

Kindergarten ELA Farms
Post Interview

Interviewer: How are you effective in communicating the purpose of the lesson?

Teacher: How was I effective in communicating the purpose of the lesson? I believe I was effective in the sense that I try to show them what the standards are. I try to relate it back to things that we've done in the past and therefore are going to continue today, as well as providing the opportunities for the collaborative discussion among the kids.

Interviewer: Which part of your instructional practice was most effective in supporting students to meet the objective?

Teacher: I feel the Danielson Domain of using questioning and the discussion techniques has become my way of most effective, not to say that I don't need any work on it. Of course I continually do, but it's become a part of my every day practice because addressing critical thinking skills has been an ongoing target for our school. Even more so, I realize it is an ongoing target for my students. They have a really hard time with comprehension and critical thinking.

Interviewer: What role did organization and planning play in this lesson, classroom setup, or anything like that?

Teacher: The organization is a definite. It is paramount to the success of any lesson. The developmental needs of my students, therefore, always drives my planning. I feel organization is definitely the foundation to anything. You can have the best lesson, but if
[00:02:00] it's not organized, then you won't be able to communicate whatever needs to the standards or the intent of the lesson, and so forth.

Interviewer: Did you have to prep any of the materials prior to?

Teacher: Definitely. I definitely had to prep. That makes me excited, too, when I do prep the materials because I know it's things that they'll be excited in. For example, I knew that acting out a story, I didn't think they would be that excited. I knew that they would be excited, but that excited, so it makes me even more excited to come to school and deliver the lesson.

Interviewer: What roles did behavior management play in this lesson? Expectations? Procedures? Routines? Discipline?

Teacher: As documented in the Danielson Model of Effective Teaching, the indicators of managing student behavior are the foundation of high levels of engagement in the content of every lesson. Likewise I have established clear standards of content from Day 1, and when the student's behavior becomes a concern, I try to handle it respectfully. I hope I did today. I try to redirect his or her attention in a very subtle way, whether it be call the person's name and have them look at a picture but in actuality it's the person

wasn't paying attention and you want to redirect them to what you're teaching. I never liked to single out a student in a disrespectful way. These are kindergartners, and developmentally, they are going to act out, and there are going to be times when they're not paying attention, or they're playing with their fingers, or so forth, and so I try to be as respectful as possible. I try to treat them like how I would want my kids to be treated.

[00:04:00]

Interviewer: How do you think this lesson went with regards to student engagement?

Teacher: I feel I was giving the students many opportunities for student engagement, whether it be the magic sticks, because we want equity in speaking. Think peer share when they got together with their partners to have those collaborative discussions, learning labs. Sadly we didn't have as much time as we wanted to, but learning labs. It gives them an opportunity to actively engage in comprehending the standards for the day. At the same time, having fun in learning.

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

Teacher: Based on the excitement and overexcitement and the fact that everyone wanted to participate gave me a positive feeling that not only was the lesson meaningful but it was fun as well.

Interviewer: Did you hear anything the students were saying of how they were interpreting the lesson, maybe the conversation they were having? How do you think they found it relevant in their life?

Teacher: One of the students was talking about farms, kind of a limited experience of farms, but nonetheless sharing what she experienced of farms. Therefore, I was able to take what little she knew and build upon those experiences. Likewise, kids love farms because actually they like not so much the crops but they like the animals. Kids love animals. I felt like they were excited to even draw a picture of the crop. The spelling wasn't exactly what I want, but at least it had the beginning sound and some of the sounds needed to write the word.

[00:06:00]

Interviewer: And one more. How would you like to develop this lesson in the future?

Teacher: I'm open to constructive criticism, and maybe somebody else can give me another perspective, another way to address the standards that I needed to address today.

Interviewer: I don't think you could have done anything ...