

Teacher Observation & Interview Form

Observer's Name _____ Teacher observed _____ School _____

Project _____ Date _____ Period/Time _____

Day of project / activities _____ Mentor (if present) _____

Whole class interaction

How does the teacher:
Start the day?

End the day?

Working with the Models. *Describe what teacher does and does not do during this period.*

How does teacher introduce the activity/model?

How does teacher describe the purpose of the model?

How does the teacher explain how to use the model?

How does teacher make connections between model and other content?

How does teacher refer back to model, other than when using it?

What does the teacher say/ask while students are using the model?

What kinds of questions do students ask about the model? What are teachers' responses?

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General Interactions

When did the teacher stop the whole class? (What happens when he/she does this?)

How does the teacher spend his/her time when not addressing the whole class?

How often does the teacher trouble-shoot tech issues? Please Explain.

Summarize what you observed of the teacher's interaction with the whole class today. What was the primary content of the interactions? Technical, procedural, content, etc. Describe.

Small Group interaction

Please identify several groups during the period. How long does teacher stay with each group?

Group 1	> 1 min.	1 – 3 min.	3 – 5 min.
Group 2	> 1 min.	1 – 3 min.	3 – 5 min.
Group 3	> 1 min.	1 – 3 min.	3 – 5 min.
Group 4	> 1 min.	1 – 3 min.	3 – 5 min.

Choose one interaction that the teacher has with a pair of students (other than technical issues). Briefly describe (What caught the teachers' attention? The subject? Kinds of questions asked?)

Observe one interaction between teacher and a pair of students **about the model**. Briefly describe.

Summarize the interactions that you observed between the teacher and small groups during the day. What were they primarily about? Technical? Procedural? Scientific content? Describe.

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If a mentor or other support person is present:

How did the mentor and teacher interact during the class period?

Briefly describe exchanges observed during the class period (probe further in interview).

What did the mentor do during the class period?

In general:

Whole class interactions:

____ *Technical* ____ *Procedural* ____ *Content/Inquiry*

Small group interactions:

____ *Technical* ____ *Procedural* ____ *Content/Inquiry*

Other interactions:

____ *Technical* ____ *Procedural* ____ *Content/Inquiry*

Did the teacher and mentor talk before class began? ____ Yes ____ No

What was the subject of their discussion?

Did the teacher and mentor talk after class ended? ____ Yes ____ No

What was the subject of their discussion?

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Interviews (Pre/Post)

Interview protocol - Divided into Pre Reflection Discussion and Post Reflection Discussion

Pre-Run Questions:

How did you prepare students for unit?

What learning goals do you have for your students?

What do you think will be challenging (both conceptually and technologically)?

What will be challenging for you as a teacher during this project?

Post-Run Questions

Let's try to have teachers address these two questions BEFORE the interview:

What parts did students have trouble understanding?

How well did project address content that was challenging for students?

Connecting ideas

What concepts do you think your students needed to know before running this project?

How did you introduce this project?

How does this project connect to ideas you've already taught?

How does the project connect to what you will continue to teach?

TELS: What specific scientific inquiry skills did this project address? Select one or two and tell me specifically how it supported inquiry skills in your students?

Teaching with models

How did you teach with the models? **(Show the teacher the model they used)**

How did the models work for students (what was helpful, what was confusing)?

How will you teach with model differently during your next project run?

TELS: Did the models/animations in particular, support inquiry skills in your students? Select one skill in particular and explain how the model/animation supported student learning.

Customizations

How did the changes you made to the project this summer impact the project run?

Did you do anything differently in teaching this project compared to when you ran it last time or compared to another project run. **(If teachers customized something, bring examples).**

Assessment/Feedback

How/when did you assess student ideas during this project run? **(If teachers created a rubric, bring it!)** Did teacher use this rubric? How would you change the rubric?

How did you decide when to intervene with an individual, pair or whole class?

Mentoring/Support

What type of support did you get during this project run? How is it different from your first project run?

What do you think that MODELS is trying to accomplish? (pause, then prompt) What are our goals for you as teachers and for your students?

What is it that you would like to accomplish by being involved in MODELS and using these projects with your students?

Where does MODELS fit into your goals for your own professional development?