

Appendix F
PREL Staff Focus Group Guide

PREL Staff Focus Group Discussion Guide

Facilitator Instructions

Thank you for meeting with us today. The purpose of our visit is to learn more about your experiences with Pacific CHILD. Your point of view as professional reading specialists is extremely valuable to us. We are especially interested in learning more about how you feel the training and coaching sessions are going so far, and how you feel about teachers' progress in implementing the principles of Pacific CHILD in the classroom.

Please keep in mind:

- There are no right or wrong answers to the questions we have prepared. Our questions are designed to stimulate discussion about your experiences with the teachers in the Pacific CHILD Program.
- We will take notes during the focus group. We will not share these notes with anyone outside of the BPA evaluation team. Your comments will be kept anonymous and will not be traceable to you.
- Your specific comments will not be shared with the teachers you support or any of the school or district administrators or any other PREL staff.
- Your participation in this focus group is completely voluntary and you don't have to answer any questions that you don't want to answer.

Discussion Questions:

1. ICE BREAKER

Why don't we begin with each of you telling us your first name, the entity where you coach, the number of schools and the number teachers that you work with as a reading specialist. Please also tell us about your previous experience working with the Pacific CHILD program

(Probe: years of teaching experience, years of experience as a reading specialist, experience with providing support to ELL teachers, length of experience with Pacific CHILD).

2. TEACHERS' NEED FOR PROFESSIONAL DEVELOPMENT

How would you describe the professional development needs of the teachers you work with?

Examples of probing questions.

- *Prior to Pacific CHILD, had the teachers you worked with received any professional development specific to working with ELLs?*

- *Did teachers express a need or value for this kind of professional development? Please provide specific examples.*
- *In your assessment, which aspects of working with ELLs do the teachers seem to need to work on the most?*

3. TRAINING INSTITUTES

Tell us about your experiences leading the summer and mini-institutes. How do you think the sessions went?

Examples of probing questions.

- *How would you rate the attendance at the institutes?*
- *How would you rate the level of engagement/participation by those teachers who attended?*
- *How useful do you think teachers found these sessions?*
- *Can you think of any ways that the summer and mini-institutes could better meet the needs of the teachers at the schools where you coach?*

4. PACIFIC CHILD PROFESSIONAL DEVELOPMENT SESSIONS

How have the Structured Learning Team meetings been going so far?

Examples of probing questions.

- *How would you rate the attendance at the Structured Learning Team meetings?*
- *How would you rate the level of engagement/participation by those teachers who attend the Structured Learning Team meetings?*
- *Do teachers collaborate with one another outside of your bi-weekly meeting time? If so, how can you tell that collaboration is going on outside the meetings? What signs of collaboration are evident?*

How well do you feel the professional development sessions met the needs and expectations of the teachers you work with?

Examples of probing questions.

- *Is there anything that you feel the teachers you work with need that you're not able to give them?*
- *Please give specific examples (e.g. communication with teacher-availability, content of coaching sessions, etc)*
- *Does participation in the Pacific CHILD program mean extra duty for teachers?*

Have you modified the Structured Learning Team model to meet the needs of your teachers? Please give specific examples.

Have you modified your coaching practices in any way to better meet the needs of your teachers? Please give specific examples.

Are there any factors or barriers specific that have affected your ability to mentor teachers or provide them with on-site support?

Examples of probing questions.

- *What are logistical factors affecting teachers' attendance or engagement at regular PD sessions (e.g. schedule conflict, lack of a proper venue to meet)?*
- *What are motivation and support factors affecting teachers' attendance at regular PD sessions (e.g. lack of appreciation for the program, perceived lack of support from school/district)?*

5. APPLICATION OF THE PACIFIC CHILD COMPONENTS

Now that they have had some experience with the Pacific CHILD model, how do you think the program has impacted or will impact the teachers' ability to work with ELLs?

Examples of probing questions.

- *How well do you feel teachers are able to enact the Pacific CHILD components in the classroom?*
- *How do you rate your teachers' skill development over time?*
- *Can you give us some specific examples that demonstrate how well your teachers are enacting the Pacific CHILD components?*
- *Have you notice any changes in teachers' attitudes? For example, do they seem to feel more confident about meeting the needs of ELLs? Do they seem to be more motivated to work with ELLs than before? Do they ask better questions/show more cultural awareness than before?*

What would you say are the greatest barriers to a teacher's adopting Pacific CHILD model in her classroom?

6. SCHOOL AND DISTRICT LEVEL SUPPORT

How well do you feel the school and district level administrators support the Pacific CHILD program?

Examples of probing questions.

- *How well do the principals understand and support the role of reading specialists?*
- *Have administrators posed any obstacles or barriers for you to work with teachers?*

7. PROFESSIONAL DEVELOPMENT SUPPORT FOR READING SPECIALISTS

What kind of professional development support have you received as a reading specialist?

Examples of probing questions.

- *Did you attend the 3 days of training prior to the annual summer institute?*
- *Did the training meet your needs and expectations?*
- *What were the strengths and weaknesses of the training?*
- *Did you attend the 1-day training sessions prior to each of the mini-institutes? Please tell us about it.*

- *Do you feel like the training you received provided you with the tools you needed to provide better support to teachers in P-CHILD?*

8. OVERALL EXPERIENCE

Looking back at your experience as a reading specialist so far, how would you describe your overall level of success with the program?

Examples of probing questions.

- *Do you feel the teachers are making progress?*
- *Is the Pacific CHILD program meeting their needs?*
- *Do you feel the program is helping them meet the needs of their students?*

Can you recommend any changes in the role of reading specialists based on your experiences so far? Please give specific examples.

Can you recommend any changes to the Pacific CHILD program based on your experience so far? Please give specific examples.

THANK YOU