

Appendix A: Measures

A1. Parent interviews

Year 1. Parent Interview

A2. Classroom Observations

Year 1. Teacher Observation Protocol

Year 2: Fellow/Volunteer Observation Protocol

***Note.** The protocols remained the same or similar throughout the evaluation.*

A3. Teacher Interviews

Year 1. Teacher Interview Protocol Fall 2019

Year 2 Fall. Teacher Interview Protocol Fall 2020

Year 2 Spring. Teacher Interview Protocol Spring 2021

Year 3. Teacher Interview Protocol Spring 2022

A4. Fellow/Volunteer Interviews

Year 1. Fellow/Volunteer Interview Protocol Fall 2019

Year 2a. Fellow/Volunteer Interview Protocol Fall 2020

Year 2b. Fellow/Volunteer Interview Protocol Spring 2021

Year 3. Fellow/Volunteer Interview Protocol Spring 2022

A5. Student Interviews

Year 3. Student Interview Spring 2022

A1. Parent interviews

Examination of Sherman Center Literacy Fellows Program

Parent Protocol

Parent Name: _____

Relation to child: _____

School: Curtis Bay Bay Brook

Child teacher: _____ Child grade: _____

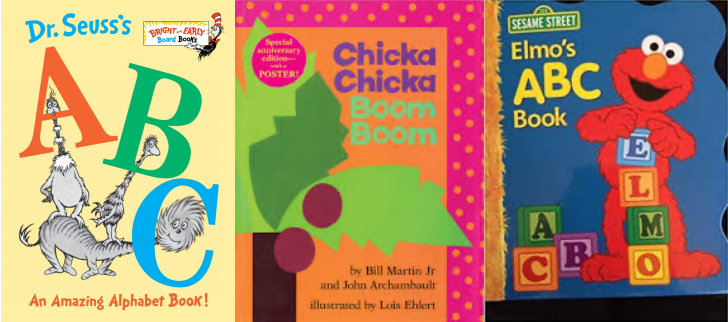
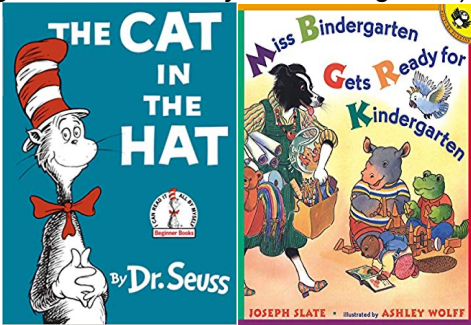

Time Point: F1 Sp1 F2 Sp2 F3

Interviewer: _____

Recorder number/folder: _____

Home Literacy Environment Checklist

Think about the reading materials you have in your home. These can be books, tablets, or apps/ Please let me know if you have these things at home. This may include materials in languages other than English (e.g., books in Spanish).

What my child has...	No	Yes	Physical	Electronic
<p>1. My child has at least one alphabet book (e.g., Dr. Seuss's ABC book).</p> 				
<p>2. My child has materials (e.g., pencils, crayons, paper, table, etc.) readily available for writing and drawing</p>				
<p>3. My child has at least one rhyme book (e.g., Joseph Slate's Miss Bindergarten Gets Ready for Kindergarten).</p> 				
<p>4. My child has at least 1 chapter book (e.g., Charlotte's Web, The Little Prince, Harry Potter)</p> 				

5. My child has at least 10 picture books/storybooks/chapter books/informational books.

6. My child plays reading and alphabet games (e.g., *Reader Rabbit*, *Bailey's Book House*, *ABCya*).



7. My child has materials and games to help learn the alphabet.

Parents' Beliefs about Children's Activities at Home

1. Regardless of the Language used (e.g., English or Spanish), how often does your child...

	1 – Not at all/Almost never	2 – Less than once per week	3 – Several times a week	4 – Daily	5 – Several time a day
a. read at home alone ?	1	2	3	4	5
b. read at home with others ?	1	2	3	4	5

2. Regardless of the language used (e.g., English or Spanish) or physical or electronic materials, how often do you or another adult...

