

9th ELA Flight
Post Interview

Interviewer: All righty. How do you think you're effective in communicating the purpose of the lesson?

Teacher: I think for this lesson the standard has been clear all year so the kids have the opportunity through the breakdown of the sentence stems on the board to know what the expectation is and what the ... The purpose is to have a good discussion and that's in the common core standard that we use to just frame the whole lessons. I think that's clear to them. Just then me actually saying it and using it for their summary and reflection and their peer review. Yeah, what they're expected to do.

Interviewer: I see you had them reflect on the part of the standard perhaps.

Teacher: Mm-hmm (affirmative). Mm-hmm (affirmative). Yes, at the end they pull a part. The standard is listed on the reflection and they're supposed to say, okay, I did propel the conversation or I didn't invite others. They can kind of clarify where they're at, so I think that helps, yeah.

Interviewer: Some goal setting in the beginning?

Teacher: Mm-hmm (affirmative). Mm-hmm (affirmative). Yup.

Interviewer: You would talk a little bit about how the goal setting like ...

Teacher: Yeah, so I just have them, based on that standard, to reflect back, I give them back their last grade and then they reflect on, okay, where's my area of need and that's where the goal comes from. It's like my goal is to ... A lot of them say we'll like invite others because, oh, I talked a lot last time but I didn't invite anybody, so I can focus on the aspect of the standard. It's really specific. Yeah, like which part they need to work on and what they can focus on, yeah.

Interviewer: Which part of your instructional practice do you think was the most effective in supporting students to meet the learning objectives and why?

Teacher: I think the structure helps just with pre-planning, they know what they're going to say already. Then again, just practicing throughout the whole year and reflecting back on the standards. They practice and then we look, okay, where are you at and what can we work on. Then they can come again and try and try and try and try. Throughout the year there's different things I'll look at.

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At the beginning it's like, okay, everyone needs to speak that's like a big challenge. Now they're all speaking, now we can focus on the other parts of the standard. Okay, propelling, challenging, inviting and then every time we can kind of hone in on different things so that they feel like they're growing and being successful every time we do it, yeah.

Interviewer: What role did the organization plan and play in this lesson including classroom setup?

Teacher: It takes a lot of preparation time before we actually to the seminar. The students, they come from writing their own questions and you have to like, again, support them in that with question stems and they have time to think through their thoughts, so that's a whole sheet. The organization sheet I have for them to make sure they're pre-planning. Then when they come, again, a lot of practice with the structure of the inner circle, outer circle. Everyone has a role and a peer review sheet and a partner, just so that they're structured in supporting each other and knowing what they're doing and ... Yeah.

Interviewer: I noticed you changed the groupings of the students and that they have new tables and stuff like that.

Teacher: Okay, so like the physical space of the classroom. Yeah, just again practice in the beginning. Okay, these are my expectations, we need to lift tables, pull chairs away and I kind of leave them with the responsibility of setting the classroom up. Once we do it, once or twice they know really well where to go and what to do. It looks like controlled chaos, but they manage to get where they're supposed to be and ... Yeah.

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Interviewer: What role did behavior management play with regards to expectations, procedures, routines, discipline?

Teacher: Again, it's just in having a clear role for everybody and practicing, so giving feedback throughout the year of expectations. Before in the year, really having the drill, you cannot talk when you're in the outer circle, you're a listener. Getting them to see that and practicing even things like that and giving feedback throughout so that when it comes time, everyone knows what their supposed to be doing.

I think it's just really key to have clear roles and procedures so that if there's ever a moment where people are off it, it's just back to what are you supposed to be doing instead of any negativity or scolding or anything. It's just back to what is your role right now. I think that's the main custom management policy for this group, yeah.

