

HS IET Design
Post Interview

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

Teacher: I always believe that the essence of the standard is what I'm trying to achieve. When it came to class, for an example this electrical class I always think that they have to understand safety. They have to understand how do you let theories and laws of physics into electricity. They have to understand technical communication. What I try to do is make sure that they understand the essence of what the course content is going to look like, or is so they have a better understanding how this will relate to the real world. That they will eventually become a worker.

Things like safety, what happens if you get hurt on the job? You won't be able to get paid. The employer has to pay a high workman's comp, so safety's important. Understanding the skills. Working with the different types of materials, test equipment, tools. They need a type of knowledge so that they will be more equipped to be successful in the workplace.

Interviewer: Which parts of your instructional practice do you think were most effective in supporting students to meet those objectives?

Teacher: I always believe that not only is the content important, but the students being able to critical think, solve problems, collaborate with each other. That's why I put them in groups because in the real world if you can't work as a team, it's very difficult to be successful out there. Also the problem solving, you know there lots of careers out there that if you can't problem solve likelihood you're not going to be able to be very successful. One of the things I try to do is make sure they have the ability to problem solve and by providing them more problem solving activities, I think they get better at it.

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Interviewer: I'm going to show that clip to my administration. What role did organization and planning play with regards to the lesson, classroom setup, anything like that?

Teacher: For most part CTE itself is an organization that is equipped to help teachers provide students with the knowledge and skills of industry standards. What I really use in a lot of my classes is partnerships. That's the organizations that I think that I like to build in the classroom, because that brings the relevant, the rigor in to the curriculum.

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

Teacher: If you kind of noted kids are on task, they're doing what they're supposed to be doing. Yet as a teacher you got to keep the motivation going. My job is more of not really worrying about the discipline, but getting them involved. Once they're involved the likelihood that you going to have discipline problems really is reduced because they're engaged, they're active learners. Hopefully what I try to do to resolve the behavior problem.

Interviewer: I would say that is the most common response across all of the interviews that we've
[00:04:00] done. That's really good. That said, how do you think the lesson went with regards to student engagement?

Teacher: Having them in groups really gets them engaged in critical thinking, problem solving. It really also gives me an ... It identifies whether or not they are learning the standards that is targeted. Based upon the response you can see that they have achieved the standards, but there is much more work to be involved in getting them to the point that they will be ready for they next level. Yes it's good but at the same time, like anything else I think there is always room for improvements.

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

Teacher: They could actually see based upon what they are learning in the classroom, how this can transpire to the real world. I think that's what we need to get them to understand. There's a connection, there's a relevance but yet it was rigor enough that made them think what they're doing in class, how much they have learned also. It was a self assessment. I think for the kids, for myself it was a good task in which they worked on trying to solve a real world problem.

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

Teacher: I'm a blank at that right now.

Interviewer: Totally okay. Not a problem. Would you structure it any differently or is this
[00:06:00] brainstorming activity a part of a regular routine, or would you add in other elements?

Teacher: The one aspect that I thought could have been improved on and I'm not saying it's the only thing. What I saw was that they needed to have the resources there available for them to research, to come up with solutions that will be best for the problem at hand. Instead of just talking as a group if they worked as a group and had the resources available whether it be computer, whether it be a text book, whether it be some of the work they had. I think that will give them the tools for come up with better solutions and really that's what we want them to be able to do, come up with them best possible solution. I think that's one of the areas that I would really consider of doing ... implementing in this type of task.