	1 – Not at all/Almost never	2 – Less than once per week	3 – Several times a week	4 – Daily	5 – Several time a day
a. read a book with your child?	1	2	3	4	5
b. teach new words to your child?	1	2	3	4	5
c. read books, magazines, or the newspaper in front of your child?	1	2	3	4	5

3. In the past month, have you taken your child to the library, a bookstore, or the book section at a store (e.g., CVS, Walmart)?

Yes No

4. How good at reading are you (regardless of language)?

Not good at all Okay Very good

1 2 3 4 5

5. How much do **you** enjoy reading books with your child?

Not at all

Somewhat

Very much

1

2

3

4

5

6. How much do **you** enjoy reading alone?

Not at all

Somewhat

Very much

1

2

3

4

5

7. Regardless of the language (e.g., English or Spanish), how many books or magazines for adults (e.g., novels) do you have at home?

Number of books _____ Number of magazines _____

8. Think about the reading materials (e.g., books, magazines) that you have at home. What language/s are these materials in?

- a. All in English
- b. Some in English and some in another language (e.g., Spanish)
- c. All in languages other than English
- d. There are not reading materials at home

Demographic Questions

Child Information for Participating Child

[NOTE: If parent has more than one child participating in the program, clarify which child you are asking about]

1. Child gender: Male Female
2. Child DOB: / /
3. Child race/ethnicity (check all that apply):

_____ African American/Black

- ___ Asian/Pacific Islander
- ___ Hispanic/Latinx
- ___ White
- ___ Bi- or multi-racial, *please specify* _____
- ___ Other, *please specify* _____

Parent and Household Information

Besides you, how many other adults (persons 18 and older) live with you and your child? How are they related to your child?

	Relation to Child
Adult 1	
Adult 2	
Adult 3	
Adult 4	

Besides your child, how many other children (persons 17 years or younger) live in your home? How are they related to your child?

	Relation to Child
Child 1	
Child 2	
Child 3	
Child 4	

4. What is your highest level of education?

- ___ Less than high school, specify highest grade completed _____
- ___ High school diploma/GED
- ___ Some college/vocational/technical
- ___ Associate degree
- ___ Bachelor's degree (e.g., B.A., B.S., B.F.A.)
- ___ Graduate degree

5. What is the highest level of education of [say focal child's name] other parent or your partner (person most involved with child)?

- Less than high school, specify highest grade completed _____
- High school diploma/GED
- Some college/vocational/technical
- Associate degree
- Bachelor's degree (e.g., B.A., B.S., B.F.A.)
- Graduate degree

6. What is the primary language spoken in your home?

7. Are there any language besides the primary one spoken in your home?

Yes No

a. If yes, please specify what language(s) are spoken in your home.

8. For each language *other than* English spoken in your home:

a. How well does your child **understand** this language?

1 – Does not understand at all	2 – Understands a little (e.g., a few words, simple phrases)	3 – Understands well (e.g., full sentences)	4 – Understands very well (e.g., able to follow conversations)
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b. How well does your child **speak** this language?

1 – Does not speak at all	2 – Speaks a little (e.g., a few words, simple phrases)	3 – Speaks well (e.g., full sentences)	4 – Speaks very well (e.g., able to have full conversations)
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9. If English *is not* the primary language spoken at home:

a. How well does your child **understand** English?

1 – Does not understand at all	2 – Understands a little (e.g., a few words, simple phrases)	3 – Understands well (e.g., full sentences)	4 – Understands very well (e.g., able to follow conversations)
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b. How well does your child **speaks** English?

