

## INSTRUCTOR INTERVIEW PROTOCOL: 6.5

### INTRO:

PCC has seen an equity gap in student success across campus. We are interested in learning more about how to address this gap. College 1 is an ideal course to investigate this issue because faculty are committed to student success. We hope to identify best practices to bring to the College 1 Faculty Institute and appreciate your willingness to help us further understand this issue. Your response will be kept confidential to PCC staff.

### BACKGROUND INFORMATION/CONTEXT:

- Tell us about your teaching experience.
  - How did you come to teach College 1?
    - Why did you choose to teach College 1?
  
- Grand tour of classroom – tell us generally about your class:
  - What practices do you feel promote learning? How does it look in your classroom?
    - Structures (i.e. when assignments are due, grouping of students, assignments)
    - Pedagogy
    - Challenges to carrying out intended lesson plans
  - Curriculum/syllabus:
    - What do you prioritize in the model curriculum? i.e. lesson plans or topics. Please provide examples.
      - In what ways do you modify the curriculum?
        - Sequencing of assignments
        - Materials (do you bring in your own materials?)
        - Syllabus (have you developed your own assignments?)
        - Pedagogical delivery (reading apprenticeship vs. direct lecture?)
      - If you do not modify the curriculum, why not?
      - How, if at all, has your teaching of College 1 changed over the years you've been involved?
      - What do you incorporate from your previous teaching experiences?
      - Do you feel connected to the model curriculum? Does your sense of ownership of the model curriculum impact your teaching of College 1? To what extent do you feel you have ownership over the curriculum?
        - Would you approach teaching College 1 differently, if you could modify the curriculum? What would you change or do differently?
        - In what ways does how you teach College 1 relate/compare to how you teach courses in your substantive area?

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### LEARNING:

- Think back to when you were teaching College 1 in the Fall. When things were going well:
  - (In this section, probe specifically for Latino, Asian, African American, and White students):
    - What were you doing?
    - What were your students doing?
    - What was the content you were focused on?
    - What was telling you that it was going well?
    - Who was it going well for?

### STUDENT SUCCESS:

- Why are some students more/less successful in your College 1 class?
  - What actions and attitudes of students make them successful?
  - What do you think are the strengths (social/cultural/academic assets) of your students?
    - How do you build upon your students' strengths in your College 1 class?
- How do you identify obstacles to student success in your College 1 class?
  - What do you do to assist your students with obstacles? Probe for class structure, pedagogy, supports, flexibility, reach outside of class
    - What resources at PCC have you recommended to students? (tutoring/counseling/food bank)
    - What do you do when you find out that a student has needs? How do you connect students to resources (i.e. walking a student over to tutoring/looking up resources together)?
    - What do you perceive as your role in providing students with connections resources? In and out of the classroom?
      - How could PCC better support you?

### STUDENT PERSISTENCE:

- During the Fall 2017, did you have students who dropped or stopped attending your College 1 class?
  - How does this compare to other semesters of teaching College 1?
  - How does this compare to your other classes?
  - Who is not persisting? Why do they drop?
  - What do you do to promote persistence in your class?

### PRACTICES:

- We talked about learning, success, and persistence -- what informs your practices in your College 1 class?
  - Probe for College 1 Faculty Institute, other PD training at PCC, College 1 mentorship
- How often do you meet with your College 1 mentor?

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- What do you discuss during your meetings with your mentor? (logistics or pedagogy: i.e. discuss specific strategies to address students who do not attend class)
- Thinking back to the last time you attended the College 1 Faculty Institute, what did you walk away with?
  - What was missing in the professional learning piece?
- How did what you learned influence what you do in your classroom?
  - Probe: What does strengths-based approach look like for you in practice?
- How would you define equity?
  - Probe: What does an equity mindset look like in your classroom?
- What else informs your equity practices?
  - Probe for other PD, classroom experiences, personal experiences

### **EQUITY DATA:**

Show instructor the data on the equity gap in College 1 during the Fall 2017.

What do you think about this data? What are your reactions? How would you like to use this data?

What kinds of data do you use to determine whether there is evidence of an equity gap in your own classroom? What would you like to know?

Have you accessed the data for your classroom? If yes, what did you notice? If not, why not? What do you think you will find?

### **EQUITY:**

- How do you explain differences in student experiences of success in your College 1 classroom?
  - Probe: Who is succeeding?
- Do you feel/know there is an equity gap in your College 1 class?
  - Probe: Do you think your Black and Latino students experienced the same level of success as your White and Asian students?
- Are you doing anything specifically in your class to address the equity gap in your classroom? What?
- What will help close the equity gap in your classroom? (probe for degree to which they think it is their responsibility)

### **CLOSING:**

Is there anything you'd like to add?