

5th PFC
Post Interview

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

Teacher: I think by reviewing our agreements and why we were there, to think, listen, and talk together, to be respectful, and to think deeply. That also goes with the expectations for a philosophical question. I also reviewed some of the things from the previous session that we had together with P for C. After that lesson, they had said that they wanted to work on sharing the ball more, because they were just throwing to friends. Bringing that up and giving it a focus to like, "Remember, you guys said last time you wanted to work on this, so let's make sure we work on that." Just kind of reviewing things that we did prior that they wanted to work on, and setting the agreements for what we're doing there today.

Interviewer: What part of the instructional practice do you think was most effective in supporting students to meet the learning objectives?

Teacher: Can you repeat that? Sorry.

Interviewer: What parts of the instructional practice do you think are most effective in supporting students to meet those objectives?

Teacher: I think by setting, like I said earlier, clear guidelines. Here are agreements, we're going to follow them, and then holding kids to them. I saw a couple kids signalling others and holding us to those agreements, and also setting up clear expectations. Here is how you can clearly make a philosophical question. Here's the criteria, and it's posted, and they know it. It's clear that they know it because they can say it, they can repeat it, they can show it.

Most of those questions were an amazing philosophical question. I think by setting those clear guidelines as a teacher, it allows me to then not be so teacher focused. They could really run that probably without me sitting there, because they have clear guidelines.

Interviewer: That said, what role did organization and planning play in this lesson as far as planning classroom set up?

[00:02:00]

Teacher: It's crucial. If you're not organized, then your kids sense it and then your lesson's just going to go haywire. In this kind of capacity of P for C where there really isn't a lot of structure, I don't know where they're going to go. As long as I've set some clear guidelines, they can go anywhere. They knew the procedures, they knew what we were going to do.

It didn't have to- we do the same sort of things most of the time, so it's not a lot of

questions about like, "How do I vote?" Or, "Where do I do this?" Or, "Where do I put this?" Or, "How do I write?" They've done it so much, and we keep that routine, so they are successful. They don't have to think about it. There's no questions to me about, "Where do I put my notebook?" Or, "How long am I going to do this?" They just know. They can anticipate. I guess, maybe being routine is good.

Interviewer: With that said, what role did behavior management play in the lesson with regards to expectations, procedures, routines?

Teacher: My classroom is an inclusion classroom, so there are four students in there who have an IEP. Especially for them having a structured routine and having consistency helps them to be successful. They don't have any worry about, "What are we going to do next?" And, "What's going to happen?" And, "How is this going to go?" Because for them, they won't be able to pay attention to what we're actually doing, because they're so anticipating what's going to happen. It's the same for all kids. I mean, kids can succeed when they know the expectations and they know the outline and the perimeter and what they can and cannot do. Again, just having a clear routine and a clear structure of what's okay and what's not okay.

Interviewer: How do you think the lesson went in regards to student engagement?

Teacher: I felt like they were engaged. But like one student said, I guess we think that kids are listening because they're quiet. I will see a lot more when I sit down to read their responses, that will tell me how engaged they really were. If their thinking has changed, [00:04:00] if they have another new kind of follow up question, that tells me if they were maybe mentally engaged and just not feeling comfortable enough, maybe having so many people in the classroom, or whatever, so share out. But if their writing followed kind of an outline of change, or having new thoughts, that tells me that there was some engagement. Also in the reflection at the end, I asked them, "Was it interesting?" They're honest. Most of them were thumbs up. There were a couple that were sideways, but they really didn't have a reason. That tells me right there that they were listening.

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

Teacher: It comes from them, that was their question. You heard the examples, right? Those are things that are happening in their everyday life. It's not necessarily like in social studies, but it's in daily life of a fifth grader. Why are we being underestimated? Things that they're thinking and experiencing and wondering. This is something that's happening in everyday life for them, so it's very meaningful. They're all experiencing something similar to that.

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

Teacher: With more time, I think it would've come to a place of talking about power. It was kind of going there. I would love to have more of a written response from kids about power

and the shift of power. It ties right into social studies, right? We're talking about early colonization and power and different countries being here, and them fighting for power, because it's all related. Showing them that relationship would be a nice continuation of that.

Interviewer: Sweet.

Teacher: Yeah. Done.

Interviewer: Done.

Teacher: Done.