Protocol for Conducting a Focus Group on the Draft InTASC Model Core Teaching Standards

August 2010
Background

In July 2010, the Council of Chief State School Officer’s (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) offered for public dialogue and comment *Model Core Teaching Standards: A Resource for State Dialogue*. The model core teaching standards represent a major revision to the Model Standards for Beginning Teacher Assessment and Development, offered by CCSSO’s Interstate New Teacher Assessment and Support Consortium (INTASC) in 1992. No longer limited to the assessment and support of *beginning* teachers, the revised core teaching standards articulate standards of professional practice for *all* teachers.

CCSSO seeks public comment in order to refine and finalize the standards. The public comment period ends October 15, 2010. To solicit comments from a broad range of stakeholders, CCSSO posted a publicly-available survey at [www.ccsso.org/intasc](http://www.ccsso.org/intasc). Additionally, CCSSO has invited education organizations to host focus groups. The focus groups will be held both in-person and virtually and each will result in written commentary submitted electronically to CCSSO through an online Focus Group Reporting Form.

This document is intended to provide a protocol for designing and conducting a focus group and for submitting written feedback to CCSSO. It includes focus group objectives; selection of participants, moderator, and note-taker; sample invitation to participate and pre-focus group assignments; format; moderator guide and note-taking template; and transmission information.

Questions about this protocol or about the model core teaching standards should be directed to Kathleen Paliokas, Director, InTASC at CCSSO, by phone at 202-336-7058 or by email at kathyp@ccsso.org.

Objectives of the Focus Groups

- Focus group participants will provide substantive feedback on the model core teaching standards overall and on each of the ten individual standards (feedback will be summarized by the moderator and the note-taker and submitted to CCSSO through an online Focus Group Reporting Form).

- CCSSO’s InTASC Committee will utilize feedback from the focus groups, together with the comments from the public, to refine and finalize the model core teaching standards.
Selection of Focus Group Participants, Moderator, and Note-Taker

Participannts: Focus group participants should include five to ten people (six to eight is preferred) representative of your constituents, who are willing to review the revised model core standards prior to the focus group session, complete a pre-focus group worksheet, and actively participate in the focus group discussion. Selection of participants should reflect a deliberate effort to include a diverse range of perspectives and experiences.

Moderator: The moderator should be familiar with the revised model core teaching standards and be willing to solicit both positive and negative feedback.

Note-Taker: The note-taker should be willing to take notes, work with the moderator to confirm the findings, and transmit the report to CCSSO.

Invitation to Participate

The moderator should invite participants to fulfill the objectives listed above.

A sample “Invitation to Participate in a Focus Group on the Model Core Teaching Standards” is provided (Attachment 1).

Pre-Focus Group Assignments

In order to provide substantive feedback on the model core teaching standards overall and individually in just 90 minutes, participants must have reviewed the model core teaching standards prior to the focus group discussion. Therefore, at least one week prior to the focus group session, the moderator should provide participants with the link to the Model Core Teaching Standards document and the Pre-Focus Group Worksheet. The moderator should request that participants review the model core teaching standards and use the worksheet to capture their thoughts prior to the focus group discussion. The moderator also should instruct participants to bring both documents to the focus group session for reference only (the moderator will not collect the worksheet).

The model core standards document is available at www.ccsso.org/intasc. The direct link is http://www.ccsso.org/Resources/Publications/Model_Core_Teaching_Standards.html.

The Pre-Focus Group Worksheet is Attachment 2 to this document.

Format

The focus group should be conducted in a comfortable space. If conducting the focus group in-person, participants should be seated so they can see the moderator as well as each other.

If conducting the focus group virtually, the technology should allow for all participants to actively participate and to be heard by the moderator and all other participants. A PowerPoint slide show is provided at www.ccsso.org/intasc if you want to conduct a webinar for participants who join the focus group remotely.
A discussion guide is offered to help the moderator facilitate the focus group session (Attachment 3). It includes tips for the moderator, a suggested welcome and introduction script, focus group questions, and a suggested wrap-up script.

