

HS Natural Resources pH
Post Interview

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

Teacher: For the aquaponics they run that whole greenhouse. They know that they need something running to support fish as well as a vegetable crop. They have to ... They're reliable ... They're ... They know that that's their project, that's their goal. Same thing with hydroponics, they know that they're responsible for that project. They have to be able to know what they can and can not do. I don't know how to answer that. Yes.

Interviewer: Sorry. I was lost in my head. I wasn't really [inaudible 00:00:42]... What parts of your instructional practice were most effective in supporting students to meet the learning objective?

Teacher: I walk around a lot. I ask a lot of questions. Make sure everybody stays on task. Even though I don't spend as much time in the aqua, I know how much time I need to spend in there. I know that by the end of the period I will get an exit pass from them and those students will be able to tell me what they did in that period as well as what grade. They grade everybody in that period.

My students are very ... They're very hard on each other. If you don't work you're not getting the grade. They're not going to give you an easy A. I know that about my students. I know that they will work hard and I ... They know that something has to be done at the end of the period if it's not, there will be consequences to why it's not done. They have a certain amount of time to get it done.

As for hydroponics, same thing. I call students one by one. I assess them all. I understand ... They understand what is expected of them while I test them and they all know what jobs need to get done. As long as it's all there for them in the beginning, they know what needs to be done by the end of the period.

Interviewer: What role did organization and planning play in as far as planning your classroom setup?

Teacher: [00:02:00] This is pretty much a typical day. I just ... All I had to do is setup the lab, make sure that that was ready. Everything else the kids already know. They know where to get their supplies. So I don't need to get it for them. They know what tools they need. They get everything themselves. As long as I set that up in the beginning of the school year, it makes my life a lot easier throughout the year.

Interviewer: What role did behavior management play in your lessons, expectations, procedures, routines, discipline?

Teacher: There was a little bit of kids playing around and all I have to do is give them ...

The ... There was a little bit of behavioral ... All I have to do is give them one warning and they know when to stop. Other than that, these two classes ... The sixth period class,

they were pretty well behaved. They understood my outcomes. They all reached their outcomes and everything was accomplished.

Interviewer: Why do you think you're ... It's ... Why do you think they're so quick to stop?

Teacher: Due to I'm very firm in the beginning of the school year, which I think you have to be. Especially in this type of setting where they're not always in the classroom. I can not be at all places at once, so they have to know that there are expectations and there are consequences. If they get two talking to's, they know that there will be a consequence after. So they usually ... All I have to do is tell them once and it usually stops after that.

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

Teacher: I believe all students were engaged, the ... Every ... All their jobs got done. Everybody helped each other. Whether it's rolling up hoses, cleaning up after each other. Making sure everything was put away. For the aqua, it ran. Even though you had ten people crowding around one thing, they were all able to help each other and it runs sufficiently.

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

Teacher: I know my aqua kids were super excited that they got a new system running by themselves again without any help. They don't need help, they needed was ... All ... We can't figure out how to do this. I give them a new tool. They have to figure out how to use the tool and then they're able to make it work.

Hydroponics, they're super excited. You can actually see the cucumbers crawling. They're ... Now they're asking me questions about what the flowers are there for. I'm like, every flower you get a cucumber. So they're counting all the flowers. Seeing how many cucumbers they're going to get. Lettuce is all growing out beautifully, so it's a crop. For a while we haven't had any crops because their testing was wrong. Now that their testing's all been correct, they're super excited for harvest time.

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

Teacher: This lesson I think we can develop more. I can give them a little bit harder PH ones. A lot of them ... Like I told the kids, I tried to mess with it to change it and I couldn't because their ... Their stuff is all done correctly. If I could give a little bit more harder testing that might help them out a lot more, but as long as I know that they understand the concept that's the main thing.