Comprehending Reading Comprehension (CRC), Teacher Interview/Reflection: Protocols for post observation interviews
OER 09/10 RS

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**Introduction**

Teachers will be observed while teaching the QtA/NFM lesson or another ‘reading’ lesson they have planned. Each lesson will be audio and video recorded using standard procedures for the CRC study.

After each lesson, a member of the research team will meet with the teacher for an interview/reflection. The purpose of the interviews are three-fold:

1. **To foster reflection** (see ‘the 4-step Reflection Process, J. Png, adapted from York-Barr, Sommers, Ghere & Montie, 2006)

2. **To incorporate feedback** (as a continuation of the training component of the intervention)

3. **To ascertain developing teacher understanding** (following the CRC coding scheme for teacher understanding, based on Anderson, et al. 2006)

**Preparation**

The trainer/researcher who is working with the individual teacher will watch the video and prepare for the interview.

1. **Watch the lesson as a whole.** Take notes of positive features related to what we have been teaching (or other positive features), points in the lesson where you think feedback is required to encourage the teacher to make changes (related to QtA/Nfm), and any points in the lesson that you don’t understand or have questions about.
   
   a. Be sure to note the time stamp for these points.

2. **Based on what you have seen in the video and your notes,**
   
   a. identify patterns that are related to the research project – either patterns of points that the teachers have successfully picked up or patterns of classroom interaction that believe need further work.

   b. identify any individual points that seem to be particularly important for some reason (an exemplary example, a particularly unusual example that you think is worth exploring for some reason, a point that is unique but sufficiently problematic that you feel it must be addressed).

3. **From the video-viewing, note taking and your own thinking, select several ‘intervention points’ in the video that you feel should be highlighted to the teacher.** Give the interview time frame of 2 hours, you will probably have 3-5 intervention points although this is just an estimate – there might be more or less depending on what you feel needs to be highlighted. For example, if you feel something is a pattern that needs further attention, you might want to show 2 or 3 examples rather than just one, so that the teacher can see if it a pattern and not an isolated case. There is no set formula, for the selections – this is where your expertise as a trainer must
come in as you make decisions of what to highlight and how many excerpts to bring in. However, bear in mind that these intervention points are only one aspect of the interview – the other part of the interview is allow the teacher to watch him/herself, highlight or question what he/she notices, and reflect on what is viewed.

4. You might also want to listen to excerpts of the teacher audio recording. Do not try to do a transcript of the whole lesson as that would be too time-consuming! However, there are parts of the lesson that seem particularly interesting or important (e.g., the student look very excited [an interesting topic?], there is a lot of student discussion [T has used a clear query or good example of some discussion move or Nfm?], a series of very short responses from student [possible indicating a series of factual questions from T?]), you might want to listen to the T audio file and make a note of what was said. You can transcribe these bits to show the teacher.

Interview procedure:

1. All interviews will be audio-recorded. You will need two audio recorders for each interview: one for the teacher and one for the researcher.

2. Record the entire interview from the time you enter the room until you leave. You should have the teacher’s recorder ‘on’ for recording when you greet him/her if possible and keep it recording until you leave. This is because the teacher might make ‘incidental ‘comments outside of the time that you consider to the actually interview.

At the interview location:

1. Find/use a suitable interview location (little ambient noise or likelihood of interruptions).

2. Turn off your handphone – silent mode can still interfere with the concentration of participations so handphones should be switched off. Ask the teacher to turn off his/her handphone as well in order to avoid disruptions.

3. Note interview details by stating the following at the beginning of your recording:
   - Date
   - Time
   - Interviewer
   - Interviewee
   - Project number or name

4. Introduce the reflective purpose of the interview:

   Say something like:
   
   We are going to watch a video of QtA lesson (or ‘reading lesson’). This is an opportunity for professional reflection as well as feedback. At this point in the project, we want to move into more reflection and self-learning, rather than the sort of direct instruction we
have done so far. Watching your lesson together is a chance to move into that more reflective stance.

5. Give the teacher a copy of the 4-Step Reflective Cycle (attached). Point out that during the interview the two of you will focus on the four questions, but the reflection process will continue as the teacher continues to develop and teach QtA/NfM lessons.

