

Intermediate Science Microbiology
Post Interview

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

Teacher: I think that is something I can improve on. Learning targets are always up on the board, but just coming back to why are we doing this, can happen more frequently. I think at the end of the semester, like we are right now, it's like we have to get all this stuff done. It's something I can improve on, but I think referencing it, having it visually, referencing it vocally, reminding the students in do-laters or do-nows, when they're going to use this. [inaudible 00:00:38] question later. I think exposure, like repeating it as many times as possible, or even in the small group on the back table, just like the reason we're doing this is you're comparing these things. I think just repetition for kids, and they kind of get it. I can improve on that.

Interviewer: What parts of your instructional practice were most effective, you think, in helping students to meet the learning objectives?

Teacher: I think students in my class work really well when we break up into work time because of the structure ... Took a lot of time to set up in the first quarter. Like I said in the pre-interview, we didn't get a lot of content covered in first quarter, but it's a lot of setting up expectations and routines. Which, is my behavior management because by the time we get to this space, students know what's expected. We've practiced it. We've talked about it. We've made iterations to it, so at this time when we break up, I trust that they know what's expected during this work time.

[00:02:00] A couple lessons before when I introduced the three different activities we were doing, we made sure that we had a Q and A. Made sure that everybody understood what was required at each one. That they could move between any of them, but as long as they understood the procedures, so I think kind of front loading before letting them go to individual work time. I think just setting them up, like almost overly communicating and anticipating where they may be confused, really sets them up for...

Interviewer: What roll did organization or planning play in this lesson, as far as setting up the classroom?

Teacher: Yeah it takes a lot. Just anticipating what students are going to ask, even though you've already told them many time, just anticipating it, and putting it somewhere. For me, I use ... Google Classroom is a great place to put instructions for the day, instructions for the activity, links to resources, the actual pages of the text book are put in there, and the power point. I use a lot of check list when we have independent work time, so just having the check list there for them, and they'll come to me with questions. I'll refer them back to the check list. Just getting into that information is everywhere, and just redirecting them where to find the information does take a lot of time planning. Anticipating where students might be confused or struggling. Once you get into the routine of it, I mean by now it's happening pretty quick for me, but it does take some

prep.

Interviewer: I always sending out public service announcements. It's all there, it's so frickin' sad, right?

Teacher: Yeah. It's in there somewhere.

Interviewer: Yeah. What roll did behavior management play in this lesson, with regards to maybe expectations, procedures, routines, discipline?

[00:04:00]

Teacher: What roll did the expectations have?

Interviewer: Behavior management in general.

Teacher: Behavior management. Behaviors come out of not being engaged, not knowing what to do, or feeling that they're not able to do it, so those are the three I try to cover for. The expectation part I have down. The routine, I feel, like everybody should know what's expected and what to do. Then having the student choice to engage in this activity at this moment, or to work with a partner, or to work independently. I think they can kind of choose where they're at, and for this lesson I think it went pretty well.

There are ... What's hard is there are a lot of adults in the room, and so for students with PPT, so for one to one, just being able to ... I still want to be a part of that conversation, so a student was excused, and I wasn't sure why. Just making sure that I'm aware of all the students and adults. Even minor misbehaviors that I don't catch. Just staying in the loop, and also having that time to talk that student too. I think I had three boys that were off task during the discussion, just making the point to check in with them, at one point in the class. "Hey, I noticed this. What's going on?" Even though I did call him out in front of the whole class, but having the conversation one on one, like, "What's up? Why would you do that today?" I think I get a better response from them. Kind of like, "Oh, yeah. I shouldn't have done that."

I think checking in with students, and then making sure that they're engaged in the material, and having that structure helps manage behavior.

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

Teacher: Great. [laughs] It's easy when the material is there for you. Looking at germs under a microscope is engaging for kids, and having that little bit of struggle, but not too much struggle that they don't get it to focus microscopes, or to do anything. I think is a good way to keep kids interested. Partner activities I think are good when it's structured well, again. Yeah. I think it went well.

Interviewer: Pause for one second. The wind is kind of strong here.

Teacher: For [inaudible 00:06:27], too, I had a harder time here than I did ...

Interviewer: Like transitioning and all?

Teacher: My first year here was hard with behavior management and all that, then all six years in [inaudible 00:06:38], and it's the same thing. It's the relationship, I'm trying to get at, like so it doesn't matter where you're at, it's the relationship with the students. For me, these students were very resistant to me coming in, so it was like work. Earning their trust, and doing all that.

Interviewer: A little more suspicious.

Teacher: Okay.

Interviewer: I don't know how to describe it. Two more. You good?

Speaker 3: Yeah. Good now.

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

Teacher: It's interesting. I'll see if they found it meaningful later. I wish we could have had, and that's one of the challenges that I have is having more discussion and having students share openly, like what they're thinking. That connection between what we were doing and our essential question, we didn't really get very deep to. I'm hoping, maybe, in their writing that they connect there. I feel like they think it's engaging. They're into the lesson, but can they make the bigger connections to what's the point. I don't know. I'm hoping to find, we do a series of like end of quarter reflection, and sustainability reflections. We don't want to reflection overload them, but that's my chance to check in, are you really getting this, are you connecting to the bigger essential question, which is nice that we have that to drive us. I don't know we'll see how they reflect.

[00:08:00]

Interviewer: Finally, how would you like to develop this lesson in the future?

Teacher: I think having closure, like managing time better would be nice because I would like to at the end of all of these activities to come back and really sit down and what did notice, what were we doing between the three of them, kind of have that discussion and give more time to it. Often I feel like we don't have closure because there's always something constantly moving on. So, having that really nice solid time to talk as a class, and not even just about content, but like how did we do during these activities, did we respect the material, did we respect each other kind of thing. That's something I would hope to add in future units.