

IPT Project Post-Institute Teacher Interview Protocol

Preamble

Thank you so much for taking the time to speak with me today. My name is _____ and I am a member of Improving Practice Together research team. The purpose of our conversation today is for us to learn more about your thinking regarding science teaching and learning. It's important for you to know that we are not interested in assessing what you remember from the institute and that these questions do not have right and wrong answers. Instead, we are interested in hearing more about your ideas about teaching and your experience in the institute. The interview should last about 30 minutes. Do you have any questions about the interview?

Do you mind if I audio-record this interview so that I can listen carefully and not focus on taking detailed notes? [turn recording on]

If there are questions you'd rather not answer or if you would like me to turn off the audio recorder at any point, please let me know. Also, please feel free to stop me at any time, in case you have a question or would like clarification on any questions.

Standard Follow-Up Prompts:

- Can you tell me more about that? Can you say more about that?
- What do you mean by _____?
- For a question that has several parts: You mentioned _____. Can you also tell me about _____.
- Anything else?
- Can you elaborate on the difference/similarity you see between _____?

Question 1: Participation in the institute

- Could you describe a particular “aha” moment that you had during the institute that caused you to think deeply about science teaching and learning?
- In what [other] ways, if at all, did your participation in the institute cause you to change or refine your thinking about science teaching and learning?
 - Probe for each shift in thinking: What experiences in the institute led to this change in thinking?

Question 2: The perceived value of discussion and argumentation

- If you had to give a few reasons for why talk is valuable to learning science, what would you say?
 - [If the answers are general, probes could include: “Why do you think that?” or “Can you give me an example of that?” or “Do you have personal experience with that in your teaching?”]
 - Probe: What reservations, if any, do you still have about using talk as a way to learn science in the classroom?
- How would you describe to your students what a scientific argument is?

- Probe: In science, what examples of arguments might you give to your students?
- If you had to give a few reasons for why argumentation is valuable to learning science, what would you say?
 - [If the answers are general, probes could include: “Why do you think that?” or “Can you give me an example of that?” or “Do you have personal experience with that in your teaching?”]

Question 3: Strategies to support discussion and argumentation

- What, if anything, will you try to do differently in your classroom next year as a result in your participation in the institute?
 - Probe: Will you set up norms differently?
 - Probe: Are there any particular activities that you would like to try?
 - Probe: Do you imagine yourself facilitating discussions differently?

Question 4: Strengths and challenges regarding productive talk

- As you think about engaging students in discussions next year, what teaching skills or classroom experiences do you already have to build from?
 - Probe: What have you already tried in terms of engaging students in discussion?
- What challenges do you anticipate as you try to engage students in science discussion?

Question 5: Coherence with School/District

- To what extent does the instructional approach you have encountered in the institute fit with what you do in your school and district?
 - [If they only talk about tensions, probe about coherence] In what ways does the instructional approach fit well with what you do in your school and district?
 - [If they only talk about coherence, probe about tension] In what ways is the instructional approach in tension with what you do in your school and district?
 - Probe: If they haven't mention curriculum, ask about FOSS: To what extent do you think that the FOSS curriculum supports the instructional approach of the institute? Why?

Question 6: Benefits of participation

- What do you perceive as the benefits of participating in the three-year long IPT program?
- So far, what are the most important things that you have gotten out of participating in the summer institute?

Question 7: Lingering questions

- Is there a particular topic that was covered in the institute about which you still have lingering questions?
 - Probe: What questions do you have? [ensure that the teacher states a question about each topic]
 - Probe: What further support might you need?

Question 8: Other thoughts

- Do you have any other thoughts about your participation in the institute that you haven't had a chance to share with us yet?
 - Probe: Is there anything that we should bear in mind as we being planning for the follow-up sessions?

Closing

This is the end of the interview. Before we conclude do you have any questions for me? Thank you very much for taking the time to share your insights with us. We look forward to continuing our work together in the upcoming school year.