6. Tell the teacher that he/she can stop/start the video whenever he/she wants to comment on something or ask about something. Get the video ready and place the laptop in front of the teacher, making sure the teacher knows how to stop/start. Let the teacher commence with the viewing.

7. Reiterate that the teacher should comment freely while viewing.

8. Let the teacher watch the video. Allow the teacher to watch a few minutes (2-3) and then, if the teacher does not comment or react, ask, “Is there anything you want to comment on?” There is no need to stop the video at this point unless you come across one of the intervention points or the teacher wishes to stop and discuss. If not, allow the teacher to continue watching.

9. Initially the teacher might not have much to say. If so, observe the teacher and when he/she reacts to the video (laughs, shakes head, rewinds to watch something again), ask “What is happening?” and “Why did you laugh/ shake your head/etc. at that point?” (in reaction to the video). If there are no comments, no reactions and no intervention points in 10 minutes time, pause the video and ask the teacher “What have you seen so far?” “What has happened in the lesson?”

10. When the teacher comments, pause the video to allow the discussion to develop. Encourage the teacher to think in terms of the reflection cycle by asking question such as:

a. What is happening here? OR What happened at this point? OR What was happening that you reacted to? (step 1)

b. Why do you think that happened? OR Why did you choose to do that? OR Why do you think the student might have done/said that? (step 2)

c. Was that what you expected? OR How is that different from what you expected? Or How might that change your thinking about the lesson/QtA/ negotiation for meaning? (step 3)

d. What do you want to remember from this for next time? OR Would you do it the same way again? OR How might you do it differently next time? (step 4)

e. Note that you should ask questions for at least steps 1 and 2 each time you stop to discuss with the teacher. However, it might not be appropriate to ask the teacher to go through all four steps at each stopping point. This will depend on the reason for stopping at that point,
evidence of ‘reflection fatigue’ from the teacher, the amount of time remaining, etc. Again, you must use your judgement as a trainer to adapt as the interview/reflection develops.

11. Listen carefully to the teacher and do not interrupt him/her but ask for clarifications or elaborations where necessary.

12. Throughout, give the teacher time to think rather than prompting continuously. React supportively. Listen with understanding, provide suggestions and feedback if asked and at points that you have selected for intervention. Since this is an intervention project, the teachers do expect feedback (positive, negative, and especially in the form of suggestions). Do highlight evidence of ‘progress’ in the sense that the teacher has taken on board some of the crucial features taught, adopted suggestions offered earlier in the project, or come up with relevant, creative ideas. Do highlight evidence of student learning, comprehension, engagement. Also highlight those features of the lesson that need continued improvement.

13. Conduct the interview until the video viewing finishes. Ideally, you will watch the entire lesson with the teacher. If it is clear that there is insufficient time, ask the teacher if it is ok to use fast forward. Also, ask if there are specific points he/she would like to see. In this way, you can move forward to the intervention points but you must also avoid taking over the entire viewing sessions – as much as possible, keep the interview/reflection on the teacher’s interests.

14. At the end of video viewing ask, “What did you see that you would like to remember for the future?”

15. Leave a disk copy of the video with the teacher. Tell him/her that we are not transcribing whole lessons as it is quite time-consuming and costly. However, we do transcribe a few excerpts so we will pass those transcribed excerpts to the teacher when they are ready. We do transcribe the interview so we will pass that to the teacher as well.

**After the interview:**

1. Save all materials with appropriate file names.

2. Back up all files on EHD

3. Remove batteries from recorder. Sign in equipment

4. Write up your own brief field notes about the interview and file those on EHD and SP as well.
THE 4-STEP REFLECTION PROCESS

What happened? (Description)
What did I do? What did others [my students] do?

Now what? (Implications for action)
What do I want to remember to think about in a similar situation? How do I want to act?

Why? (Analysis & Interpretation)
Why did I think things happen this way? Why did I choose to act the way I did?

So what? (Overall meaning & application)
How might this change my thinking, behaviour [teaching] or interactions with others [my students]?

Adapted from York-Barr, Sommers, Ghere & Montie (2006) by Dr. Jessie Png for OER 09/10 RS

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