Counting and Early Number Concepts Interviews Assignment (40 Points)

LEE 108

TPE 1.5 P, 5.1 P, 5.2 P, 5.3 P, 5.7 P, 6.1 P, 8.2 P, 8.3 P, 8.6 P, 8.8 P

OVERVIEW: You will interview two children from different grade levels (Tk-2nd grades) focusing on their counting skills and foundation number concepts. The interview protocol will be provided. During the interview, you will create a secure learning environment for the child, pose each task one at a time, observe and listen to the child complete the task, and ask follow-up questions as needed (TPE 5.2, 8.2, 8.3, 8.6). After the interview, you will record what you observed and heard from the child and analyze the child's strengths and areas for growth connected to the grade level math standards (TPE 5.2, 5.3, 8.2). You will practice communicating with parents/ guardians by writing a letter for one child to the parent/guardian about what you learned from the interview and provide suggestions for engaging the child in these math concepts at home (TPE 1.5, 5.7, 8.2, 8.8). You will reflect on your role as an interviewer as well as the advantages and disadvantages of using interviews as an assessment tool (TPE 5.1, 6.1, 8.3).

STEP 1: Prepare for each interview

- ☐ Select 2 children from different grade levels to interview for this assignment. The children should be in grades TK-2nd grade. These children may be from your field placement site or you can interview other children that you know (e.g. child from work, family members, friend's child). If you want to interview two students from your field placement site, ask your mentor teacher or a school administrator to connect you with another teacher at the school.
- ☐ If necessary, give the child's parent or guardian the permission letter and get their signature before you conduct the interview. (You will not submit the permission letter with the completed assignment. Keep the permission letter for your records.)
- ☐ Review the directions for the interview provided by the instructor so you are familiar with the tasks you will be posing during each interview. Consider how the child might complete each of the tasks.
- ☐ Get materials ready for conducting the interview including organizing counters into the specific-sized groups, writing numbers on paper or a notecard, and gathering other tools such as paper and pens/markers.
- ☐ Video recording the interviews is strongly recommended. If you are recording, decide how you will set up the recording device to capture the child's actions and voice.
- ☐ Schedule a specific time and place to conduct each interview. It is helpful to conduct the interviews in a quiet place so the child can focus on the tasks you are posing and you can hear the child's responses during the interview. Plan on spending about 10-15 minutes interviewing each child individually.

STEP 2: Conduct each interview

- [ ] Welcome the child and make the child feel comfortable. Tell the child that they are helping with your school work. (TPE 8.3 P)
- [ ] Pose the interview tasks one at a time. Repeat the directions for the tasks multiple times as needed. (TPE 5.2 P, 8.2 P, 8.3 P)
- [ ] Provide wait time when the child is thinking and working on the task. Do not interrupt the child. (TPE 8.3 P)
- [ ] Watch the child and listen to the child carefully as they complete each task. Pay attention to the details of their actions and words. Take notes about what the child does and how the child completes each task. (It's helpful to video record the interview so you can go back and rewatch the interview.) (TPE 5.2 P, 8.6 P)
- [ ] Ask questions if you are not sure about a child's answer or what they said for any of the problems. (TPE 8.6 P)
- [ ] Do not tell the child whether answers are correct or incorrect or attempt to teach any of the math content to the child during or immediately after the interview. You can provide praise for their effort. (TPE 8.3 P)
- [ ] At the end of the interview, thank the child for helping you with your assignment. (TPE 8.3 P)

STEP 3: Record and analyze data from the interview

- [ ] After conducting the interview, review your notes from the interview. Write any additional notes that you want to remember from the interview.
- [ ] If you recorded the interview, watch the video and add to your notes from the interview.
- [ ] Record your observation notes on an interview recording table (see below). Include a detailed description about what you observed the child doing and what the child said during the interview. (TPE 5.2 P, 8.6 P)
- [ ] Analyze what you learned about each child from the interview. What are the child's strengths (or assets) that were demonstrated in the interview? What are some areas for growth? Identify how these areas of growth address the appropriate grade level standards. Most of this analysis should focus on the child's math knowledge related to counting and number concepts, but you may also address other aspects of the child such as their disposition during the interview. (TPE 5.2 P, 5.3 P, 8.2 P)

Counting Interview Recording Table

Task Posed	Description: What did the child do? What did the child say?)	Any other observations or comments…