Attachment 3 also can be used as a note-taker template. Throughout the focus group session, the note-taker will be asked to use the notes: (1) to ask follow-up questions on important points or to clarify vague points; and (2) to confirm with participants the key points and themes for each question. Following the focus group session, the note-taker will submit the comments to CCSSO utilizing the online Focus Group Reporting Form. The questions in Attachment 3 mirror the questions that are included on the electronic Focus Group Reporting Form.

Tips on recording and reporting the focus group findings are provided in Attachment 4.

Transmission Information

Following the focus group session, the note-taker should transfer key points and themes to the Focus Group Reporting Form, which is online at http://www.surveygizmo.com/s3/349802/Draft-Core-Teaching-Standards.

Questions?

If you have any questions about planning, conducting, or reporting on your focus group session, you may contact Kathleen Paliokas, InTASC Director, at kathyp@ccsso.org or 202-336-7058.

Thank you for your willingness to conduct a focus group on the model core teaching standards!
Dear [Potential Participant]:

The Council of Chief State School Officer’s (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) has released for public comment *Model Core Teaching Standards: A Resource for State Dialogue*. Unlike the 1992 model core standards for *beginning* teachers, the new model core teaching standards are intended to articulate professional standards for *all* teachers. Thus, they have the potential to impact the profession in significant ways for years to come.

CCSSO is soliciting public comment through October 15, 2010. To assist CCSSO in generating substantive feedback from a broad range of stakeholders, we are hosting a focus group of our constituents. The purpose of the focus group will be to provide written feedback that CCSSO’s InTASC Committee can use to refine and finalize the standards.

Your feedback is important. Therefore, we invite you to participate in the focus group to be held on [date] at [location]. Please RSVP by [date] via email at xx@xx.org.

If you have any questions about the focus group, please contact [contact person] at [email] or [phone number].

Thank you.

Sincerely,

[Moderator]
Attachment 2. Pre-Focus Group Worksheet

InTASC Model Core Teaching Standards
Pre-Focus Group Worksheet

[Please complete and have this worksheet available to you for reference during the focus group session.]

**Standards Overall**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>How representative are the standards as a whole of a clear, coherent vision for effective teaching?</td>
<td></td>
</tr>
<tr>
<td>What aspect or quality of the standards could be strengthened?</td>
<td></td>
</tr>
<tr>
<td>What is given too much emphasis?</td>
<td></td>
</tr>
<tr>
<td>What is missing from the standards as a whole?</td>
<td></td>
</tr>
<tr>
<td>Other overall reactions</td>
<td></td>
</tr>
</tbody>
</table>

Please select the rating that best reflects your assessment of the standards as a whole:

- ( ) needs no or only minor work
- ( ) needs moderate work
- ( ) needs major work/rewriting
- ( ) entirely rewrite
- ( ) no opinion
**Individual Standards** (Please refer to *Model Core Teaching Standards: A Resource for State Dialogue* for the Standards, Performances, Essential Knowledge, and Critical Dispositions, beginning on page 11.)

<table>
<thead>
<tr>
<th>Standard 1: Learner Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2: Learning Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommendations</th>
<th></th>
</tr>
</thead>
</table>

### Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students.

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
</tr>
</thead>
</table>

| Recommendations |  |
**Standard #5: Innovative Applications of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
</tbody>
</table>

**Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher’s ongoing planning and instruction.

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>Standard #7: Planning for Instruction</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard #8: Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Standard #9: Reflection and Continuous Growth**

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Strengths</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #10: Collaboration**

The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Strengths</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10
Attachment 3. Focus Group on InTASC Model Core Teaching Standards Moderator Guide and Note-Taking Template

This guide is provided for the moderator and note-taker to use during the focus group session; it was designed to be printed out and written on during the event.

Moderator Tips:

The moderator should limit his/her personal reaction to the feedback (e.g., head nodding, verbal responses) and avoid judgment statements (e.g., “that’s good,” “that’s right”).

The moderator should use subtle group control to engage all participants, including those who may present themselves as “experts,” “dominant talkers,” “shy participants,” and “ramblers.”

The moderator may use pauses (i.e., wait time) and probes (e.g., “please explain further” or “please give an example”) to elicit clear, substantive feedback.