1 – Does not speak at all	2 – Speaks a little (e.g., a few words, simple phrases)	3 – Speaks well (e.g., full sentences)	4 – Speaks very well (e.g., able to have full conversations)
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1. LEARNING CONTENT	Observation 1		Observation 2	
a. Code-related skills	Yes	No	Yes	No
b. Vocabulary	Yes	No	Yes	No
c. Reading Comprehension	Yes	No	Yes	No
d. Reading fluency	Yes	No	Yes	No
e. Other (specify)	Yes	No	Yes	No

2. QUALITY OF INTERACTIONS WITH STUDENTS	Observation 1		Observation 2	
a. Demonstrates regard for student perspectives	Yes	No	Yes	No
b. Quality of feedback	Yes	No	Yes	No
c. Interactions are positive social/affective quality	Yes	No	Yes	No
d. Mutual respect is evident during teacher/student interactions	Yes	No	Yes	No
e. Effectively manages children's behavior	Yes	No	Yes	No
f. Other (specify)	Yes	No	Yes	No

3. INTERACTIONS WITH ENGLISH LANGUAGE LEARNERS	Observation 1		Observation 2	
a. Volunteer uses gestures, acting out, and/or miming to supplement oral language	Yes	No	Yes	No
b. Teacher uses Spanish in the classroom	Yes	No	Yes	No
c. Teacher uses visual aides	Yes	No	Yes	No
d. Teacher explains/instructs basic words	Yes	No	Yes	No
e. Teacher explains English language idioms	Yes	No	Yes	No

f. Other (specify)	Yes	No	Yes	No
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NARRATIVE OBSERVATION NOTES

2. ACTIVITIES	Observation 1		Observation 2	
a. Reading aloud to students Title of book:	Yes	No	Yes	No
b. Listening to child read aloud	Yes	No	Yes	No
c. Helping students with writing assignments (not handwriting)	Yes	No	Yes	No
d. Helping students with handwriting assignments	Yes	No	Yes	No
e. Prepares literacy activities/materials for teacher	Yes	No	Yes	No
f. Other (specify)	Yes	No	Yes	No

3. QUALITY OF VOLUNTEER'S INTERACTIONS WITH STUDENTS	Observation 1		Observation 2	
a. Interactions are positive social/affective quality	Yes	No	Yes	No
b. Respect is evident during interactions with students	Yes	No	Yes	No
c. Effectively manages children's behavior	Yes	No	Yes	No
d. Other (specify)	Yes	No	Yes	No

4. INTERACTIONS WITH ENGLISH LANGUAGE LEARNERS	Observation 1		Observation 2	
a. Volunteer uses gestures, acting out, and/or miming to supplement oral language	Yes	No	Yes	No
b. Volunteer uses Spanish in the classroom	Yes	No	Yes	No
c. Volunteer uses visual aides	Yes	No	Yes	No
d. Volunteer explains/instructs basic words	Yes	No	Yes	No

e. Volunteer explains English language idioms	Yes	No	Yes	No
f. Other (specify)	Yes	No	Yes	No

5. TEACHER AND VOLUNTEER INTERACTIONS	Observation 1		Observation 2	
a. Teacher acts in a respectful manner towards the volunteer	Yes	No	Yes	No
b. Teacher appreciates volunteer ideas	Yes	No	Yes	No
c. Teacher encourages volunteer to actively engage in the classroom	Yes	No	Yes	No
d. Teacher provides advice/feedback to volunteer	Yes	No	Yes	No
f. Other (specify)	Yes	No	Yes	No

NARRATIVE OBSERVATION NOTES

A3. Teacher Interviews

Examination of Sherman Center Literacy Fellows Program

Classroom Teachers Interview

School: Curtis Bay Bay Brook Grade: _____

Time Point: F1 Sp1 F2 Sp2 F3

Interviewer's Name:

- 1) How did you decide to become a teacher?
- 2) How long have you been involved with the Literacy Fellows program?
- 3) What do you think about the Literacy Fellows program? What are the things that work the best about the program? And, what are the things that work the least about the program?
- 4) From your perspective, what benefits, if any, does the Literacy Fellows program bring to your work as a teacher in the classroom?
- 5) What benefits, if any, does the Literacy Fellows program bring to your students?
- 6) What do you think about the Literacy Fellow/Volunteer who have been assigned to your classroom? [Probe: things that like the best and the least about having her/him in the classroom?]
- 7) How would you describe the collaboration with her/him? Could you describe how do you work together to implement the Literacy Fellows program?
- 8) How do you use the Literacy Fellows?
- 9) Did you provide any training to the Literacy Fellows working in your classroom? If so, what?
- 10) What suggestions, if any, do you have to improve the Literacy Fellows program?
- 11) Is there anything else you want to share with us about the Literacy Fellows program?
- 12) Please describe the various activities that you do in the classroom to foster the children's literacy skills. (Ask for schedule of typical day, if possible). [Probe for phonics/deciding, vocabulary, reading comp., knowledge of world and reading fluency.

