

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

**Teacher Interview Protocol for
Grade 4 Energy Reasoning Task**

Context

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

Questions for 4th 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 activities about forms of energy using the inquiry framework. This task was related to one of the lessons in the energy unit. 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 10 questions we are going to talk about:

1. Can you tell me [student name's] ESOL level?
2. As you were watching the tape, what general impressions did you have about what [student name] knows about energy? What specific parts of the tape led you to think that?
3. What general impressions did you have about what [student name] knows about using the inquiry framework? What specific parts of the tape led you to think that?
4. Where do you think [student name]'s ideas about energy come from?
5. Was there anything that surprised you about what [student name] said about energy?
6. Was there anything that surprised you about what [student name] said or did when using the inquiry framework?
7. Would you say that [student name] is typical of the other students in your class when it comes to knowing about energy and how it changes forms? What leads you to think that?
8. Would you say that [student name] is 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 with your class, are there any ways in which watching [student name] do this activity may influence how you teach?
11. Do you have any questions for me about anything we have talked about?