

**Case Studies of Current and Former Grantees Under the Title  
III National Professional Development Program (NPDP)**

**Focus Group Protocols**

**Delivery Teachers**

# Delivery Teacher Focus Group Protocol

Draft 5/14/12

<b>Grantee:</b>	<b>Interviewer:</b>
<b>Participants:</b>	<b>Date/Time:</b>

**Note to Interviewer:**

- *Instructions to interviewers appear in italics.*
- *Numbered and lettered questions are all meant to be asked. Bulleted items are possible responses and may be used as probes—the interviewer would not necessarily ask about all of these.*
- *Because of the open-ended nature of some questions, the respondent may answer a later question in the course of answering an earlier question.*

## Introduction

Thank you for taking the time to participate in this focus group today. Just as a reminder, this focus group is for a study of the National Professional Development Program (NPDP), which is funded by the U.S. Department of Education. The Department is interested in learning more about the approaches being used by grantees to improve the preparation of pre- and in-service teachers to work with English Learners (ELs). The purpose of the study and this focus group is to gain more details about how the project is being implemented, what has been successful, and what has been challenging. We will ask you questions about your role in the project, the structure and content of the program, and the effects of the program on your schools, on you, and on the pre-service or mentee teachers with whom you may work.

You signed a consent form which stated that our reports will associate your responses with your funded project but not with you as an individual. In addition, to capture the large amount of data your responses will provide, this focus group will be recorded. The audio record may be shared with others within our study team for purposes of analysis but will not be shared outside the study team. All data that we collect from you will be stored on a password-protected computer network and destroyed at the conclusion of the study.

This focus group will take about 60 minutes, including time for follow-up. We don't expect every person to answer every question, though you certainly are welcome to if you have input to provide. You also may respond to other participants, to indicate your agreement or disagreement as appropriate. Whenever possible, please provide concrete examples or explanations – this is extremely helpful for us in understanding your program. Do you have any questions before we begin?

### **Warm-Up / Role of the Respondents**

1. Let's begin by going around the room and having each person introduce him or herself. Tell us how long you've been working as a teacher and how long you've been involved in the NPDP grant-funded activities. [*indicate with whom to start*]
2. Could each of you tell us a little bit about your role in the [*insert name of*] project?
3. How did you learn about [*project name*] and how did you become involved?

[*Note to interviewers: keep track of particular respondents, as they may be referencing different schools, districts or contexts. Ask to clarify the reference point when necessary.*]

### **Structure and Content of the Program**

4. What different activities do you participate in through the project? Please describe them and what they entail. [*Follow-up on any activities identified by the project director that are not mentioned by participants.*]
5. [*If not answered in the previous question, for each activity*] What topics were covered as part of [*activity*]?
  - Example/prompts for general categorization: language acquisition and development, subject matter acquisition, best practices for ELs, cultural sensitivity/awareness, foreign language, etc.
  - Example/prompts for specifics: Is there training with models or approaches that have been shown to be effective with ELs (e.g., modeling, using graphic organizers, contextualizing, using multiple modes of communication, using SIOP)? What instructional strategies are emphasized as important for EL's acquisition of subject matter? Is data-based assessment of learner needs covered? Differentiated instruction? Are materials of relevance to ELs incorporated?
6. How was that content delivered, or what was the format of the activity?
  - Examples/prompts: coursework, seminars/classes, summer institutes/workshops, research opportunities, study/discussion groups, professional learning communities, mentoring/coaching, etc
  - a. Could you tell us a little more about [*name*] method? For example, when and for how long does the activity occur? Who is involved in the delivery? Are they stand-alone? If not, how does the different methods relate?
7. Have you received any support related to your role in the project? Please describe the scope of this support.
  - a. [*If yes*] Was this support helpful to you in your role in preparing teachers to work with ELs?

- b. *[If no]* What type of support, if any, would have been helpful?
8. Who is the target audience for the project? How would you characterize the needs of this audience?
- Examples/prompts: need or desire knowledge and skills in language development, content acquisition, cultural sensitivity, etc.
9. In general, could you describe the challenges you face in working with ELs in your school?
- a. Do you think this is true for other teachers?
10. Are these issues addressed through the *[insert name of]* project?
- *[If yes]* Please describe how.
  - *[If no]* Please describe what you think is missing.
11. What would you say have been the most successful aspects of your project?
- a. How would you describe that success? Do you have a brief anecdote that you could share that exemplifies this success?
- b. What do you think were the factors that contributed? What evidence have you seen to support that?
12. What, if any, have been some of the challenges in implementing the project?

### ***Grant Outcomes***

13. Have you seen any effects of participation in the NPDP grant in your school or district? If so, please describe.
- Example/prompts: change in EL-related qualifications of new or veteran teachers, change in skills of new or veteran teachers, change in relationship with university, change in capacity of schools or districts to deliver EL-related PD, etc.
- a. What evidence have you seen to support that?
14. How has the grant affected your work in preparing teachers to work with ELs?
15. How has the grant affected your teaching of ELs?

### ***Wrap Up***

16. Is there anything else you'd like to tell me?

That's all the questions I have. Thank you very much for participating in the study. Thank you so much for your time!