Background Questions

13) What is your highest degree completed?

a. Bachelor's degree b. Master's degree c. Doctoral degree

d. Other (please specify):

14) What type of current certification do you have?

a. Advanced

b. Standard

c. Provisional

d. Other (please specify):

15) How long have you been teaching in Pre-K-12 classrooms?

_____ (years)

16) How long have you taught at the current school?

_____ (years)

17) How long have you taught at the current grade?

_____ (years)

Examination of Sherman Center Literacy Fellows Program

Classroom Teachers Interview

11.13.2020

Interviewee Name: _____

School: Curtis Bay Bay Brook Grade: _____

Time Point: F1 Sp1 F2 Sp2 F3

Interviewer's Name: _____

Recorder number/folder: _____

1) How did your teaching responsibilities change in the spring of 2020 when schools needed to re-adjust instruction due to COVID?

2) What happened with the Sherman-Shriver Literacy Fellow program in the spring of 2020 when COVID started?

3) How are you adjusting to teaching online?

What are the things that work the best about the online teaching?

What are the things that work the least about online teaching?

4) What do you think about the implementation of Literacy Fellows program during this fall? What are the things that work the best about the program?

What are the things that work the least about the program?

5) How is the Literacy Fellows program supporting your teaching in the classroom this year?

What benefits, if any, does Fellows program bring to your work as a teacher this year?

6) What benefits, if any, does the Literacy Fellows program bring to your students this year?

7) Since when have you been involved with the Literacy Fellows program? What changes, besides, online instruction have you seen in the program?

- 8) What do you think about the Literacy Fellow/Volunteer who have been assigned to your classroom this year? [Probe: things that like the best and the least about having her/him in the classroom?]
- 9) How would you describe your collaboration with her/him? Could you describe how you work together?
- 10) If you were involved with the program before, how different is this collaboration from prior years?
- 11) Did you provide any training to the Literacy Fellows working in your classroom? If so, what?
- 12) What suggestions, if any, do you have to improve the Literacy Fellows program?
- 13) Is there anything else you want to share with us about the Literacy Fellows program?

Background Questions (only if we have not interviewed the teacher before)

- 14) If the teacher is not new to the project, has anything changed in terms of her degree or certification? If yes, please, specify:
- 15) What is your highest degree completed?
- a. Bachelor's degree b. Master's degree c. Doctoral degree
- d. Other (please specify):

- 16) What type of current certification do you have?
- a. Advanced b. Standard c. Provisional
- d. Other (please specify):

- 17) How long have you been teaching in Pre-K-12 classrooms?
_____ (years)
- 18) How long have you taught at the current school?
_____ (years)
- 19) How long have you taught at the current grade?
_____ (years)

Examination of Sherman Center Literacy Fellows Program

Classroom Teachers Interview
Spring 2021

Interviewee Name: _____

School: Curtis Bay Bay Brook Grade: _____

Time Point: F1 Sp1 F2 Sp2 F3

Interviewer's Name: _____

Recorder number/folder: _____

1) Have there been any changes to your teaching responsibilities or your teaching since we last interviewed you in Fall 2020?

2) What are you doing with the Literacy Fellow Volunteer this semester? Does it differ from last semester? And how?

3) How are you adjusting to teaching online given you have had several months doing it? What are the things that work the best about the online teaching?

What are the things that work the least about online teaching?

4) What do you think about the implementation of Literacy Fellows program during this winter/spring? What are the things that work the best about the program with distance learning?

What are the things that work the least about the program with distance learning?

5) How is the Literacy Fellows program supporting your teaching in the classroom this semester?

What benefits, if any, does Fellows program bring to your work as a teacher this year?

