Appendix C.
SLIDE Interviewer's Report Form

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SLIDE Interviewer's Reporting Form

Interviewee's name

Interviewee's position

Interviewee's District / School

* Date of this interview, as MM/DD/YYYY

Interviewer's Name

* Interviewer's email address

Did interviewee make a staffing decision (re: Gained, Lost some, Lost all)?

☐ Yes (Proceed)

☐ No (Ask for referral, then stop interview)

Notes: If a referral was given, enter detailed contact information on the referral. Also enter any other relevant notes.

Interviewee's responses reflect:

☐ A School building perspective

☐ A District perspective

Does interviewee understand this Zoom discussion is being video recorded and transcribed?

☐ Yes

☐ No

[NOTE: SHIFT FROM SURVEY TO INTERVIEW MODE. CHECK BOXES TO BE USED FOR PROMPTS & CODING ONLY.]

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Q1: Does your district or school provide formal or informal instruction on topics such as information literacy, educational technology, use of the school library, digital citizenship, or the like? This might be a stand-alone curriculum or integrated into a broader curriculum.

☐ Information literacy   ☐ Digital citizenship

☐ Educational technology   ☐ Other—specify in Notes

☐ Use of the school library

Enter any notes on any response(s) to question Q1.

Q2: Which staff positions instruct students on those topics? For example, librarian, ed tech specialist, STEM coach, computer or makerspace teacher.

☐ School librarian / teacher librarian / library media specialist   ☐ Specific other specialist teacher (reading, social studies, STEM, etc.)

☐ Educational technology …. (followed by teacher, coordinator, consultant, coach, etc.)   ☐ All teachers

☐ School librarian / educational technology (combined position)   ☐ Other(s)—specify in Notes

Enter any notes on any response(s) to question Q2.

Q3: You were recruited as an interviewee because your district or school changed its staffing in these areas sometime since 2015-16, perhaps very recently. Over the last five years how did your staffing change? For example, did you add, reduce, eliminate, or combine positions?

☐ Added positions or hours (e.g., part-time to full-time)

☐ Reduced positions or hours (e.g., full-time to part-time)

☐ Eliminated positions (i.e., cut position(s) completely)

☐ Combined positions (e.g., librarian and ed-tech staff)

☐ Reclassified positions (e.g., library aide to librarian or vice versa, librarian or ed-tech staff to classroom teacher)

☐ Changed job title (which may have affected how the hours were reported to NCES)

☐ Other--specify in Notes

Enter any notes on any response(s) to question Q3.

Q4: What others were part of the staffing decisions that were made? (Enter X before response.)

☐ District Superintendent

☐ Other district official —specify in Notes

☐ School Principal

☐ Other school official —specify in Notes

☐ School board member(s)

☐ Other—specify in Notes

Enter any notes on any response(s) to questions Q4.

NOTE: Focus on WHO makes the decisions. Ask about any other influences on interviewee's decision making from superintendents, school boards, parents, technology coordinators, etc.
We are not interested in who interviews and ultimately recommends candidates for positions. Focus is on who decides that the staffing positions will be funded and filled.

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Q5: Beyond budget, what factors motivated the staffing change? For example, changes in personnel, policy, priorities, organizational restructuring, or legislation or regulations.

☐ **"Gain"/ Neutral Factors**	☐ **"Loss" Factors**
☐ Opened a building	☐ Closed a building
☐ Changes in administration	☐ Change in administration
☐ Change in priorities	☐ Change in priorities
☐ State government mandate	☐ Position deemed obsolete
☐ Instruction - info literacy, critical thinking, media literacy, digital citizenship	☐ Budget constraints (try to move beyond this one)
☐ Standardized test prep and scores	☐ Needed more teachers to reduce class size
☐ Planning time for teachers	☐ Needed incumbent in another position (e.g., STEM, gifted)
☐ Restructuring of grade levels in buildings	☐ "Pipeline" issues finding qualified job candidates
☐ Equity of access to staff for these services across all district schools	☐ Hired other specialists or coaches to improve test scores
☐ Addressing special student needs, ELL, tutoring, ESL, etc.	☐ New job title, responsibilities
☐ Other—specify:	☐ Retirements or resignations
☐ Other--specify:	☐ Other—specify:

Try not to prompt, but if needed, mention some of the above.

