

Focus Group	Areas of Focus	Knowledge Descriptions	Sample Knowledge Prompts
Knowledge and Skills	Factual Knowledge of Equity Literacy	Knowledge of basic facts, information and terminology related to equity literacy.	<p>We might use the chat function, Google Form, or another medium to ask participants questions that require them to demonstrate knowledge of basic facts and information related to embedding equity-literacy into the curriculum.</p> <p><b>Sample Focus Group Prompts:</b></p> <ul style="list-style-type: none"> <li>• “What is institutional bias?”</li> <li>• “What is inequity?”</li> <li>• “What is equity?”</li> </ul>
	Conceptual Knowledge of Equity Literacy	Knowledge of underlying categories, principles, structure, or theory of equity literacy.	<p>We might have participants paraphrase, give examples, summarize in their own words key <u>abilities and principles related to equity literacy</u>.</p> <p><b>Sample Focus Group Prompts:</b></p> <ul style="list-style-type: none"> <li>• “Describe what Redistribution means to you.”</li> <li>• “If you had to explain the Direct Confrontation Principle to a student, what would you say?”</li> </ul>
	Procedural Knowledge of Equity Literacy	Knowledge of the skills and procedures involved with embedding equity literacy into the curriculum, including techniques, methods, necessary steps.	<p>We might have participants articulate the steps of embedding equity literacy into the curriculum.</p> <p><b>Sample Focus Group Prompts:</b></p> <ul style="list-style-type: none"> <li>• “Tell me how you would approach teaching about the Equity Ideology Principle in your discipline.”</li> <li>• “If you had to teach students in your discipline how to respond skillfully and equitably to biases and inequities in the immediate term, how would you go about doing this?”</li> <li>• “In regards to helping students recognize even the subtlest biases and inequities, what would you do first in your classroom to make this happen? What would you do next?”</li> </ul>
	Metacognitive Knowledge of Equity Literacy	The ability to reflect on and adjust teaching including general strategies, assessing demands, planning one’s approach and monitoring progress related to equity literacy.	<p>We might have participants explore a case scenario of a teacher needing to embed equity literacy into the curriculum and have them talk out loud about how they might do this. We might also ask participants to provide specific examples of when they reflected on, if at all, their ability to adjust their skills and knowledge as a teacher to embed equity literacy into the curriculum.</p> <p><b>Sample Focus Group Prompts:</b></p> <p>“In your classroom, tell me about the last time you reflected on:</p> <ul style="list-style-type: none"> <li>• equity,</li> <li>• inequity,</li> <li>• bias.”</li> </ul>

Framework for Focus Groups Adapted from the work of Drs. Rob Filback, Artineh Samkian and Helena Seli

