

HS IET Design
Pre-Interview

Interviewer: Why did you choose to teach this lesson?

Teacher: The reason why I teach this lesson is because I feel that I need to target the standards that I have in my classroom. The essence of why I teach and teach this lesson is because I feel the kids need the hard skills, the soft skills to prepare them for their career. Doesn't matter whether or not they're going into career of the course. It's just simply the knowledge and skills that will be required in any type of occupation they decide to pursue.

Interviewer: What are the learning outcomes for this lesson, and how are they related to the larger sequence?

Teacher: I believe that students need to understand how to critical think, solve problems. I also believe that creativity is one of the most important skills that I can teach my students. A lot of times, you need the creative understanding to be able to generate ideas that, of course, your clients or your customers are going to expect when you're out in the real world.

Interviewer: How would you describe this lesson as meaningful, useful or relevant to student's lives?

Teacher: I try to focus on real world problems. We're looking at problems that exist every day, and have the students actually look and try to solve these problems which will impact their lives. Likelihood, create a better community for our own state and our nation.

Interviewer: One thing I forgot to mention is it's totally okay, if in the natural course, you feel like you need to repeat yourself or anything like that. If the question ... You know what I mean?

[00:02:00]

Teacher: Okay.

Interviewer: Don't worry if you feel like you are. What are the big questions that you're using to drive student discussion?

Teacher: The biggest questions I have to ask them is: Come up with a design. Come up with a possible idea. That's where they have to do the critical thinking, and problem solving. Researching, using all the resources they know and the fundamentals that I've taught them. I believe that you give them the fundamentals, scaffolds, all of the skills/knowledge that they need. See what they can actually do with it, apply it. If you can give it to a real world situation that is pretty much unpredictable, I think that's where you really begin to get a better idea that these kids, these students really can do the job if you give them the right tools and opportunity to learn.

Interviewer: How are you planning to check for understanding or assess student outcome?

Teacher: I always look for a product that they produce. That product that they produce is what we determine whether or not that have an understanding. It's really focused on the standards that I teach in the classroom. Coming up with a product is always, to me, an understanding that they have some concept/they have understood the concept in the questionings.

Interviewer: How would you describe this lesson as engaging for students?

Teacher: It focused on what they've learned throughout the course. They've learned the basics of theories, they learned how to apply these theories. They learned different types of technical information, because I teach a career in technical education, electrical
[00:04:00] installation. I want them to be able to come up with their own idea, possible of what the device might look like to solve a real world problem.

Interviewer: How do you plan to manage student behavior throughout the lessons, starting with expectation?

Teacher: I always believe that, again like I said from the beginning, the essence is to teach them to soft skills and the hard skills. It's a constant reinforcement of good habits in the classroom and in the workplace that I try to enforce. Kids will be kids, and sometimes you just have to remind them. It is doing the constant routines and modelling that I believe that the students develop the behavior that promotes good learning.

Interviewer: [inaudible 00:04:54]