TEACHER FOCUS GROUP QUESTIONS

RIGOROUS CURRICULA FOCUSED ON ASSESSMENT OF MASTERY

1. How do teachers determine if their students have mastered standards? Does each teacher develop their own assessment or do teams of teachers develop or select an assessment to be used across sections of the course or classes of the grade level? If this varies by department or grade level, describe the variation.

2. How frequently is mastery of the content assessed? If this varies by teacher, department, or grade level, describe the variation.

3. How well is each assessment aligned to the standards/objectives/content taught? If this varies by teacher, department, or grade level, describe the variation

4. When assessments are scored, does feedback indicate which standards/objectives/content were mastered and which were not mastered? If this varies by teacher, department, or grade level, describe the variation.

5. Is feedback about the mastery of standards/objectives/content communicated to teachers, students, and parents? If so, how?

6. Do teachers who use the same assessment administer it on the same day? Do they score the assessment using the same criteria? If this varies by teacher, department, or grade level, describe the variation.

7. Do teachers who teach the same content and use the same assessments meet and score the assessments together? If this varies by teacher, department, or grade level, describe the variation.

How do Teachers Plan Initial Instruction?

8. To what extent do teachers support each other in planning how they will lead their students to master the standards/objectives/content they teach? If this varies by teacher, department, or grade level, describe the variation.

9. How often do teachers convene to support each other in planning lessons? Is there a calendar/schedule of meetings? (If so, please acquire a copy of the schedule). How long do the meetings last? If this varies by teacher, department, or grade level, describe the variation.

10. What happens during the meetings devoted to lesson planning? Is there a common protocol or agenda for the meetings? (If so, please acquire a copy of the document). If this varies by teacher, department, or grade level, describe the variation.

11. Is instruction better in your classrooms because of teacher collaboration meetings? Are students of color learning more because of what happens in the teacher collaboration meetings? What evidence supports your conclusion? Is the number/percentage of students demonstrating mastery of the standards/objectives taught increasing over time? Why or why not?

How do Teachers Provide Intervention and Enrichment?

12. After instruction is provided and assessments are administered, is time set aside to provide intervention and enrichment? Typically, how much time is devoted to intervention and enrichment? If this varies by teacher, department, or grade level, describe the variation.

13. To what extent do teachers support each other in planning how they will provide intervention and enrichment? What happens during the meetings devoted to planning intervention and enrichment lessons? Is there a common protocol or agenda for the meetings? (If so, please acquire a copy of the document). If this varies by teacher, department, or grade level, describe the variation.

14. How do teachers assess the impact of their intervention and enrichment efforts? Is the number/percentage of students demonstrating mastery of the standards/objectives taught during intervention increasing over time? Is the number/percentage of students demonstrating deeper mastery of the standards/objectives taught during enrichment increasing over time?

How do Stakeholders Feel about the Educational Improvement System?

15. To what extent do teachers believe they have a reasonable likelihood of ensuring that their students (and especially their students of color) will demonstrate mastery of the critical standards/objectives associated with the courses/grade levels they teach? What factors contribute to teachers believing they can lead their students to success? What factors contribute to teachers believing their success is not likely? If this varies by teacher, department, or grade level, describe the variation.

16. To what extent do teachers believe they have the support of their colleagues in improving the likelihood that their students (and especially their students of color) will demonstrate mastery of the critical standards/objectives associated with the courses/grade levels they teach? What factors contribute to teachers believing they have the support of their colleagues? What factors contribute to teachers believing they lack the support of their colleagues? If this varies by teacher, department, or grade level, describe the variation.

17. To what extent do teachers believe they have the support of their administrators in improving the likelihood that their students (and especially their students of color) will demonstrate mastery of the critical standards/objectives associated with the courses/grade levels they teach? What factors contribute to teachers believing they have the support of their administrators? What factors contribute to teachers believing they lack the support of their administrators? If this varies by teacher, department, or grade level, describe the variation.

18. To what extent do students of color believe they have a reasonable likelihood of demonstrating mastery of the critical standards/objectives associated with their courses/grade levels? What factors contribute to students of color believing they can/will achieve academic success? What factors contribute to students of color believing their success is not likely? If this varies by teacher, department, or grade level, describe the variation.

19. To what extent do parents of students of color believe their children have a reasonable likelihood of demonstrating mastery of critical standards/objectives? What factors contribute to parents believing their children can/will achieve academic success? What factors contribute to parents believing their children's success is unlikely?

20. To what extent do students of color perceive they have regular opportunities to benefit from schedules that allow them to experience fine arts, performing arts, physical education, and other subjects beyond core academics?