

9th ELA Crow
Post Interview

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

Teacher: Okay. So having it on the board is one. Having it visually there, and then orally telling them what you need to do. A lot of clarification, and sometimes they need to ask. What are you guys, what did you understand the task to be? Sometimes I'll have them, you know, having them go into groups. Also help clarify what they need to do. Yes, written, repetition, or I'll have the kids talk to each other. That helps with making sure everybody understands what the expectations are.

Interviewer: I notice you also, talked about whether or not, there familiar with the content-

Teacher: Oh yes.

Interviewer: As well.

Teacher: Yes, so trying to get the background, there background knowledge. Like to what extent, do you know about this term? That also allows me to, it gives me background information of how in depth I should go into it. Or have the kids share what they know. So that's always good too.

Interviewer: Which part of your instruction do you think was most affective in supporting students to get to the learning objectives? And why?

Teacher: The part of it probably is having them getting into groups. The setting of the discussion, worked a smaller group. Also having to break down and specifically give them a law instead of looking at all 36, all at once in this time frame. Just breaking that down for them. Having them become a little bit more intimate with a specific law. Then having to walk around and checking for understanding. I think that really is helpful in making sure that their comfortable with the assignment. And trying to get them to understand what they need to do.

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Interviewer: What role did organizational planning play in the set up of this lesson?

Teacher: I needed to make sure that each kid had a specific law that their going to focus on. So I just put it on post it notes. Easy, just number them. I did assign them a particular group with those adjective cards. So I need to make sure that each group had the same amount, or enough, or all the laws were covered. So that was part of the organization, in making sure that the sitting was already in place for them. So we didn't spend so much time trying to, stand up, go together. You know, things like that. So there needed to be some organization in terms of the flow of the lesson, because they were standing. I was lecturing, then they had to move, then they had to talk, then they had stand up again. You know, things like that. Yes the planning of the flow.

Interviewer: I might steal the adjective card.

Teacher: Yeah, that's really fun. It's always fun.

Interviewer: Yeah

Teacher: Yeah

Interviewer: [inaudible 00:03:12] they always smiling.

Teacher: Always. Always.

Interviewer: I use barnyard, I do animals groups.

Teacher: Oh yeah, that one is -

Interviewer: I like this one. What role did behavior management play in the lesson? As far as expectations, procedures, routines, discipline.

Teacher: We're already set. They already know my expectation, of how they behave. That was not a problem, a lot of, sometimes a reminder. Of okay, let's hear, let's hear, what he needs to say. But again it's a lot of those, because their so excited to share, that they all want to talk at once. So it's just a reminder of "hey, you know, let's hear what he has to say." So not to much management where it became out of control, probably just getting them on task. Hey what's going on? Are you understanding this? I noticed your still looking at your paper. You know, just those management, that I need to make sure that their on task, and then when we are together. Speaking, just gentle reminders, "okay, you know what, I need to hear, you know what he has to say' or 'I'm speaking now." So a lot of body language and a lot queuing that we already established.

Interviewer: Are they, have you used this grouping strategy before? Or post it notes before? Or speaking in front of class type-

Teacher: Speaking in front of class, very big this term. Getting them to be comfortable with public speaking. It's not part of the springboard lesson, but I incorporated that as a big one. Were they need to start learning how to project their voice, cause it's just as important as writing. A lot of these small discussion helps and a lot of these, even just standing up saying I'm fantastic." You know, things like that. Those really help them, helps with their self esteem. These kids have a lot great things to say, and I would like people to hear it. So, yeah.

Interviewer: I could definitely tell some students were very, were working on their projections.

Teacher: Yes.

Interviewer: That's good. How do you think the lesson went in regards to student engagement?

Teacher: Student engagement, I thought it went well. Just having them in groups, having them talk. I think in the beginning, when I just had them read and comprehend on their own. For some it was difficult, you know, just the reading itself, by themselves, is difficult. When we allow them, when I allow them to talk, when I encouraged them to talk, talk to each other. It became a little bit more, less anxious about the topic. Then having them talk about the topic itself, and then having them share. You needed to stand up and share. You need to find personal connections with it, by finding a question or creating a question that they don't have to answer, but it is a question. I think that allows them to be engaged with the content more.

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

Teacher: Think it started, the relevancy happened at the end. When we're having the discussion, when I ask the question. "Which law do you feel is, would be most impactful, on you personally if these laws were enforced today?" That generated so much discussion, not only discussion, but even more questions. That I didn't have answers to, which also then opens to, you know, finding the answers as we progress into research, and reading the book. I think that, in itself was, you know, pretty engaging, and people, they found like personal connection, and that's always very important.

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

Teacher: The questions that they generated, we will go ahead and answer them at the end. After, there gonna do some research. After we read To Kill A Mockingbird. I think those, the answers to their questions, will not only incorporate their knowledge, personal experience, but now taking specific text. Support from the reading, which I think comes together, I think that's what we need. That's what I want them to do, is find personal connection to the text. Also you know, see how they can connect to the characters.

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