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

Teacher Interview Protocol for
Grade 3 Measurement Reasoning Task

Context

1. The teacher should be given the DVD of the student interview, a copy of the completed student worksheet, and both the student and teacher protocols in advance. S/he should be asked to watch the student interview in advance of the 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 worksheet
5. DVD of student interview
6. Laptop computer to play DVD

Questions for 3rd Grade Teacher Reasoning Interview

I'd like to ask you some questions about [student name] from your class. You know we interviewed [student name] recently and asked him/her to do some measurement activities with us. Now I want you to talk to me about what [student name] was thinking as s/he was doing the activities and why s/he was thinking those things. There are nine questions we are going to talk about:

1. As you were watching the tape what general impressions did you have about what [student name] knows about measurement?
2. What specific parts of the tape led you to think that?
   PROMPT: Can you be more specific or would you like to look at that segment of the tape together?
3. Where do you think [student name]'s ideas about measurement come from?
4. What specific parts of the tape led you to think that?
   PROMPT: Can you be more specific or would you like to look at that segment of the tape together?
5. Is there anything interesting or surprising to you in what [student name] said about measurement?
6. Is there anything that worries you about what [student name] said about measurement?
7. Would you say that [student name] is typical of the other students in your class when it comes to measurement? Why do you think that?
8. ***(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?
9. As you think about teaching science to your class, are there any ways in which watching [student name] do this activity may influence how you teach?
10. Do you have any questions for me about anything we have talked about?