

HS Natural Resources Animals  
Post Interview

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

Teacher: My students knew ... Before you folks came. I tell them in advance, "This is what the quarter will be like. This is your starting product and your finished product will be a brochure." They knew beforehand exactly what was expected of them. Those of them that were not able to present, I'm sorry. I am very cut and dry. If it is there, it is there. If it's not, you are not getting the grade.

I know that they do try hard but my expectations are very high for my students, especially when it comes to the animals. We have a lot of tourists, so I do have to make sure that everything looks presentable. It doesn't smell or anything. Everybody knows that they have to take a lot of pride in all of their work.

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

Teacher: Even though I was sitting during presentations, I do ask the questions here or there. I do help them when they need help. I like to make sure that they feel comfortable. I will help them, guide them. I walk around when they are doing chores and make sure everybody is okay. They are able to tell me, "Miss, I did this, this, this." Just so we are all on the same page. There is a good communication between me and my students.

Interviewer: What role did organization and planning play in this lesson or [inaudible 00:01:26]

Teacher: Planning, not much. Just the usual day. The only thing I had to do is make sure that presentations were first. That way, they had ... Usually it takes my students about 30 to 40 minutes to do chores because there is a wide range of chores that need to get done. As long as I plan accordingly and I know about how long they need for presentations, then the chores will get done, which is kind of a big chunk of their grade.

Interviewer: What role did behavior management play in this lesson? Expectations, procedures, routines, disciplines?

Teacher: Classroom management, doing the presentations, I had to calm. The clapping was getting too loud. Some people were not paying attention. I just do little ... I give them a little look and they understand. That's all from the beginning of the school year. It is all about respect. I tell them that all the time.

I go around and I make sure I am always trying to be seen. Everybody knows that I am not just working with the mule. I am still helping with the fish pump. I am still making sure guinea pigs are getting done. My students understand that yes, there's a lot of animals and since working with the mule, it does take up a lot of my time because that is a big safety factor because the animal is out. I do make sure ... You see I do have two other people and that somebody is always there for safety to make sure everybody is

okay.

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

Teacher: Students were engaged. At the end of the period, I collected notes from everybody. Everybody was completed. There were questions being asked. There was praise. All of the chores were completed by the end of the period and Bingo got to go out and play.

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

Teacher: The students were actually able to actually present what they've learned throughout the quarter. Yeah. The disease part was just a small section of it but they were able to relate it to, "Oh yeah. Our animal had this problem. What happened?" Our animal actually had that, we have seen it. At least they were able to make a connection between the different presentations.

Interviewer: The chores or any of the things that they did, anything meaningful or relevant?

Teacher: Chores. That is a daily practice. I tell them before they sign up for my class, yes, animals are cute and cuddly but they do their business and they need to be cleaned weekly. That is just the ... You will notice the kids do the exact same chores because they have a connection with the animals and they enjoy that chore. The students will take initiative. It is kind of like their animal that they take care of that certain animal. That is how I kind of run it. It works [inaudible 00:04:00]

[00:04:00]

Interviewer: Is there anything in particular you are doing with the donkey?

Teacher: The mule pretty much we are just trying to desensitize him. We are trying to make sure that he is safe around people. Our goal is to take him out for the football game and so that is why we are out there with pom-poms or we are jumping, screaming, clapping, just so he gets used to all of that. We are pounding the thing as if it was a drum or band just so we know how he is going to be. The students do well. Those two students work with him every day.

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

Teacher: I would like to spend more time on maybe presentation skills. The main thing, since this is their first presentation of the year, I just wanted them to be able to come in front of the class and present something. Next quarter, when they do their business plan, we will be able to actually do a PowerPoint and actually talk with the PowerPoint with a partner. We will see how that goes. Just keep developing those skills. Awesome possum.