

*Promoting Science among English Language Learners (P-SELL)*  
*University of Miami – School of Education*

**Teacher Interview Protocol for  
Grade 5 Changing Seasons Reasoning Task**

**Context**

1. The teacher should be given a copy of the student interview DVD, both the student and teacher interview protocols, and the completed student worksheets in advance. S/he should be asked to watch the student interview DVD and to look at the student worksheets in advance of the teacher interview.
2. The interviewer should also have watched the student DVD in advance and should bring a copy of the DVD and a laptop computer to be able to go over specific parts with the teacher as needed.
  - a. If the teacher has watched the video as requested, then use the protocol and refer to the video as needed.
  - b. If the teacher has not watched the video in advance, it is better to try to reschedule the interview for another time after the teacher has watched the video. If this is not possible, then the interviewer should watch the video along with the teacher, using the protocol and stopping after each section of the video to discuss the questions, referring back to the video as needed.

**Materials to Bring to the Interview**

1. Tape recorder (with power cord and batteries)
2. Blank audiotape (fresh tape for each teacher interview)
3. Copies of Student and Teacher Interview Protocols
4. Copy of completed student worksheets
5. DVD of student interview
6. Laptop computer to play DVD

## Questions for 5<sup>th</sup> Grade Teacher Reasoning Interview

I'd like to ask you some questions about [both student names] from your class. You know we interviewed [student names] recently and asked them to do some activities about the changing seasons using the inquiry framework. This task was related to one of the lessons in the Earth Systems unit. Now I want you to talk to me about what [student names] were thinking as they were doing the activities and why they were thinking those things. There are 11 questions we are going to talk about:

1. Can you tell me [student names] ESOL levels?
2. As you were watching the tape, what general impressions did you have about what [student names] know about the changing seasons? What specific parts of the tape led you to think that?
3. What general impressions did you have about what [student names] know about using the inquiry framework? What specific parts of the tape led you to think that?
4. Where do you think [student names'] ideas about the changing seasons come from?
5. Was there anything that surprised you about what [student names] said about the changing seasons?
6. Was there anything that surprised you about what [student names] said or did when using the inquiry framework?
7. Would you say that [student names] are typical of the other students in your class when it comes to knowing about the changing seasons? What leads you to think that?
8. Would you say that [student names] are typical of the other students in your class when it comes to using the inquiry framework? What leads you to think that?
9. ***(focus question – this is a question based on one particularly revealing part of each specific student interview – raise this question if it has not already been discussed)***  
I was especially interested in [describe salient episode]. What do you think about that?
10. As you think about teaching science to your class, are there any ways in which watching [student names] do this activity may influence how you teach?
11. Do you have any questions for me about anything we have talked about?