The moderator may wish to write the time at the start of each section in order to keep track of time. The moderator may wish to have the note-taker support time keeping.

Note-Taker Tips:

The note-taker may prefer to type directly into this template during the session. Focus group commentary ultimately will need to be submitted online. If the notes are typed, the note-taker may copy and paste each response into the online reporting form, which follows the same format as this guide and template. Be aware, though, that the note-taker will be asked to summarize the key points periodically during the focus group event, so notes will need to be easily accessible in the moment.

The note-taker may wish to audio tape the focus group for referral while preparing the report. This may be especially helpful during the times when the note-taker is providing a summary, as it may be difficult to take notes while speaking. *If the note-taker does audio tape the focus group, the moderator should announce this at the outset of the event.*

During the focus group session, the note-taker should strive to capture key points and themes for each question. The note-taker also should record other factors (e.g., passionate comments, body language, and/or non-verbal activity) that might indicate level of agreement, support, or interest.

The note-taker may record illustrative quotations but should not attribute quotations to individual participants.
The following is an excerpt from Krueger (2002, October) about designing and conducting focus group interviews.¹

When recording focus group data consider . . .

**WORDS**
Think about both the actual words used by the participants and the meanings of those words. A variety of words and phrases will be used and the analyst will need to determine the degree of similarity between these responses.

**CONTEXT**
Participant responses were triggered by a stimulus--a question asked by the moderator or a comment from another participant. Examine the context by finding the triggering stimulus and then interpret the comment in light of that environment. The response is interpreted in light of the preceding discussion and also by the tone and intensity of the oral comment.

**INTERNAL CONSISTENCY**
Participants in focus groups change and sometimes even reverse their positions after interaction with others. When there is a shift in opinion, the researcher typically traces the flow of the conversation to determine clues that might explain the change.

**FREQUENCY OR EXTENSIVENESS**
Some topics are discussed more by participants (extensiveness) and also some comments are made more often (frequency) than others. These topics could be more important or of special interest to participants. Also, consider what wasn't said or received limited attention. Did you expect but not hear certain comments?

**INTENSITY**
Occasionally participants talk about a topic with a special intensity or depth of feeling. Sometimes the participants will use words that connote intensity or tell you directly about their strength of feeling. Intensity may be difficult to spot with transcripts alone because intensity is also communicated by the voice tone, speed, and emphasis on certain words. Individuals will differ on how they display strength of feeling and for some it will be a speed or excitement in the voice whereas others will speak slowly and deliberately.

**SPECIFICITY**
Responses that are specific and based on experiences should be given more weight than responses that are vague and impersonal. To what degree can the respondent provide details when asked a follow up probe? Greater attention is often placed on responses that are in the first person as opposed to hypothetical third person answers.

¹ The full set of recommendations and tips is available online at: 
Collecting Basic Information:

The online Focus Group Reporting Form begins with basic demographic and contact information. The note-taker will want to collect this information prior to the start of the focus group session.

1. Name of hosting organization:

2. Moderator:

3. Moderator’s email address:

4. Note taker:

5. Note taker’s email address:

6. Number of focus group participants:

7. Date of focus group:
Moderator Script:

The focus group session should include three distinct stages: (1) introduction; (2) questions and confirmation, and (3) wrap up.

Stage I: Introduction (10 minutes)  

- Introduce yourself and note-taker
  
  **Sample script:** Thank you for taking part in our focus group today. I am __________. Our note-taker today is __________________, whose task will be to capture your comments and report them to CCSSO. I may take a few notes, but they will largely be to help me to moderate the session, so do not worry if you don’t see me writing everything down—our note-taker will be doing that.

  In addition to reporting specific comments, we also will be looking for themes and key ideas. Therefore, we will be periodically asking our note-taker to summarize what she/he is capturing. [If this session is virtual, ask the note-taker to say hello to ensure everyone can hear her/him.]

- Describe purposes of the session
  
  **Sample script:** The purpose of this focus group is to solicit feedback on the *Model Core Teaching Standards: A Resource for State Dialogue*. The feedback we generate here today will help the Council of Chief School Officers Interstate Teacher Assessment and Support Consortium (InTASC) to refine and finalize the standards.

