APPENDIX B:
FOCUS GROUP INTERVIEW - FACILITATOR VERSION

Detailed Focus Group Questions

1. **Introduction**
   
   a. Will the purpose of the activity be clear to students? If not, how can we make it more clear?

   **SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’**

   b. Are the rules clear and do they make sense? Do you have suggestions for improving the rules to ensure that students stay on task during the activity?

   **SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’**

   c. Is the point system clear? Will it help keep the students engaged? What, if anything, should they receive when they reach their goal?

   **SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’**

   d. Will this introduction set the students up to be excited about the Making the Right Connections activity?
APPENDIX B:
FOCUS GROUP INTERVIEW - FACILITATOR VERSION

e. Do the materials effectively convey what they are intended to convey?
   i. Rules Poster ➔ States rules

   ii. Score Card ➔ Records group and individual points earned toward goal

   iii. Are the materials age-appropriate?

SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION?
IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’

2. Preteaching
   a. Is sufficient time devoted to activating background knowledge?

SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION?
IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’

b. Is the brief definition of vocabulary clear?

SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION?
IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’
3. Teacher Modeling/Demonstration & Practice
   a. Is the teacher modeling sufficient so that students will understand the task?

   **SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’**

   b. Are the instructions clear (regarding how students are to use the text to make connections)?

   **SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’**

   c. Will students respond well to the turn-taking format for reading and answering questions?

   **SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’**

   d. Will students be able to understand and answer the questions as they are worded?

   **SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’**
APPENDIX B:
FOCUS GROUP INTERVIEW - FACILITATOR VERSION

e. Is the pacing appropriate?

    SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’

f. Is the feedback clear and sufficient?

    SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’

g. Do the materials effectively convey what they are intended to convey?
   i. Q & A Cards → Display questions for students and answers for teachers
      
   ii. BECAUSE Cards → Prompts students to use the word ‘BECAUSE’ in their response
      
   iii. Look-Think-Connect Card → Prompts students to look back at the text to make their connection

    SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’
APPENDIX B:
FOCUS GROUP INTERVIEW - FACILITATOR VERSION

4. **Ongoing Script**
   
a. Is the pacing OK (not too fast, not too slow)? Will students have sufficient time to process and respond to the questions?

   **SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’**

b. Do students have sufficient opportunities to respond?

   **SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’**

c. Will students stay engaged with the activity?

   **SUMMARIZE NOTES FOR GROUP, THEN ASK, ‘DOES THAT CAPTURE OUR DISCUSSION? IS THERE ANYTHING ELSE THAT HASN’T BEEN SAID THAT I SHOULD ADD?’**