6) What benefits, if any, does the Literacy Fellows program bring to your students this semester? Has this changed since pre-COVID?

- 7) What do you think about the Literacy Fellow/Volunteer who have been assigned to your classroom this year? [Probe: things that like the best and the least about having her/him in the classroom?] If it is the same person as in the fall, ask are there any changes in what you think?
- 8) How would you describe your collaboration with her/him? Could you describe how you work together? IF this is someone with whom worked before, has this changed since the fall?
- 9) Did you provide any training to the Literacy Fellows working in your classroom this semester? If so, what? What do you find is working well in term of the training? What is not working well?
- 10) What suggestions, if any, do you have to improve the Literacy Fellows program?
- 11) Is there anything else you want to share with us about the Literacy Fellows program?
- 12) It has now been almost a year since COVID affected how instruction takes place.
- a. How well are the children learning: reading and writing? How does it compare to how they did before COVID?
- b. Are there certain children that distance learning is working better for than others? What factors makes it work well for those children? What factors make it not work well?
- 13) How many children do you typically have in your class this semester (since after Christmas break)? How does this compare to when you were teaching face-to-face? And, do you see difference in attendance between Latinx and non-Latinx students?
- 14) How well do you know the parents of the children in your class? How does this compare to pre-COVID?
- 15) Some teachers in your school are doing in person teaching this semester. Obviously, you are not.
- a. Were you allowed to choose which you did? b. If so, what made you decide to continue with distance learning?

Background Questions (only if we have not interviewed the teacher before)

- 16) If the teacher is not new to the project, has anything changed in terms of her degree or certification? If yes, please, specify:
- 17) What is your highest degree completed?
- a. Bachelor's degree b. Master's degree c. Doctoral degree

d. Other (please specify):

18) What type of current certification do you have?

a. Advanced

b. Standard

c. Provisional

d. Other (please specify):

19) How long have you been teaching in Pre-K-12 classrooms?

_____ (years)

20) How long have you taught at the current school?

_____ (years)

21) How long have you taught at the current grade?

_____ (years)

Examination of Sherman Center Literacy Fellows Program

Classroom Teachers Interview

Spring 2022

Interviewee Name: _____

School: Curtis Bay Bay Brook Grade: _____

Time Point: F1 Sp1 F2 Sp2 F3 Sp3

Interviewer's Name: _____

Recorder number/folder: _____

1) Have there been any changes to your teaching responsibilities or your teaching since we last interviewed you? Only ask if had interviewed before

2) What are you doing with the Literacy Fellow Volunteer this semester? Does it differ from last semester? And how?

3. Is there anything that you did with the class during covid-19 that you liked and have decided to continue doing?

4) How is the Literacy Fellows program supporting your teaching in the classroom this semester?

What benefits, if any, does Fellows program bring to your work as a teacher this year?

5) What benefits, if any, does the Literacy Fellows program bring to your students this semester?

6) What do you think about the Literacy Fellow/Volunteer who have been assigned to your classroom this year? [Probe: things that like the best and the least about having her/him in the classroom?] If it is the same person as in the fall, ask are there any changes in what you think?

7) How would you describe your collaboration with your Literacy Fellow? Could you describe how you work together? IF this is someone with whom worked before, has this changed since the fall?

8) Did you provide any training to the Literacy Fellows working in your classroom this semester? If so, what? What do you find is working well in term of the training? What is not working well?

9) What suggestions, if any, do you have to improve the Literacy Fellows program?

10) Is there anything else you want to share with us about the Literacy Fellows program?

11) How well are the children learning: reading and writing? How does it compare to how children in your classes did before COVID?

If worked with Literacy Fellow in the past.

12) Think back over the past few years and your experiences with the Literacy Fellows?

12a. What are some of the most positive things that you can recall?

12b. What are some of the more negative or not so good experiences?

12c. If you could, what would you change, if anything?

13) Imagine you are talking to a new teacher who will be working with a Literacy Fellow next year. What advice would you give him or her?