  The model core teaching standards are intended to articulate a new vision of teaching and will be used for everything from teacher certification, to teacher preparation, to teacher evaluation. As such, have the potential to impact the field for years to come. Therefore, this focus group offers us an opportunity to impact the future of the profession.

- Encourage participants to share their point of view even if it differs from what others have said.
  
  **Sample script:** As the moderator, I encourage everyone to share their point of view, even if that point of view is not shared by others.

  CCSSO’s InTASC Committee seeks a full range of perspectives, thus there is no need for us to come to consensus.

  I was not involved in the drafting of these standards, so I cannot answer questions about the intent. I also will not be upset by critical commentary, so please do not hold back even if you feel your comments might be discouraging.
• Discuss confidentiality and encourage focus group participants not to share what others share with the group.

  Sample script: We will be reporting results in the aggregate on a reporting form provided by CCSSO. While we may capture some quotations, individual comments will not be attributed to you.

  In order to protect confidentiality, we ask that you not share with others who said what in the focus group today.

• Set ground rules appropriate for your context

  For example, if you want to audio tape the focus group, a sample script might include: We will be audio taping this focus group for our own internal use only. We need to have the audio just in case we have a question about our notes and need to refer back when we are reporting our findings. We will not share the audio tape and will not release the audio for public review.

• Ask participants to introduce themselves to each other.
Stage II: Questions (75 minutes)

Overview of the Standards Document (3 minutes)  

• Ask participants to have their standards document in front of them, along with any notes they may have taken as they prepared for the session.

• In case someone has not made it through the standards, walk them through the document.

Sample Script: We’ll be following along the standards document.

The document starts with the introduction on page 4.  
   It describes the background of the standards,  
   Page 5: key themes  
   Page 6: research and resources behind the standards, and  
   Page 7: a description of how to use the standards document.

On page 7, there also is a note to “Please keep in mind…” The key point they offer is that the standards are designed to overlap and be taken as a whole.

We will talk about the standards as a whole. In order to get specific feedback, we also will work through standard-by-standard. We encourage you to remember that there are connections among the standards as we talk.

On page 8, there is information about submitting personal comments. You should feel free to submit your own comments on the public comment form (available at www.ccsso.org/intasc).

Pages 9-10 provide an overview of the standards and explain the way they are grouped into four general categories.

The standards themselves start on page 11. We will refer to these pages specifically when we get to the standard-by-standard section.
General Questions on the Standards Overall (15 minutes)    Time Started: ______________

Sample Script: To get started, we will consider the standards as a whole.

Questions (Moderator)

[NOTE: Questions 1-7 on the Comment Form are demographics about the group.]

8. How representative are the core teaching standards as a whole of a clear, coherent vision for effective teaching?

9. What aspects or qualities of the standards are particularly strong?

10. What aspects or qualities are weak, missing, or should be strengthened? How might they be strengthened?

11. If you were advising the InTASC Committee on changes to make to the standards overall, what would be your top three recommendations?

- Ask the note-taker to provide a summary

Sample Script: Our note-taker has taken extensive notes, which we will share with CCSSO. We’ll now ask the note-taker to share some of the themes they heard.

12. Note-taker says: What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
Specific Questions for Each Standard (4-5 minutes per standard; 50 minutes total)

Sample Script: Now we’ll talk about each standard individually. For each, I’ll ask about strengths, weaknesses, and recommendations for improvement.

Standard #1 (4-5 minutes)  

Sample Script: On page 11 of the standards document, you will see standard #1, Learner Development. Take 60 seconds to re-read the standards and review your notes, and then we’ll start on this section of the Focus Group.

13. What aspects or qualities of Standard #1 are particularly strong? Why?

14. What aspects or qualities are weak or should be strengthened? How?

   [If the group does not have much to say in response to these questions, you may want to ask: Did you have any reactions to the Performances, Essential Knowledge, and Critical Dispositions?]

