

K-3 SPED Letters
Post Interview

Interviewer: How do you think you're effective in communicate a purpose in the lesson?

Teacher : I go in thinking what I want to teach the children, and from there I hope that we can grow in different directions. I don't always accomplish exactly what I set forth to do but there's many different elements along the way. If a student didn't quite understand that the letter N has the, "N" sound, then perhaps he understood that, "Oh, we put consonants and vowels together to make a word." Perhaps, he understands that he needs to wait his turn to answer a question. Perhaps, he needs to think about, "Oh, what comes afterward?" It's just not the purpose of the lesson we're looking at, we're looking beyond that. We're looking at how it helps to enrich the life of the child.

Interviewer: What parts of your instructional practice do you think are the most effective in supporting student learning?

Teacher : I think that for me as a specialized teacher, I think the fact that I have great empathy for the children and I can understand the challenges. Therefore, I feel that my desire to help them is probably something that I feel that I can give to these children and I can create lessons that will be interesting and motivating to them. I can look at them and say, "I want to teach you." It's not just a matter of we are going to learn this.

[00:02:00] We're going to go on a journey together. We're going to try to learn it, and if you show me you haven't learnt it, then I have to adjust myself as a teacher and say, "Let me think about how I can show you." Each child is different. They have different challenges, and it's important for me to see the challenge, recognize the challenge and make adjustments in my teaching so that I can best meet the need of the child.

Interviewer: What role did organization or planning play in the lesson or classroom setup?

Teacher : I had to be organized. I always have to be organized. I think that, again, teaching this type of class you cannot come into the classroom and think that is going to take care of itself. You need to set up a purpose and say, "Okay, this is what we're going to do today." Follow that routine. Following a routine with this class is very important. The children feel comfortable. They feel safe. They feel secure. "This is what Teacher is going to do. This is what is going to happen." In doing so, they feel comfortable and open to the learning environment.

If you don't organize, the children will pick up on that, immediately. As they will pick up on anything else that happens. They're very, very intuitive. They notice whatever goes on, so if I'm organized, if I feel comfortable, if I am calm, they will be calm. They will be happy. You bring in, I'll say, attitude into the classroom, the children will feel that, and they will pick up on that. I always come into the

classroom thinking, "We'll do our best, we have challenges. If it's not the road we had to take that day, we'll take another road and we'll revisit."

Interviewer: What role did behavior management play in this lesson as far as expectations, procedures, routines, discipline?

Teacher : The children always know what's expected. That didn't happen overnight. We had to work on that and work on it over a long period of time. By establishing a routine, the children know what I expect, know what is expected of them and they're happy. They know that we walk into the classroom, we put our backpacks away, we sit down at morning circle, we participate. We have unwritten agreements; I teach them, they participate, we all have a good time and really behavior is not a problem.

[00:04:00]

I have never had a child who has ... I have had children who have disrupted lessons for different reasons and we address those issues. For the most part the lessons are engaging, the lessons are motivating and the children want to participate. There are no behavior issues.

Interviewer: How do you think the lesson went with regards to engaging?

Teacher : I think we're very well. When I noticed that there were children who were not participating, for various reasons because I could recognize maybe the material was a little bit harder for one child, maybe it was difficult for another child. I made a concerted effort of picking out that child, "Could you answer this question?" Knowing very well that it would be challenging for them. That wasn't the point. The point was to bring the child back into the lesson and find any element of success in their participation so that they could feel accomplished.

Interviewer: How do you think the students found the lesson meaningful and relevant?

Teacher : I think the students found it meaningful. It's meaningful to them because they have learnt. They have participated in something they feel successful; therefore, they feel happy about themselves, their self esteem, their motivation. All ends to a positive learning situation for them. The attendance in my class, the absenteeism is very, very low. I do get students coming ... Other than for illness, they come every day and they want to come because it's a positive learning situation.

[00:06:00]

Interviewer: How would you like to develop this lesson in the future?

Teacher : This lesson is part of a bigger lesson. I have the curriculum, we'll learn about our letters. We will continue until the end of the twenty-six alphabet, the twenty-six letters, and then we will start over again. We will go back and we will review. Everything is, I would say, a stepping-stone. We learn part, and then we layer. I try to layer scaffold learning in that children will learn one thing, they'll learn a letter.

Then, they can use that for letter recognition. They can use that for CBC, consonant, vowel, consonant, beginning reading, after that you build on that. Everything is based on one part of a bigger puzzle.

Interviewer: That is it. I-