

APPENDIX

INTERVIEW PROTOCOL

Demographic Breakdown

- Where are you from and what type of high school did you attend (e.g., public or private high school, or other)?
- Where do you live now?
- How do you define your ethnic background?
- What is your collegiate background and what route did you take attaining your teaching certification (i.e., traditional teacher education programs, alternative routes, such as teaching fellows, Teach for America or other programs)?
- What were your previous teaching experiences?
- How did you end up here and what factors lead you to become involved in Passages Academy?

Role of the Teacher in the Institution

- What is the classroom experience like for you as a teacher as you reconcile the (often competing) agendas of the DOE (Department of Education) and DJJ (Department of Juvenile Justice)?
- How is your job as a teacher effected by the other governing agency in your classroom?
- How would you describe this institution to a friend? To a colleague? What terms would you use?
- Do you view Passages as a ‘real school’? If not, what constitutes a ‘real school’?
- Can you share any stories that capture the general dynamic between the different agencies sharing the same physical space?

Teacher’s Perceptions of / Questions about Students

- What are the challenges that students face by being incarcerated and how do these challenges affect your role as a teacher?
- How do you encourage students to take interest and ownership in their education at this school while knowing they are here for an average of 36 days?

APPENDIX

- What are your expectations of the students and what are their expectations of themselves?
- What evidence can be assessed to determine whether you and your students have met these goals?
- How do you assess student achievement at this school? Explain as fully as possible.
- Has the way you assess student achievement as a practitioner changed during your career here? Why and how?
- Why teach students who have been arrested?
- If you have taught students in a non-incarcerated school, can you generally describe the differences among students?
- Do you ever ask the students why they are in detention and does this matter to you?

Pedagogical Philosophy

- What is included in your curriculum?
- How is it designed?
- How is it delivered and assessed?
- What external forces drive it?
- Can you give an example of the curriculum?
- Which pedagogical approaches and curricula do you think best serve the teachers and students of the academy?
- To what extent do these approaches differ from other Department of Education Schools in New York City?
- Which strategies have been successful?
- How are students' education effected by these challenges?
- How do you prepare for your lessons (e.g., planning in weekly or monthly units, and how far in advance)?
- How do you decide what to teach?
- As a pre-service teacher have you taken classes on teaching incarcerated students?
- Do you find the professional development workshops that you have attended geared toward teachers of incarcerated students useful?
- What is the relationship between the teachers and the learning standards set by New York City?

Phenomonological: Experiential Understanding

- What is everyday life like at the school? Describe a typical day.
- How much work do you prepare and grade at home?
- If you had to list your major sources of enjoyment in teaching here, what would they be? What have been the biggest challenges in your experience?
- What is the most important aspect of your job of teaching court-involved youth?
- Do students ever ask you why you teach here and if so, what is your response?
- What is your life like teaching incarcerated youth? What is a typical day like for you before, and after, school?
- What reaction do people outside of the academy generally give you when you tell them about what you do for a living?
- Students come and go and often-times teachers never have a chance to say goodbye. If you can say one thing to a student before they leave, what would it be?
- What do you think is the purpose of this program? What is its mission? Does this school actually live up to this mission for the students?
- What personal challenges do teachers of incarcerated youth face at Passages Academy?

Criticality, Answers and Improvement

- How can the school be improved?
- Can you think of any teaching or institutional model that does work?
- Can you think of a film or book that shows what Passages can or should be?
- This interview is part of a research project capturing the lived experience of teachers of passages academy. Is there anything else you would like to add about the school, your job and your role in your students' lives? Perhaps something to be addressed for future scholars and practitioners in juvenile detention education?

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