STEP 4: Write a letter to the parent or guardian

- ☐ Select one of the children to write a letter to the parent or guardian.
- ☐ Write the letter so that parents or guardians who are not working in education will understand the important information you are sharing about their child.
- ☐ Briefly share about conducting the interview with their child. (If you will send the letter home, you can include an introduction if you are new to the family/school.) (TPE 1.5 P)
- ☐ Describe some of the child's strengths and assets that you observed during the interview. You should primarily focus on mathematics, but you can also include dispositions or other aspects that you observed during the interview. This should be the primary focus of your letter. (TPE 5.7 P)
- ☐ Describe 2 areas for growth in mathematics that you will be focusing on in class based on what you learned from the interview. (TPE 1.5 P, 5.7 P, 8.2 P)
- ☐ Suggest 2 or 3 ways that parents can support the child's learning about these mathematics concepts. These suggestions should relate to everyday hands-on activities that could take place at home or out in the community. You can also make suggestions that connect to the family's home culture and language. (TPE 1.5 P, 8.8 P)
- ☐ Write a conclusion to the letter and sign your name.
- ☐ Proofread your letter to make sure that you clearly communicated your ideas in a professional, respectful, and positive tone and used proper writing conventions including correct grammar, punctuation, and spelling. (TPE 1.5 P)
- ☐ You will submit this letter for the class assignment, but you are not required to send this letter home. If you want to send the letter to the parent/guardian, share the letter with the child's teacher and make any revisions requested by the teacher before sending the letter to the parent/guardian.

STEP 5: Reflection

Reflect on your experience with conducting this interview and what you learned from the students. You may write this reflection in narrative form or you may create a short (2-4 minute) video.

Address the following prompts in your reflection:

1) How did you create a positive and secure learning environment for each student during the interviews? (TPE 6.1 P, 8.3 P)
2) Reflect on your role in conducting the interviews. What did you do well? What changes could you make to make the interviews more effective? (TPE 6.1 P)
3) What are some advantages of using an interview for assessing students' mathematics knowledge and skills? What are some disadvantages? (TPE 5.1 P, 6.1 P)

Grading Rubric: Counting and Number Concepts Interview Assignment

Child #1 Interview (12 points)					
	Fully accomplished	**Accomplished**	**Partially accomplished**	**Needs improvement**	**Missing/ Unsatisfactory**
DESCRIPTION FOR CHILD #1 INTERVIEW Interview table identifies the tasks posed and a description of what the child did and/or said for each task (TPE 5.2 P, 8.6 P)	**4 pts** Identifies the specific tasks and numbers given; detailed description of the child's actions and what the child said for each task.	**3 pts** Identifies the specific tasks and numbers given; detailed description of the child's actions and what the child said for most tasks.	**2pts** Identifies the specific tasks given; some description of the child's actions and/or what the child said for most tasks.	**1pt** Identifies the specific tasks given; limited description of the child's actions or what the child said for many tasks.	**0 pts** Does not identify the specific tasks posed and/or describe the child's actions or what the child said for the tasks.
ANALYSIS of STRENGTHS FOR CHILD #1 Describes the child's specific assets or strengths from the interview, primarily related to math; primary focus of the analysis (TPE 5.2 P, 5.3 P, 8.2 P)	**4 pts** Accurately describes child's strengths based on information from the interview; focused mostly on math areas; strong focus on child's strengths.	**3 pts** Describes child's strengths based on information from the interview; focused mostly on math areas; part of the analysis may not be accurate.	**2pts** Describes some of the child's strengths partially based on interview; analysis addresses some math content and may have inaccuracies.	**1pt** Describes some of the child's strengths, not necessarily from the interview; analysis focuses on non-math areas or is mostly inaccurate.	**0 pts** Does not describe child's assets or strengths.
ANALYSIS of AREAS OF GROWTH FOR CHILD #1 Describes specific areas for growth for the child based on the interview, primarily related to math; secondary focus of the analysis (TPE 5.2 P, 5.3 P, 8.2 P)	**4 pts** Accurately describes areas for growth connected to math standards based on information from the interview; focus mostly on math content.	**3 pts** Describes areas for growth connected to math standards based on information from the interview; focus mostly on math areas; part of the analysis may not be accurate.	**2pts** Describes some areas for growth partially based on interview; analysis addresses some math content but may not be appropriate for grade level math standards.	**1pt** Describes areas for growth, not necessarily from the interview; analysis focuses on non-math areas or is not appropriate for grade level math standards.	**0 pts** Does not describe areas of growth for the child.

Child #2 Interview (12 points)					
	Fully accomplished	**Accomplished**	**Partially accomplished**	**Needs improvement**	**Missing/ Unsatisfactory**
DESCRIPTION FOR CHILD #2 INTERVIEW Interview table identifies the tasks posed and a description of what the child did and/or said for each task (TPE 5.2 P, 8.6 P)	**4 pts** Identifies the specific tasks and numbers given; detailed description of the child's actions and what the child said for each task.	**3 pts** Identifies the specific tasks and numbers given; detailed description of the child's actions and what the child said for most tasks.	**2pts** Identifies the specific tasks given; some description of the child's actions and/or what the child said for most tasks.	**1pt** Identifies the specific tasks given; limited description of the child's actions or what the child said for many tasks.	**0 pts** Does not identify the specific tasks posed and/or describe the child's actions or what the child said for the tasks.
ANALYSIS of STRENGTHS FOR CHILD #2 Describes the child's specific assets or strengths from the interview, primarily related to math; primary focus of the analysis (TPE 5.2 P, 5.3 P, 8.2 P)	**4 pts** Accurately describes child's strengths based on information from the interview; focused mostly on math areas; strong focus on child's strengths.	**3 pts** Describes child's strengths based on information from the interview; focused mostly on math areas; part of the analysis may not be accurate.	**2pts** Describes some of the child's strengths partially based on interview; analysis addresses some math content and may have inaccuracies.	**1pt** Describes some of the child's strengths, not necessarily from the interview; analysis focuses on non-math areas or is mostly inaccurate.	**0 pts** Does not describe child's assets or strengths.
ANALYSIS of AREAS OF GROWTH FOR CHILD #2 Describes specific areas for growth for the child based on the interview, primarily related to math; secondary focus of the analysis (TPE 5.2 P, 5.3 P, 8.2 P)	**4 pts** Accurately describes areas for growth connected to math standards based on information from the interview; focus mostly on math content.	**3 pts** Describes areas for growth connected to math standards based on information from the interview; focus mostly on math areas; part of the analysis may not be accurate.	**2pts** Describes some areas for growth partially based on interview; analysis addresses some math content but may not be appropriate for grade level math standards.	**1pt** Describes areas for growth, not necessarily from the interview; analysis focuses on non-math areas or is not appropriate for grade level math standards.	**0 pts** Does not describe areas of growth for the child.

