la conducta de los niños? ¿En la escuela? ¿En su aula?
  - d. ¿Cuál considera que sean sus estrategias más disciplinas de disciplina? ¿Sus problemas más difíciles?
7. Muchos docentes se preocupan acerca de qué decirle a los niños cuando se equivocan. ¿Qué hace usted? ¿Por qué?
8. (Si aplica) Usted mencionó que usted tiene niños en su clase que no hablan (el lenguaje de enseñanza), o que no lo hablan bien. ¿Cómo maneja eso?
- a. ¿Cómo apoya el aprendizaje de los niños de (el lenguaje de enseñanza)?
  - b. Si le responden en su idioma de casa, ¿qué hace usted?
9. Ahora me gustaría hacerle unas preguntas acerca de como mantiene registros del aprendizaje de los niños.
- a. ¿Cómo monitorea el progreso de los alumnos? (Pregunte esto primero y después use las otras indagaciones si los docentes no usan todos los tipos de evaluación)
  - b. ¿Qué clases de evaluación diaria informal, además de exámenes, usa usted para llevar un registro del aprendizaje de los alumnos?
  - c. ¿Qué clases de registros usa usted? (¿Puedo ver ese registro?)
  - d. ¿Usa usted algún examen diagnóstico para ayudar a identificar las necesidades de los pupilos? (Si sí) Por favor dígame acerca de ello: ¿Qué tan a menudo los hace, cómo usa los resultados? (Si no) ¿Usted siente que un examen así sería útil? ¿Qué hace usted para identificar las necesidades de los niños?
  - e. ¿Qué (otros) exámenes se hacen rutinariamente en esta escuela?
10. Ahora hablemos de la capacitación que ha recibido en el año pasado del MINEDUC.
- a. ¿Cuánta capacitación ha recibido hasta ahora? ¿Número de días, materia?
  - b. Por favor descríbame esa capacitación (verifique la duración, ubicación, contenido, cara a cara o a distancia, etc.)
  - c. ¿Cuáles aspectos de la capacitación ha encontrado más útil? ¿Por qué?
  - d. ¿Cuáles aspectos de la capacitación han sido más difíciles de implementar? ¿Por qué?
  - e. ¿En qué temas le gustaría recibir más capacitación?
12. ¿Ha recibido alguna otra capacitación en el último año?
- a. ¿De quién?
  - b. ¿En qué temas?
  - c. ¿Tuvo alguna relación con la capacitación que ha recibido del MINEDUC?

13. ¿Dígame acerca de cualquier apoyo de seguimiento que ha recibido de personal del MINEDUC? ¿Alguien del MINEDUC lo visita constantemente para darle ayuda? ¿Quién? ¿Qué tan seguido?
- (Si sí) ¿Son útiles esas visitas?
  - ¿A quién acude usted usualmente cuando necesita guía con temas didácticos? ¿Por qué?
  - ¿Alguna vez se reúne y discute su programa de artes del lenguaje con otros docentes?
    - ¿En esta escuela?
    - ¿En otras escuelas?
    - ¿Alguna vez ha visitado la clase de lectura o artes del lenguaje de otro docente o participado en observaciones de colegas?¿Tiene experiencia con un grupo de estudio de docente? Por favor dígame acerca de ello:
14. Dígame acerca de otro apoyo que reciba cotidianamente:
- ¿Recibe visitas de otros (director, especialistas o supervisores del ministerio, etc.)? (Si sí) ¿Le ayudan con sus estrategias de enseñanza?
  - ¿Los consejos que le dan son consistentes con lo que ha aprendido en la capacitación del MINEDUC?
15. ¿Ha hecho cambios en la manera en que enseña en el último año?
- Si sí, ¿cuáles son los cambios?
  - Si sí, ¿cuáles son los factores que lo influenciaron para hacer esos cambios?
  - Si no ¿por qué no?
  - ¿Qué factores considera usted cuando planea la enseñanza?
16. Dígame acerca del papel de los padres en su escuela y en esta aula:
- ¿Cómo mantiene contacto con ellos y les reporta el progreso de sus niños?
  - En su experiencia, ¿están enterados del progreso de sus niños?
  - ¿Los padres ayudan a sus hijos a aprender a leer o hacer matemáticas?
  - ¿Siente usted que ellos apoyen sus esfuerzos?
  - ¿Vienen a eventos de la escuela? ¿Qué eventos, por ejemplo?
  - ¿Visitan el aula? ¿Con qué propósito?
  - ¿Está usted satisfecho con su papel y participación?
17. ¿Tiene contacto con miembros de la comunidad que no sean padres? Por favor describa.
17. ¿Cuáles son sus metas a largo plazo cómo docente?
- ¿Qué cosas hace o ha planeado para ayudarse a alcanzar esas metas?
  - ¿Cuáles son las áreas en las que se siente más fuerte?
  - ¿Las áreas en las que más le gustaría recibir ayuda?
18. ¿Hay algo más que le gustaría decirme?