

# Observer Questionnaire: Sample Student Work

The goal of this questionnaire is to help us better understand how teachers use the sample student work (SSW) and guide, and how this use has evolved over the course of the project.

Your responses are invaluable to our work.

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Please include changes in use SSW over the course of the project.

1. **Use of Sample Student Work.**

- a. How does the way in which the students tackle the problem on their own or in a small group impact on how the teacher and students use the SSW?

- b. Do students change their own solution as they work on the SSW?  
What prompts this?

- c. Do teachers limit the number of pieces of SSW each student receives?  
How do they do this? What prompts this?

- d. Do teachers deviate from the time specified in the guide for the SSW?  
How? What prompts this? How does this impact on the activity?

- e. Is there an opportunity for students to compare SSW (as opposed to critiquing each solution individually)?  
How does this happen? How does it go?

- f. Do teachers use SSW differently when they trial the same lesson a second time?  
Please explain.

2. **Change in teacher practice**  
Have you observed any change in teachers' practice when using SSW?  
In particular, refer to how teachers scaffold students' learning and how they conduct whole class discussions about SSW.

3. **Change in student behavior**  
Have you observed any change in student behavior when working with SSW?  
In particular, refer to their perseverance, what they attend to in the SSW, how they discuss the work, their capacity to flexibly solve problems etc.

4. **SSW supporting problem solving**  
What ways, and to what extent have you observed the use of SSW improve the teaching of problem solving? Please give examples.

5. **Teacher challenges**  
In your opinion, what pedagogical challenges have teachers faced when working with the SSW?  
Did they overcome them? Please explain.

6. **Student challenges**  
In your opinion, what challenges have students faced when working with the SSW?  
Did they overcome them? Please explain.  
In particular, refer to how the teacher supported them.

7. **Different types of SSW**  
There are different types of SSW: some are incomplete, others contain errors or misconceptions, and some are correct (but maybe the method isn't the most efficient or the answer may not be accurate enough for the context etc.)  
In your opinion, have teachers found any of these more accessible or helpful?  
Please give examples.

8. Any further comments, including notable deviations from the guide?

**Thank you for taking the time to complete the questionnaire, Sheila**