Background Questions (only if we have not interviewed the teacher before)

14) If the teacher is not new to the project, has anything changed in terms of her degree or certification? If yes, please, specify:

15) What is your highest degree completed?

a. Bachelor's degree b. Master's degree c. Doctoral degree

d. Other (please specify):

16) What type of current certification do you have?

a. Advanced

b. Standard

c. Provisional

d. Other (please specify):

17) How long have you been teaching in Pre-K-12 classrooms?
_____ (years)

18) How long have you taught at the current school?
_____ (years)

19) How long have you taught at the current grade?
_____ (years)

A4. Fellow/Volunteer Interviews

Examination of Sherman Center Literacy Fellows Program

Literacy Fellow/Volunteer Interview

Interviewee Name: _____

Position: Fellow Volunteer

School: Curtis Bay Bay Brook

Classroom Teacher: _____ Grade: _____

Time Point: F1 Sp1 F2 Sp2 F3

Interviewer's Name: _____

Recorder number/folder: _____

- 1) How did you become involved in the Literacy Fellows program? Since when have you been involved with the program?
- 2) What are your main responsibilities/roles in the Literacy Fellows program?
- 3) What training, if any, did you receive for the Literacy Fellows program? Be as detailed as possible. [Probe: If received training, specify from whom; suggestions for improving].
- 4) What activities do you do when working with children in this school? Be as detailed as possible.
- 5) How would you describe your collaboration with the classroom teacher? Could you describe how you work together to implement the Literacy Fellows Program?
- 6) How would you describe your effectiveness as a volunteer? What factors impact your effectiveness the most?
- 7) What do you think about the Literacy Fellows program? What are the things that work the best about the program?

- 8) And, what are the things that work the least about the program?
- 9) From your perspective, what benefits, if any, does the Literacy Fellows program bring to students in the school?
- 10) What suggestions do you have to improve the Literacy Fellows program?
- 11) Is there anything else you want to share with us about the Literacy Fellows program?

Demographics

- 12) How many semesters/years have you been working with the Literacy Fellows program?
- 13) How old are you?
- 14) What is your race/ethnicity?
- 15) What is your major?
- 16) Are you a freshman, sophomore, junior, or senior?
- 17) Have you taken any education courses? (circle one) Yes No
- If yes, please specify.

Examination of Sherman Center Literacy Fellows Program
Literacy Fellow/Volunteer Interview

Interviewee Name: _____

Position: Fellow Volunteer

School: Curtis Bay Bay Brook

Classroom Teacher: _____ Grade: _____

Time Point: F1 Sp1 F2 Sp2 F3

Interviewer's Name: _____

Recorder number/folder: _____

- 1) How did you become involved in the Literacy Fellows program? Since when have you been involved with the program?
- 2) If this is your first year involved, what are your main responsibilities/roles in the Literacy Fellows program?
- 3) If this is not your first year involved, how different are your responsibilities this academic year from your responsibilities of last year?
- 4) What activities do you do when working with children in the school? Be as detailed as possible.
- 5) How would you describe your collaboration with the classroom teacher? Could you describe how you work together to implement the Literacy Fellows Program?
- 6) What trainings, have you received for the Literacy Fellows program since you became a fellow/volunteer? Be as detailed as possible about the training. What benefits did you gain from the training sessions? What suggestions do you have for improving the training?

- 7) How would you describe your effectiveness as a volunteer? What factors impact your effectiveness the most?
- 8) What do you think about the Literacy Fellows program? What are the things that work the best about the program? And, what are the things that work the least about the program?
- 9) If you were involved with the program before, how the program has changed from prior years?
- 10) From your perspective, what benefits, if any, does the Literacy Fellows program bring to students in the school?
- 11) From your perspective, what benefits, if any, does the Literacy Fellows program bring to teachers in the school?
- 12) How did COVID impacted your work with the Sherman-Shiver Literacy Fellow program last semester? How did the programs respond to the sudden changes?
- 13) How is COVID impacting the implementation of the Sherman-Shiver Literacy Fellow program this academic year?
- 14) How is COVID impacting the learning experiences of students in the school this academic year?
- 15) What suggestions do you have to improve the Literacy Fellows program?
- 16) Is there anything else you want to share with us about the Literacy Fellows program?

