SRE Project
Interview/Focus Group Questions

Project Site Director:

How many 5th grade/6th grade project participants would you say have *integrated* Thinking Reader into their Balanced Literacy program? (we should probe a bit for her definition of "integrated")

Where does most of the work with Thinking Reader take place? (on laptops in classrooms or on desktop machines in the lab?)

What suggestions do you have for making next year's implementation of the grant successful?

Teacher Participants:

1. Would you say that you have had the opportunity this year to integrate Thinking Reader into your balanced literacy program ? (probe for definition of "integrate") (If not, please tell us what you believe the barriers to this have been)

2. Please describe the impact (if any) that the use of Thinking Reader has had on your students' literacy/reading education, particularly those students identified as needing additional assistance.

3. Do you feel that the project has met its goal of helping struggling readers become more engaged and involved in classroom discussions of literature?

4. What changes (if any) has Thinking Reader made to the way you teach?

5. What impact has the other technology offered through this project had on your teaching and your students' learning? (OSX, laptops, projectors, etc.)

6. Do you feel that the training you received for the laptops and Thinking Reader was sufficient for you to become comfortable using the technology with your students? If yes, what was most helpful? If no, what was would you have been found helpful?

7. Do you feel that through this grant you were provided with adequate support in terms of equipment, time, and technical assistance? If not, please describe what you feel was lacking.

8. As you look ahead to next year, what types of training, support or assistance do you feel will be most helpful to you in making effective use of Thinking Reader with your students?