

### 3<sup>rd</sup> Pfc

#### Pre-Interview

Interviewer: I choose to teach this lesson because I think it's a good skill that the kids need to develop to be adults and be good thinkers. I don't know how to explain. Just stop and think and truly take in what they're learning. It's a good experience for them to practice.

Teacher: What are the learning outcomes for the lesson? How are they related to larger?

Interviewer: It actually covers everything. It's not a one subject lesson. It them coming up with their own questions. Just taking time to think deeply and be critical thinkers and philosophical thinkers. They are taking wonderings that they have, that have no right or wrong answer. Just listening to each other and going off of what each other says. We do a lot of, we add in accountable talk into ours, which helps them just be able to speak to each other. To understand that it's okay to agree to disagree. To even as something as simple as trying to speak in a complete sentence to somebody. We get, with texting and social media and everything, you get kids that are just quick to be like, yep, I don't know. Just not learning the talking skills, thinking skills that really helps develop the student as a whole.

Teacher: How would describe the lesson as meaningful, useful or relevant to students lives?

Interviewer: It's definitely useful and meaningful. I think it creates a thinker. It helps them. I hope that when they get older, it helps them stop and self reflect on maybe things they said to another person or something they read. Just really create that critical thinking. It's something that's hard to develop in students, is the critical thinking. Sometimes it's just kids have it or they don't. This kind of gives kids the opportunity to become a critical thinker without teaching a specific lesson. What was the question again? I feel like I had something else to say?

[00:02:00]

Teacher: Meaningful and relevant.

Interviewer: It's meaningful also because it's student led. The student's are in charge. I don't rush them. If anything, it's just when they're picking somebody. They choose what it's about. They choose where it goes. They choose if we're going to move on from what we're talking, if they're tired of it. It's just all about them and all about their thinking. It's the only time they really get to have during the day, that's not okay we've got to move to the next page. We've got to make sure we've got to finish this all by the end of the day. It's just a time that they can be in charge of their learning. They definitely see that and they take it to be more valuable.

Teacher: I'm excited. What are the big questions that you're using to drive students discussion?

Interviewer: Well, I use a question box. The students, anytime they have free time, they can write a question on a post it. We have criteria for the questions. You can't Google the answer. It applies to everybody so it can't just be about like your pet dog. It creates a wondering. It makes you go hmm. It's just they create their own questions so it's not like I'm coming

up with a general big understanding. It's just them, having a wondering and everybody taking the time to stop and go, I wonder about that. Really stopping to think so it's really just whatever they come up with. We do vote. I pull out three post its and the class gets to pick what they want to talk about that day. That helps, they're already interested when you give them that choice.

Teacher: How are you planning to check for understanding or assess your outcomes?

Interviewer: I'll be informatively checking while we're in the circle. Seeing how they participate.  
[00:04:00] Some students, my goal is, we've been doing checks quarterly. For some students my goal is just articulating themselves, when they speak. We have students that, like I said earlier, will just think they're making so much sense. Really as a listener, you're like, I don't understand what you're talking about. For some students my goal is just listening to them, trying to help them articulate. Others, it's just seeing if they really are stopping to think, wondering and listening to each other. Then I'll do a summative check at the end. We do a reflection on how they did. If they have any more questions or wonderings afterwards. It can help you see how deep they were getting with the topic. If they are able to go back to their desk and show it in their writers notebook. Then that really did make them stop and be a philosophical thinker.

Teacher: How would you describe the lesson as engaging the students?

Interviewer: It's engaging because they're choosing it, they're leading it. They're already excited. They come in, we have a schedule time but I try and incorporate it just naturally. The schedule days, they come in, are we doing P for C today? They're so excited about it. I mean even if it's not, I've had a few times the topic started off engaging and just died down really fast. I'll come in as a teacher and try and give them a stem off of it that kind of changes the wondering but it still the same topic. If it really just is dead, then we'll vote. Do we want to move on? Do we want to start something new? I can pick a new post it out. It's naturally engaging but there are times, that topics that everybody agrees on it and it's over. We have to move on to something different. Giving that freedom of we can stay and talk about that for an hour or we can move on to something else, helps them stay engaged.

Teacher: How do you plan on managing the student behavior throughout the lesson, starting at expectations?

Interviewer: Well expectations are already in place. Just basic expectations. We have a clip chart, behavior chart. They can go up, they can do down. They can continually move through the day. It motivates them like nothing else in the class. Even just the P for C expectations, we review them before we start. I'm consistent with it so the students know that is what is expected. We have to be a safe community where everyone can feel free to share. We've talked about if you don't feel free to share and you feel like it's not a safe place, then we're not going to get the best ideas out. Just reminding them of what our set expectations are. The children help set the expectations so they respect them. There's usually not a lot of guidance needed for the expectations. It's just there

and in place.

Teacher: I'm excited.

Interviewer: Is that it?

Teacher: Yeah.