Demographics

If this is a second interview...I know that I have asked you similar questions. I want to make sure that I have the updated information.

- 17) How many semesters/years have you been working with the Literacy Fellows program?
 - 18) Do you plan to continue working as a fellow/volunteer in the spring? If not, why?
 - 19) How old are you?
 - 20) What is your race/ethnicity?
 - 21) What is your major?
 - 22) Are you a freshman, sophomore, junior, or senior?
 - 23) Have you taken any education courses? (circle one) Yes No
- If yes, please specify.

Examination of Sherman Center Literacy Fellows Program
Literacy Fellow/Volunteer Interview
Spring 2021

Interviewee Name: _____

Position: Fellow Volunteer

School: Curtis Bay Bay Brook

Classroom Teacher: _____ Grade: _____

Time Point: F1 Sp1 F2 Sp2 F3

Interviewer's Name: _____

Recorder number/folder: _____

- 1) Since when have you been involved with the program? How did you become involved in the Literacy Fellows program?
- 2) If this is your first semester involved, what are your main responsibilities/roles in the Literacy Fellows program?
- 3) If this is not your first semester involved, how different are your responsibilities this academic year from your responsibilities last semester (or last year)?
- 4) What activities do you do when working with children in the school? Be as detailed as possible.
- 5) How would you describe your collaboration with the classroom teacher? Could you describe how you work together to implement the Literacy Fellows Program?
- 6) What trainings, have you received for the Literacy Fellows program since you became a fellow/volunteer? Be as detailed as possible about the training. What benefits did you gain from the training sessions? What suggestions do you have for improving the training?

- 7) How would you describe your effectiveness as a volunteer? What factors impact your effectiveness the most?
- 8) What do you think about the Literacy Fellows program? What are the things that work the best about the program? And, what are the things that work the least about the program?
- 9) What benefits, if any, does the Literacy Fellows program bring to students in the school?
- 10) What benefits, if any, does the Literacy Fellows program bring to teachers in the school?
- 11) How have you benefitted from being a Literacy Fellow/Volunteer? (probe for what things)? Was there anything you hoped to get from the program that you did not?
- 12) How is COVID impacting the implementation of the Sherman-Shiver Literacy Fellow program this academic year?
- 13) Let's talk about the learning experiences of students during online instruction. How is online instruction impacting learning? What changes have you seen in online instruction across the academic year? Probe
- 14) What suggestions do you have to improve the Literacy Fellows program?
- 15) Is there anything else you want to share with us about the Literacy Fellows program?

Demographics

If this is a second or third interview...I know that I have asked you similar questions. I want to make sure that I have the updated information.

- 16) How many semesters/years have you been working with the Literacy Fellows program?
 - 17) Do you plan to continue working as a fellow/volunteer in the spring? If not, why?
 - 18) How old are you?
 - 19) What is your race/ethnicity?
 - 20) What is your major?
 - 21) Are you a freshman, sophomore, junior, or senior?
 - 22) Have you taken any education courses? (circle one) Yes No
- If yes, please specify.

Examination of Sherman Center Literacy Fellows Program
Literacy Fellow/Volunteer Interview
Spring 2022

Interviewee Name: _____

Position: Fellow Volunteer

School: Curtis Bay Bay Brook

Classroom Teacher: _____ Grade: _____

Time Point: F1 Sp1 F2 Sp2 F3 Sp3

Interviewer's Name: _____

Recorder number/folder: _____

- 1) Since when have you been involved with the program? How did you become involved in the Literacy Fellows program?
- 2) What motivated you to become a volunteer with the Literacy Fellows Program?
- 3a) If this is your first semester involved, what are your main responsibilities/roles in the Literacy Fellows program?
- 3b) If this is not your first semester involved, how different are your responsibilities this academic year from your responsibilities last semester (or last year)?
- 4) What activities do you do when working with children in the school? Be as detailed as possible.
- 5) How would you describe your collaboration with the classroom teacher? Could you describe how you work together to implement the Literacy Fellows Program?
- 6) What trainings, have you received for the Literacy Fellows program since you became a fellow/volunteer? Be as detailed as possible about the training. What benefits

did you gain from the training sessions? What suggestions do you have for improving the training?