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

Teacher: I think it was good. Everyone participated which is really big. Like I said in the beginning of the year, that wasn't the case. There's kids that would go through the whole seminar without speaking. Today ... And that's in training them to invite others in. That is not all about just you talking, it's also about you being a listener and pulling people in. They've gotten really good at that. Just taking responsibility for running the discussion that's fair, they did really well.

I would like to see, as far as engagement goes, more of a natural discussion, like I said

during the lesson because they're so reliant on their notes. It's good because, again, that used to be people would go the whole discussion without talking. Now it would be nice to see them naturally engaged, "Oh, what did you say?" and really naturally thinking about and responding to the ideas and that would be meeting the standard better, I think. That's kind of the area for improvement as far as that goes, but yeah.

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

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Teacher: I think a big key aspect of just this particular lesson was even just the novel, *Flight*, is highly engaging to them and relevant to them, the topic and the character and what he's been through. I think that aids in making everyone feel comfortable like I can say something about this because I connect to this person in the story, just that is helpful for the relevancy. Then also just relevancy, like I always tell them, you're going to have to work with peers and you're going to have to manage yourselves and you can't always rely on the teacher to be pulling your thoughts out. They're able to kind of learn that as a very relevant skill to have in the world in school and outside school.

Interviewer: What is it about *Flight* that you perceive as relevant to the [inaudible 00:06:38]?

Teacher: I think that it's just about a teenager that's gone through a lot of hardships. They might relate directly to the hardships or not, but they relate to being a teenager and feeling misunderstood. They talked a lot today about his physical characteristics like not fitting in and that was something they can either relate to directly or they at least see that around them. Just the content talking about the teenagers and his existence is really relevant to their existence, yeah.

Interviewer: Finally, how would you like to develop this lesson in the future?

Teacher: Just getting back to like every time wanting to build on other aspects of the standard. I think now that we have everyone speaking, we're inviting others, we're asking our own questions and answering them is getting to that adding the naturalness to it. Trying to brainstorm with them, how can we be more natural and have a more just ... What's the word I'm looking for? I'm brain dead.

Interviewer: It okay. Maybe ... yeah, it's just the naturalness of the whole ...

Teacher: Yeah, just having a natural discussion.

Interviewer: Yeah.

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Teacher: Yeah. I would like to really hone in on that. I think they're ready. I think the confidence is there. They're used to speaking now. Now, it's like, okay, guys we all speak but let's try to make it a little bit more comfortable and like a real conversation, yeah.

Interviewer: Maybe like a notes for you.

Teacher: Yeah, notes for you. The second period today was suggesting bullet points instead of actually running sentences because then they won't sit there and read the sentences, and I'm like that's a great idea. It's better even to have them take responsibility for it like, okay, how can we problem solve this. I'm interested to see what they say and then we'll kind of go from there, yeah.

Interviewer: Cool. Awesome. With the common chorus, right, you can scuffle it up and do something in each of the semesters, right?

Teacher: Mm-hmm (affirmative).

Interviewer: How successful do you think you are at like planning to meet the standards? How do you like plan ... I don't know, I'm trying to sort of think about it conceptually, but I don't know. Is this standard something you're particularly good at instructing on or is there another standard that you have a similar ...

Teacher: I think there's one ... Like because I don't always do it this way where I use the standard to drive the reflection on everything, I think that's been really helpful. I even did that yesterday because, okay, just getting them to write the questions at the beginning of the year it's like, okay, it's text-based questions. Okay, we have to improve on this because a lot of them are not so good. Then I showed them the standard yesterday like, guys this is what you need to be able to do when you're reading, right? Can you get your classmates to do that? They looked at it and then they fixed their questions and I think that's really helpful.

[00:10:00] It's obvious, but I don't know that that's something they do all the time. It's more just like having an idea of what the standards are and specifically with assessments I know what they are, but with every day instruction, I think that's really helpful. It's tying the student's reflection to the standard. Yeah, because then it holds them accountable to it. Yeah, yeah.

Interviewer: Cool. Yeah, I mean I think it's ...