

# AMMP! Focus Group Protocol

---

## Introduction and Purpose

My name is \_\_\_\_\_, and I am (role) for (organization). We are helping the school district evaluate AMMP! by collecting information from teachers here in the middle school. The district will use the information to help decide next steps for the program. We expect this focus group to last no longer than 60 minutes. Your information will be shared with only the district, in combination with information provided by other participants. Although we may include direct quotes from our session here today, we will not share your name or other identifying information with the district. However, we cannot guarantee complete anonymity. We would really appreciate your honest opinions so that the district can make the best decisions for students struggling with math. I am going to take notes and also audio-record your answers so that I don't miss anything.

## Ground Rules

Before we begin, it is important to set some ground rules. You can discontinue your participation at any time. Obviously, we want to be respectful of one another and hear all opinions, even those in disagreement. It will be helpful if only one person speaks at a time, for listening and note-taking purposes. Also, please speak loudly enough for all to hear and for the audio-recorder. Finally, for the sake of confidentiality, please do not repeat anything said here outside of this room.

## Introductions and Warm-Up

Most of you know one another, but let's quickly go around and introduce ourselves and state the grades or math classes you currently teach. Also, let's each give an example of a time when a student didn't complete a homework assignment and gave an interesting or memorable excuse. For example, I had a student tell me once, "I couldn't do my homework because my dad didn't know how." (Go around the room.)

Okay, those were great examples. Now I am going to ask you some questions about AMMP!. Anyone can answer. We are interested in collecting as many different perspectives as possible.

## Questions

- Think back to when you first heard about AMMP!. What were your initial thoughts about the program? What questions did you have?
  - Optional probing questions:

- What did you discuss among yourselves about the program? Can you tell me more about what you thought?
  - Why did you think that about AMMP!?
  - Where did you hear about AMMP!?
  - What did you hear from other teachers/parents/students that led you to think that?
- Earlier, we gave examples of creative excuses our students give for not completing homework. Overall, how well do the students in your class complete homework assignments?
    - Optional probing questions:
      - How much homework do you give?
      - Are there groups of students who perform differently when it comes to homework?
      - How different is homework completion from class to class, year to year?
  - What are the most common answers you have heard from students (and from their caregivers) about why they do not complete their homework?
    - Optional probing questions:
      - How have you responded to these comments?
      - In your experience, which of these are real obstacles to completing homework?
      - Have any of you heard of different obstacles to completing homework than the ones already mentioned?
  - What else do you think I should know about AMMP! that I have not asked about?

## **Conclusion**

Thank you so much for your time. This has been very helpful. Does anyone have last thoughts or comments about AMMP! or students and homework? If you think of anything else that I should know, please don't hesitate to contact me at \_\_\_\_\_.

*This handout was prepared under Contract ED-IES-17-C-0005 by Regional Educational Laboratory Central, administered by Marzano Research. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.*