15. If you were advising the InTASC Committee on changes to make to Standard #1, what would be your top recommendation?

Turn to the note-taker for the summary.

16. Note-taker says: What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
Sample Script: On page 12 of the standards document, you will see standard #2, Learning Differences. Take 30 seconds to re-read the standards and review your notes, and then I’ll ask about strengths, weaknesses, and recommendations for improvement.

17. What aspects or qualities of Standard #2 are particularly strong? Why?

18. What aspects or qualities are weak or should be strengthened? How?

[If the group does not have much to say in response to these questions, you may want to ask: Did you have any reactions to the Performances, Essential Knowledge, and Critical Dispositions?]

19. If you were advising the InTASC Committee on changes to make to Standard #2, what would be your top recommendation?

*Turn to the note-taker for the summary.*

20. Note-taker says: What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
Standard #3 (4-5 minutes)  

Sample Script: On page 13 of the standards document, you will see standard #3, Learning Environments. Take a few seconds to re-read the standards and review your notes, and then I’ll ask about strengths, weaknesses, and recommendations for improvement.

21. What aspects or qualities of Standard #3 are particularly strong? Why?

22. What aspects or qualities are weak or should be strengthened? How?

[If the group does not have much to say in response to these questions, you may want to ask: Did you have any reactions to the Performances, Essential Knowledge, and Critical Dispositions?]

23. If you were advising the InTASC Committee on changes to make to Standard #3, what would be your top recommendation?

Turn to the note-taker for the summary.

24. Note-taker says: What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
Standard #4 (4-5 minutes)  

**Sample Script:** On page 14 of the standards document, you will see standard #4, Content Knowledge. Take 30 seconds to re-read the standards and review your notes, and then I’ll ask about strengths, weaknesses, and recommendations for improvement.

25. What aspects or qualities of Standard #4 are particularly strong? Why?

26. What aspects or qualities are weak or should be strengthened? How?

   [If the group does not have much to say in response to these questions, you may want to ask: Did you have any reactions to the Performances, Essential Knowledge, and Critical Dispositions?]

27. If you were advising the InTASC Committee on changes to make to Standard #4, what would be your top recommendation?

*Turn to the note-taker for the summary.*

28. **Note-taker says:** What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
Sample Script: On page 15 of the standards document, you will see standard #5, Innovative Applications of Content. Take a few seconds to re-read the standards and review your notes, and then I’ll ask about strengths, weaknesses, and recommendations for improvement.

29. What aspects or qualities of Standard #5 are particularly strong? Why?

30. What aspects or qualities are weak or should be strengthened? How?

[If the group does not have much to say in response to these questions, you may want to ask: Did you have any reactions to the Performances, Essential Knowledge, and Critical Dispositions?]

31. If you were advising the InTASC Committee on changes to make to Standard #5, what would be your top recommendation?

Turn to the note-taker for the summary.

32. Note-taker says: What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
Sample Script: On page 16 of the standards document, you will see standard #6, Assessment. Take a few seconds to re-read the standards and review your notes, and then I’ll ask about strengths, weaknesses, and recommendations for improvement.

33. What aspects or qualities of Standard #6 are particularly strong? Why?

34. What aspects or qualities are weak or should be strengthened? How?

[If the group does not have much to say in response to these questions, you may want to ask: Did you have any reactions to the Performances, Essential Knowledge, and Critical Dispositions?]

35. If you were advising the InTASC Committee on changes to make to Standard #6, what would be your top recommendation?

Turn to the note-taker for the summary.

36. Note-taker says: What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
Sample Script: On page 17 of the standards document, you will see standard #7, Planning for Instruction. Take a few seconds to re-read the standards and review your notes, and then I’ll ask about strengths, weaknesses, and recommendations for improvement.

37. What aspects or qualities of Standard #7 are particularly strong? Why?

38. What aspects or qualities are weak or should be strengthened? How?

[If the group does not have much to say in response to these questions, you may want to ask: Did you have any reactions to the Performances, Essential Knowledge, and Critical Dispositions?]?

39. If you were advising the InTASC Committee on changes to make to Standard #7, what would be your top recommendation?

Turn to the note-taker for the summary.