7) How would you describe your effectiveness as a volunteer? What factors impact your effectiveness the most?

8) What do you think about the Literacy Fellows program? What are the things that work the best about the program? And, what are the things that work the least about the program?

9) What benefits, if any, does the Literacy Fellows program bring to students in the school?

10) What benefits, if any, does the Literacy Fellows program bring to teachers in the school?

11) How have you benefitted from being a Literacy Fellow/Volunteer? (probe for what things)? Was there anything you hoped to get from the program that you did not?

12) What is the most valuable thing you gained from participating in the Literacy Fellows program?

13) Were there any specific moments or events, with students or teachers, which impacted your experience as a fellow?

14) How did your interactions with students in the school shape your experience? How did your interactions with teachers in the school shape your experience?

15) Do you plan to continue volunteering with the Literacy Fellows Program? What influenced your decision to continue volunteering (or to stop volunteering)?

16) What suggestions do you have to improve the Literacy Fellows program?

17) Is there anything else you want to share with us about the Literacy Fellows program?

Demographics

If this is a second or third interview...I know that I have asked you similar questions. I want to make sure that I have the updated information.

18) How many semesters/years have you been working with the Literacy Fellows program?

19) Do you plan to continue working as a fellow/volunteer in the spring? If not, why?

20) How old are you?

21) What is your race/ethnicity?

22) What is your major?

23) Are you a freshman, sophomore, junior, or senior?

24) Have you taken any education courses? (circle one)

Yes No

If yes, please specify.

A5. Student Interviews

Sherman Evaluation Interview with Child Spring 2022

Child's Name _____ ID _____

School: Circle CB BB Grade:

Teacher: _____

Volunteer: _____ ID _____

Date of Interview: _____

Interviewer: _____

I: Hello, how are you doing today? My name is [interviewers name] and I would like to hear your thoughts about school. This will only take a few minutes and I will not tell your teacher, parents, or classmates anything you say.

- 1.How much do you like to read? Probe the responses

- 2.How often do you read at home? (Probe with whom, what, how long, etc.)

- 3.What do you like about having N in your class? (Probe)

- 4.When you work with N, what do you do with him/her? (Probe)

- 5.How does it help you when you work with N? (Probe)

- 6.What other things would you want (Literacy Fellow/volunteer) to do with you in class?

Appendix B: Authors' Related Publications and Presentations

Publications

- Galindo, C., Sonnenschein, S., & Sanders, M. (2021). A case study of a school-university partnership focused on literacy and educational equity: Responding to COVID-19 in the early grades. *School-University Partnerships, 14*(3), 17-42.
- Sonnenschein, S., & Galindo, C. (2021, January). *An Examination of the Literacy Fellows Program: Mid-Way Progress Report*. Sherman Center.
- Sonnenschein, S., & Galindo, C. (2019). Improving outcomes for underserved populations: An examination of the Literacy Fellows Program. *Sherman Center Newsletter, (3)*.

Presentations

- Sonnenschein, S., Galindo, C., Brock, A., & Lahoury, H. (2023, March). *How school university partnerships can improve equitable learning opportunities for underserved children*. Poster to be presented at SRCD, Salt Lake City, UT.
- Sonnenschein, S., & Galindo, C. (2022, August). *Teaching during challenging times: An evaluation of the Literacy Fellows Volunteer program*. Talk given at the Sherman Research Conference, Baltimore, MD.
- Galindo, C., Waller, A., Mejia, N., & Sonnenschein, S. (2022, April). *Service-Learning through school-university partnerships: Undergraduate student volunteers' motivations and experiences*. Round Table Talk given at AERA, San Diego, CA. virtual.
- Galczyk, S., Sonnenschein, S., Brock, A., & Simons, C. (2021, April). *Urban English-speaking and Spanish-speaking first and second graders' home literacy environments*. Poster presented at SRCD, virtual.