Letter to Parent/Guardian (10 points)				
	Fully accomplished	**Accomplished**	**Partially accomplished**	**Missing/ Unsatisfactory**
COMMUNICATING WITH PARENTS Professional, respectful, positive tone, and uses proper conventions (grammar, spelling, and punctuation) in the written letter (TPE 1.5 P)	**2 pts** Overall tone of the letter is positive, respectful, and collaborative towards families; ideas are clearly communicated using proper grammar, punctuation, and spelling.		**1pt** Overall tone of the letter is somewhat positive and respectful towards families; multiple writing convention errors (grammar, punctuation, spelling).	**0 pts** The tone of the letter is negative about the child and/or disrespectful towards families.
DESCRIPTION OF CHILD'S STRENGTHS Describes the child's specific strengths from the interview, primarily related to math; uses language and terminology that parents/guardians will understand (TPE 5.7 P)	**3 pts** Describes multiple examples of the child's strengths based on information from the interview; mostly focused on math; effort to use language that will be understood by most parents/guardians.	**2pts** Describes at least 2 of the child's strengths based on information from the interview; mostly focused on math; effort to use some language that will be understood by some parents/guardians.	**1pt** Describes at least 1 example of the child's strengths, but may not be from the interview or related to math; language will be difficult for many parents/ guardians to understand.	**0 pts** Does not describe child's strengths.
AREAS FOR GROWTH Describes 2 specific areas for growth in math that you will be working on with the child based on the interview; uses language and terminology that parents/guardians will understand (TPE 1.5 P, 5.7 P, 8.2 P)	**3 pts** Describes 2 areas for growth in mathematics based on information from the interview; effort to use language that will be understood by most parents/guardians.	**2pts** Describes 1 or 2 areas for growth in math based on interview; effort to use some language that will be understood by some parents/guardians.	**1pts** Describes 1 area for growth, not necessarily from the interview or related to math; language will be difficult for many parents/ guardians to understand.	**0 pts** Does not describe an area for growth for the child.
ACTIVITIES FOR PARENTS Provides realistic and developmentally appropriate suggestions for parents/guardians to support their child's math learning at home. (TPE 1.5 P, 8.8 P)	**2 pts** Provides 2 or 3 realistic suggestions to engage in a collaborative partnership with parent/guardian to support the child's development and learning about these math concepts at home. Suggestions are related to the child's life and developmentally appropriate.		**1pt** Provides at least one realistic and developmentally appropriate suggestion to the parent/guardian to support the child's at home.	**0 pts** Does not provides suggestions to parent/guardian to support the child's learning about these math concepts at home.

Reflection (6 points)			
	Accomplished	**Partially accomplished**	**Missing/Unsatisfactory**
REFLECTION QUESTION #1 How did you create a positive and secure learning environment for each student during the interviews? (TPE 6.1 P, 8.3 P)	**2 pts** Describes specific ways they created a positive learning environment for each child during the interview. Explains why these specific strategies made this a secure learning environment.	**1pt** Generally describes ways they created a positive learning environment for the children during the interview. Limited explanation about why these strategies made this a secure environment.	**0 pts** Did not address the reflection question.
REFLECTION QUESTION #2 Reflect on your role in conducting the interviews. What did you do well? What changes could you make to make the interviews more effective? (TPE 6.1 P)	**2 pts** Reflects on conducting the interviews. Identifies some aspects that they did well. Explains one or more realistic changes to make the interview process more effective.	**1pt** Reflects on conducting the interviews. Addresses either aspects that they did well or some changes to make the interview process more effective.	**0 pts** Did not address the reflection question.
REFLECTION QUESTION #3 What are some advantages of using an interview for assessing students' mathematics knowledge and skills? What are some disadvantages? (TPE 5.1 P, 6.1 P)	**2 pts** Reflects on and describes both advantages and disadvantages of using interviews as an assessment tool.	**1pt** Reflects on and describes either advantages OR disadvantages of using interviews as an assessment tool.	**0 pts** Did not address the reflection question.