40. Note-taker says: What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
Sample Script: On page 18 of the standards document, you will see standard #8, Instructional Strategies. Take a few seconds to re-read the standards and review your notes, and then I’ll ask about strengths, weaknesses, and recommendations for improvement.

41. What aspects or qualities of Standard #8 are particularly strong? Why?

42. What aspects or qualities are weak or should be strengthened? How?

   [If the group does not have much to say in response to these questions, you may want to ask: Did you have any reactions to the Performances, Essential Knowledge, and Critical Dispositions?]

43. If you were advising the InTASC Committee on changes to make to Standard #8, what would be your top recommendation?

Turn to the note-taker for the summary.

44. Note-taker says: What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
Standard #9 (4-5 minutes)  

*Sample Script:* On page 19 of the standards document, you will see standard #9, Reflection and Continuous Growth. Take a few seconds to re-read the standards and review your notes, and then I’ll ask about strengths, weaknesses, and recommendations for improvement.

45. What aspects or qualities of Standard #9 are particularly strong? Why?

46. What aspects or qualities are weak or should be strengthened? How?

   [If the group does not have much to say in response to these questions, you may want to ask: Did you have any reactions to the Performances, Essential Knowledge, and Critical Dispositions?]

47. If you were advising the InTASC Committee on changes to make to Standard #9, what would be your top recommendation?

Turn to the note-taker for the summary.

48. **Note-taker says:** What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
Standard #10 (4-5 minutes)  

Sample Script: On page 20 of the standards document, you will see standard #10, Collaboration. Take a few seconds to re-read the standards and review your notes, and then I’ll ask about strengths, weaknesses, and recommendations for improvement.

49. What aspects or qualities of Standard #10 are particularly strong? Why?

50. What aspects or qualities are weak or should be strengthened? How?

[If the group does not have much to say in response to these questions, you may want to ask: Did you have any reactions to the Performances, Essential Knowledge, and Critical Dispositions?]

51. If you were advising the InTASC Committee on changes to make to Standard 10, what would be your top recommendation?

Turn to the note-taker for the summary.

52. Note-taker says: What I am hearing is … [summarize key points from each question]. Is there anything I misunderstood?
53. What is your overall assessment of the draft core teaching standards?

[NOTE: The moderator should take a tally of the responses to this question, and note participants’ reasons for their ratings if they are offered. If you are not using the PowerPoint, you will want to read through the options first, then a second time, somewhat more slowly to give participants a chance to think about their options. The third time through you can ask for a show of hands.]

(   ) Needs no or only minor work
NOTES:

(   ) Needs moderate work
NOTES:

(   ) Needs major work/rewriting
NOTES:

(   ) Entirely rewrite
NOTES:

(   ) No opinion
NOTES:

54. Is there anything you would like to add that we have not discussed?
Stage III: Wrap Up (5 minutes)

- Review purpose, share reminders, and thank the participants

**Sample Script:** As we noted, the purpose of this focus group is to solicit feedback on the *Model Core Teaching Standards*. We will send the feedback we generated here to the Council of Chief School Officers Interstate Teacher Assessment and Support Consortium (InTASC) to help them refine and finalize the standards.

I want to remind you that you can submit personal comments via the public comment survey form at [www.ccsso.org/intasc](http://www.ccsso.org/intasc).

[Insert announcements you or your organization might want to share.]

Thank you very much for taking time to review the standards and participate in this focus group. It is important that our constituents’ interests and concerns are represented as the standards are revised. We appreciate your thoughtful participation!

**Post-Focus Group:**

Following the focus group, the note-taker should work with the moderator to complete the Focus Group Reporting Form and submit it electronically to CCSSO at [http://www.surveygizmo.com/s3/349802/Draft-Core-Teaching-Standards](http://www.surveygizmo.com/s3/349802/Draft-Core-Teaching-Standards).

Please note that you may save your work and return to the form later by clicking the link at the top of each page and entering an email and password.

The public comment period ends on October 15, 2010, which is also when this Focus Group Reporting Form will close. Please be sure to complete your reporting form no later than October 15.

**Thank you!**