Focus Group	Areas of Focus	Motivation Descriptions	Sample Motivation Prompts
Motivation	Value of Equity Literacy	Value for embedding equity literacy into the curriculum.	<p><b>Sample Focus Group Prompts:</b></p> <ul style="list-style-type: none"> <li>• “Could you discuss some of your reasons for exploring bias and inequities in your classroom, if any?”</li> <li>• “How valuable, if at all, is exploring bias and inequity in your classroom?”</li> <li>• “What do you see as the value of using the equity framework in the curriculum, if at all?”</li> <li>• “Some might say it’s not valuable to use the equity literacy framework to design curriculum. What are your thoughts?”</li> </ul>
	Expectancy Outcome of Equity Literacy	The belief that embedding an equity literacy framework in the curriculum will or will not lead to “success.”	<p><b>Sample Focus Group Questions:</b></p> <ul style="list-style-type: none"> <li>• “How might embedding an equity framework in the curriculum impact student learning in your classroom?”</li> <li>• “How do you expect to do as a teacher if required to embed an equity framework in the curriculum next year?”</li> </ul>
	Self-Efficacy of Equity Literacy	Confidence in embedding equity literacy into the curriculum.	<p><b>Sample Focus Group Questions:</b></p> <ul style="list-style-type: none"> <li>• “Can you describe how confident you are about your ability to use the equity framework in your classroom?”</li> <li>• “How do you feel about your ability to exhibit the first abilities of equity literacy as a teacher?”</li> <li>• “Please provide an example of a time when you felt you successfully redress biases and inequities in your classroom”...“How does this success influence your confidence in embedding equity literacy in your classroom, if at all?”</li> </ul>
	Attributions of Equity Literacy	Effort needed in embedding equity literacy into the curriculum.	<p><b>Sample Focus Group Questions:</b></p> <ul style="list-style-type: none"> <li>• “What do you believe are the reasons why some teachers are able to successfully embed equity literacy into the curriculum?”</li> <li>• “Some might say that success in embedding equity literacy into the curriculum has to do with a teacher’s abilities. What are your thoughts on this?”</li> </ul>
	Goal Orientation of Equity Literacy	Mastery-orientation needed in embedding equity literacy into the curriculum.	<p><b>Sample Focus Group Questions:</b></p> <ul style="list-style-type: none"> <li>• “What would be your approach for embedding equity literacy into the classroom?”</li> <li>• “Tell me about your goals for embedding equity literacy into the classroom.”</li> <li>• “Tell me about a time when you didn’t quite hit the mark when discussing inequity and bias with your students. How did you feel about this?”</li> </ul>
	Goals of Equity Literacy	Clear, current and challenging goals in embedding equity literacy into the curriculum.	<p><b>Sample Focus Group Questions:</b></p> <ul style="list-style-type: none"> <li>• “What do you perceive to be the goals of embedding equity literacy into the curriculum?”</li> <li>• “What are your thoughts on how clear the goals are for embedding equity literacy into the curriculum?”</li> <li>• “Are the goals of embedding equity literacy into the curriculum clear for you?”</li> <li>• “Are the goals of embedding equity literacy into the curriculum sufficiently challenging for you?”</li> </ul>

Focus Group	Areas of Focus	Organization Descriptions	Sample Organization Prompts
Organization	<b>Policies of Equity Literacy</b>	Enumeration of the school's equity literacy commitment through mission, strategic plan, handbooks, websites, etc.	<b>Sample Focus Group Prompts:</b> <ul style="list-style-type: none"> <li>• "What barriers in the school's policies inhibit the integration of equity literacy into the curriculum?"</li> <li>• "What school policies support the integration of equity literacy into the curriculum?"</li> </ul>
	<b>Professional Learning Related to Equity Literacy</b>	The school's professional learning and communication regarding equity literacy in the curriculum for all constituencies (i.e. board of trustees, central administration, divisional administration, instructional staff, non-instructional staff, students, families, etc.).	<b>Sample Focus Group Prompts:</b> <ul style="list-style-type: none"> <li>• "Tell me about the professional learning experiences you have had about equity literacy framework."</li> <li>• "Tell me about the professional learning experiences you have had about curriculum development and curriculum reform."</li> </ul>
	<b>Progress Monitoring of Equity Literacy</b>	The school's internal and external climate assessments and progress monitoring to assess what practices are aligned or misaligned with the tenets of equity literacy.	<b>Sample Focus Group Prompts:</b> <ul style="list-style-type: none"> <li>• "What structures, if any, does the school currently have in place to assess whether teachers are developing the capacity to embed equity literacy into the curriculum?"</li> </ul>
	<b>Organizational Support of Equity Literacy</b>	The school's critical mass of constituencies at all levels who actively support the development and implementation of equity literacy in curricula.	<b>Sample Focus Group Prompts:</b> <ul style="list-style-type: none"> <li>• "Tell me about a school leader who is supportive of equity literacy being embedded into the curriculum"</li> <li>• "Tell me about a school leader who isn't supportive of equity literacy being embedded into the curriculum."</li> </ul>
	<b>Resources for Equity Literacy</b>	The school's funds, time, and staffing supporting the development and embedding of equity literacy into curricula.	<b>Sample Focus Group Prompts:</b> <ul style="list-style-type: none"> <li>• "What funds, if any, has the school allocated to support the development of equity literacy being embedded into the curriculum?"</li> <li>• "What time, if any, has the school allocated to support the development of equity literacy being embedded into the curriculum?"</li> <li>• "What personnel, if any, has the school allocated to support the development of equity literacy being embedded into the curriculum?"</li> </ul>