

12<sup>th</sup> Math Stats  
Post Interview

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

Teacher: I hope that I was pretty effective in communicating the purpose. We kept going back to, this is about confidence intervals, significance testing. I always bring it back to the AP test. Unfortunately, no matter what kind of real world context I can pull in, and go as that ... Next week they're going to be paying 92 dollars for this test and they're getting to do well on it. That is always getting pushed hard on them.

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

Teacher: Honestly, probably the best part for me is that I am happy that I can just change on the spot with them. So, the lesson called for one type of Hershey's Kiss. That's going to take them just so far in doing confidence intervals, but having two different types and they're just going to run with it, like, let's just all do it together, let's figure it out. Be able to compare and contrast two different media, is always helpful. It's another way to increase the rigger for them. Being able to think on my feet for that, as well as have them go with the flow on that, is helpful for both of us.

Interviewer: Do you think that students working in groups supported them reaching their goal?

Teacher: Yes, definitely, as you can probably see, some students have some attention issues. They have technology that I'm always competing with, but there's always at least one person who wants to get this done as fast as possible and they need to get somewhere else. They want to achieve their goals. Working in groups, working with peer groups that they like to work with, they're going to be more motivated than just by themselves.

Interviewer: What role did organization and planning play in the lesson planning classroom set up?

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Teacher: Organization, I believe, in the sense of knowing your material and knowing what you want to accomplish in the end, is very important. Knowing that I wanted them to be able to look at confidence intervals and understand how that compares and contrasts. Being able to see an experimental study and then being able to jump off from that in that making their own is important, however, my organization is not as strong, but different, when it comes to how I execute the lesson. Once I hear a student talking about one thing and I'm like, "Oh, that's a really good idea. Good job. Let's just run with it." Just knowing that I want to get to that end goal, but running with whatever the students are interested at the time, that will foster their learning, is fine with me.

Interviewer: What role did behavior management play? Expectations, procedures, routines, discipline?

Teacher: I'm honest that I'm not as strong with classroom management, but at the same time

these are students who are all very self motivated. They will get it done, if they need to get it done, on a time that they need to get it done. Yes, I fight with technology, as many teachers do, but everyone got their work done. It wasn't that those who were distracted or were talking about different things, hindered the learning of anyone else. As long as students get their work done, show that they are thinking, learning and achieving, I don't have a problem with it.

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

Teacher: Student engagement is a touch and go kind of thing. Students can be engaged at one time and just lose interest or be distracted, a text message comes in. Things happen. I heard some un-engaged conversations, however I was able to bring them back. Being able to bring them back is beneficial in and of itself. I think that engagement is important to an extent, but not every student can be engaged for 40 to 50 minutes at one time. They're high schoolers and they live in a very tech and quick environment, so engagement in 10 minute spurts is great for me.

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Interviewer: Do you think doing the hands on activity and group encourages engagement ...

Teacher: [crosstalk 00:04:24] Yes. Definitely hands on and group work does help engagement because they are constantly having to touch something and do something and be aware of their surroundings, so that help.

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

Teacher: I tend to get feedback from my students. I thought it was funny once, at one point a student pointed out that giving them the homework assignment of creating their own study ... That's a good teaching strategy. They're telling me that they ... Although it's hard, it's difficult and they're going to have a hard time doing it tonight, they know that it's helpful to them. That kind of things help me figure out where to go and what I'm doing.

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

Teacher: I was thinking about that earlier, how to develop the lesson more. I like it how it is. I think that if I had the space and the coordination on my worksheet to set up for two different studies at the same time, would have helped the organization of it, but the students seemed to flow with it pretty well. I would like to see a little bit more of ... More analysis of that multiple choice question at the end and the wording, but ... We'll work on it.

Interviewer: All right.