



SAMPLE

TEACHER INTERVIEW

The Bridge Project

Date:

Name of teacher:

High school:

Title of course (in which students were surveyed):

Number of students in course:

Approximate ethnic/racial breakdown of class:

Approximate gender breakdown of class:

Other school responsibilities of this teacher:

Teacher's educational background:

Do students ask you about your own college experience? What do you tell them?

What is your level of familiarity regarding admission requirements and placement policies at [public universities in your state]? How do you get information about those policies?

Do you ever talk to students about preparing for college?

- If so, what types of conversations do you have with them?
- Are they student-initiated or do you initiate them?

How prepared are students in this school for college at [the closest public university]?

How prepared are students in your classes for college at [the closest public university]?

Please describe the process through which students are placed into college prep classes (or honors)?

- How are parents and student informed about placement procedures?
- If students have not been in the college preparatory "curriculum path" previously, can they enter into college preparatory classes in high school?

- Could you describe the differences, for example, between an honors 11th grade English class and a non-honors 11th grade English class?

What do you think are the main reasons why some students are “college bound” and others don’t seem to be?

What types of information do teachers receive from the district regarding advising students about how to prepare for colleges. From the counselors or administrators at this high school?

How much do you know/information do you receive about the content of placement exams for first-year courses at [public universities in your state]?

- Does that affect your curriculum planning and development?

What do you think the effects of [the state’s recent public education reforms that affect high school graduation] has been on teaching and learning?

- One college preparation and aspirations?
- [Other state-specific questions?]

Do you think the state’s current education reforms will prepare students to get into, and succeed in, college?

What are the relationships between your high school exit standards and public universities’ entrance and placement standards in your state?

Do you receive any feedback from public postsecondary institutions in your state regarding how your former students are doing on placement exams and in college in general (graduation/attrition rates)?

- How is this information reported?
- How do you use the information?
- How is the information shared within the high school?

Is there postsecondary-related information that you would like to receive that you currently do not receive?

What types of interaction is there between high school teachers and representatives from public postsecondary institutions in your state?

How might these interactions be more useful in communicating postsecondary expectations, policies, procedures, and programs to individuals within secondary schools?

How might those within K-12 become better informed about such policies?

In an ideal world, what should be the connections, or linkages, between K-12 and higher education?.