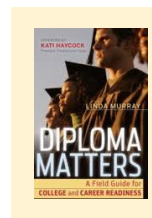


# DIPLOMA MATTERS

## *A Field Guide for College and Career Readiness*



### **Protocol for Teacher Focus Group Work:**

**Each teacher focus group should involve 10 to 15 teachers, broadly representing the subjects being taught, ensuring that all of the core disciplines are represented.**

*The facilitator introduces him/herself, explains the purpose of the focus group and the facilitator's neutral role. The district's vision of college and work readiness for all students is given to help frame the conversation. Teachers are assured of their anonymity but told that the session is being recorded so that all comments are accurately captured and that their input will be used to help determine the future direction of the high schools in the district.*

**Interviewer: Hello, my name is \_\_\_\_\_, and I work with the Education Trust – West in Oakland. We are working with the district to determine current levels of high school preparation and to identify the changes necessary to implement a college and career ready curriculum for all students. This group interview will provide us insight to your perceptions of teacher's roles in providing all students with this opportunity.**

**I would like to tape record this group interview to avoid missing anything you say during our conversation. The contents of this interview are for educational purposes only and you will remain anonymous. Are there any questions before we begin?**

*As a warm up, the facilitator starts with the following:*

1. Going around the room, indicate what you teach, how long you have been teaching and then tell something really great about your high school.
2. Okay, now in reverse order describe something that needs to be improved at your high school.

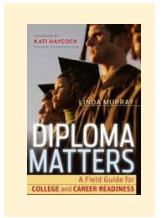
*The facilitator proceeds to explore teacher attitudes and expectations, indicating that anyone can jump in and offer opinions on the following:*

1. Do most of your students give you their best effort in class? How do you know that? Do you find that some students try to slide by doing the minimum? What strategies have you found successful in encouraging or motivating those students?
2. Do you feel that most students at your high school are challenged by the courses they take? Could students do more if they were asked to do more?
3. How do students get into AP and Honors courses? Is there an open enrollment policy?
4. Do you feel that most students at your high school are challenged by the courses they take? Are most of your kids taking courses to prepare them for college?
5. Overall, do you think students are being well prepared for future careers or college? How do you know this?



# DIPLOMA MATTERS

## *A Field Guide for College and Career Readiness*



6. Are you aware of CTE courses/pathways offered at your school? What are they? How do students enroll in them? Is there any collaboration with you and CTE teachers on your campus?
7. What types of support is available to students who are struggling? Do you feel that students get enough support outside of what you are able to give them, so that they can be successful if they apply themselves – things like tutoring, extra classes, counseling and so on?
8. How do you communicate with students your expectations of them? Do you hold the same expectations in terms of student performance for all of your students?
9. Do you believe that all students at this high school should graduate with opportunities to go on to post-secondary education and training? Why or why not?
10. What supports do you need in order to teach the diverse student populations represented here to high standards in terms of professional development opportunities, classroom materials, administrative support, etc.?

*The facilitator asks if anyone has other comments about their high school they would like to share. After final comments, the facilitator thanks the teachers for their participation.*