Enter any notes on any response(s) to question Q5.

[ ]

Q6: What were the trade-offs (advantages and disadvantages) that had to be accepted when making this decision? (Note to interviewers: This question may not be relevant where librarian gains occurred.)

[ ]

Q7: Which of the factors you identified in your response to Q5 were most important when finalizing the staffing change?

☐ **"Gain"/ Neutral Factors**	☐ **"Loss" Factors**
☐ Opened a building	☐ Closed a building
☐ Changes in administration	☐ Change in administration
☐ Change in priorities	☐ Change in priorities
☐ State Government mandate	☐ Position deemed obsolete
☐ Instruction - info literacy, critical thinking, media literacy, digital citizenship	☐ Budget constraints (try to move beyond this one)
☐ Standardized test prep and scores	☐ Needed more teachers to reduce class size
☐ Planning time for teachers	☐ Needed incumbent in another position (e.g., STEM, gifted)
☐ Restructuring of grade levels in buildings	☐ "Pipeline" issues finding qualified job candidates
☐ Equity of access to staff for these services across all district schools	☐ Hired other specialists or coaches to improve test scores
☐ Addressing special student needs, ELL, tutoring, ESL, etc.	☐ New job title, responsibilities
☐ Other - specify	☐ Retirements or resignations
☐ Other - specify	☐ Other - specify

Enter any notes on any response(s) to question Q7.

Q8: Which single one of the factors you identified in your response to Q5 was the highest priority when finalizing the staffing change?

"Gain"/ Neutral Factors	"Loss" Factors
☐ Opened a building	☐ Closed a building
☐ Changes in administration	☐ Change in administration
☐ Change in priorities	☐ Change in priorities
☐ State Government mandate	☐ Position deemed obsolete
☐ Instruction - info literacy, critical thinking, media literacy, digital citizenship	☐ Budget constraints (try to move beyond this one)
☐ Standardized test prep and scores	☐ Needed more teachers to reduce class size
☐ Planning time for teachers	☐ Needed incumbent in another position (e.g., STEM, gifted)
☐ Restructuring of grade levels in buildings	☐ "Pipeline" issues finding qualified job candidates
☐ Equity of access to staff for these services across all district schools	☐ Hired other specialists or coaches to improve test scores
☐ Addressing special student needs, ELL, tutoring, ESL, etc.	☐ New job title, responsibilities
☐ Other – specify	☐ Retirements or resignations
☐ Other - specify	☐ Other - specify

Enter any notes on any response(s) to question Q8.

[text box]

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Q9: Tell me about any interactions with school librarians and/or ed tech staff that have influenced your perception of the importance or value of this staff to the student learning experience?

	Positive	Negative	Both
Worked with librarian/ed-tech staffer as classroom teacher	☐	☐	☐
Worked with librarian / ed-tech staffer as district / school administrator	☐	☐	☐
Supervised librarians / ed-tech staff	☐	☐	☐
Librarian / ed-tech staffer supported my / my teachers' design / delivery of instruction	☐	☐	☐
Collaborated with me / my teachers on design / delivery of instruction	☐	☐	☐
Received in-service from librarian/ed-tech staffer	☐	☐	☐
Personally related to or influenced by someone in these fields	☐	☐	☐
Other—specify in Notes	☐	☐	☐

Enter any notes on any response(s) to question Q9.

In closing, if you are willing to share job descriptions for any newly created or changed positions, please email me a link or send them as an attachment to interviewer's email.

Again, thank you so much for this valuable insight into how your school or district staffs learning resources for your students.

Interviewer's Narrative

Your personal notes on anything else you learned that is relevant to how staffing decisions for library, learning resources, and educational technology programs are being made, and on the factors and priorities decision makers consider important.