

NAME

Ms_Anderson_Interview.m4a

DATE

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DURATION

12m 37s

2 SPEAKERS

Speaker1

Speaker2

START OF TRANSCRIPT

[00:00:01] Speaker1

We are recording, we are using a laptop, mikes. Just make sure that whenever you respond, you're clear and concise with your answers. My name is Franklin and I am conducting this interview to determine how teachers increase student engagement in the class. We are working on developing an application that will provide teachers a powerful tool for increasing student engagement, provide reinforcement of foundational skills, and encourage students to think like global citizens. Your feedback and insight will help us to make the application usable and useful. Thank you in advance for your help in everything you do as a teacher. So kind of start with if I could get you to give me your name and the number of years that you've been teaching.

[00:00:42] Speaker2

Hi, my name is Danny Anderson. I've been teaching for five years.

[00:00:48] Speaker1

And what subjects do you teach?

[00:00:50] Speaker2

I have taught reading in the patriotism of reading and I now teach English one English honors.

[00:00:59] Speaker1

All right. It's a part of your job. What is the best part about being a teacher

[00:01:05] Speaker2

And seeing the kids grow and just see their development over time, whether it's their mental, their academic or just even their personal growth?

[00:01:21] Speaker1

What was your most memorable moment as a teacher?

[00:01:25] Speaker2

My first year with my kids, just seeing them grow and be extremely like confident on going into the assessment and seeing them really happy about being able to take it and going and just way more prepared than they were in the beginning.

[00:01:40] Speaker1

It's always the big one. I mean, that's usually the big kind of little snap to see them kind of light up at the end. Now, in terms of the best part and the most memorable part is the opposite side. What is your biggest frustration currently with the teaching experience?

[00:01:59] Speaker2

Not being realistic with the approach they give the kids, their kids, that you start out, they should have got them in third grade by some of the activities that some of the requirements they have. They these kids are on third, fourth grade level and they're not being realistic with what they should be given the kids. You expect them to read a ninth grade tax when they've only been able to read Dr. Seuss since last year. And it's just not fair, because then your question about it comes down and that causes a bunch of behavior issues that they don't understand and they don't understand why they can't understand.

[00:02:34] Speaker1

So in general, just kind of to sum it up, it's more along the lines of students that need support in the lower grades aren't getting it and they're just getting pushed along. OK. OK, awesome. So what I want to do is I want to move now into you have this mix of kids in your class. I want to start talking about your interactions with them. All right. So first you sit down, you have a lesson or a unit that you need to plan. What is the thought process you try to employ whenever you're making that lesson? Are you not

[00:03:08] Speaker2

Creating background knowledge and making sure that is like I mean, that's like dumbed down a little bit because the stuff they may not get, because it's just a cultural thing, they may not understand it or it's a brand new lesson. I may have never touched that standard or really gone into it. So like, for example, I have time to talk about topic first and bring in the Disney movie. Like this is the topic from this movie. And majority of kids watch Lion King. They watch Black Panther. So they can easily relate to that, to those stories. And I explain it through those eyes. So I think about the background knowledge. Another thing is, are they going to be able to understand it in their own language? So that's like employing a kid to explain it the same way I just did, but in a different way. So I can talk to a kid beforehand, one of my students and I think very go for that. She will walk around and help other kids is explain a little bit differently than I did to make sure they understand.

[00:04:01] Speaker1

Awesome. Awesome. So with this spread, there's different achievement levels. What is something you do when a student finishes an assignment early and other students may still be working on it?

[00:04:13] Speaker2

So it kind of what I said before, like, let's see some kids, I may be struggling. I don't get it. I just work with my kids and made them learn how to teach versus giving answers. So I kind of monitor as they're doing it. I'm another strategy. They Ambanis, they really don't have time to play in my class because I think they have missing work or they have something with achieve commonly. So they always have something to do, but they enjoy helping their classmate. So just let them walk around, actually figure out like, what are you not understanding? And then if they are able to teach it, I know that they are able to understand it better.

[00:04:47] Speaker1

So for you, it's important that your kids also have like an impact outside of their own right now. So, OK, are there is there anything else you do to kind of increase that sort of. Connection to like being a global citizen or having an impact outside of themselves.

[00:05:06] Speaker2

I made them talk to each other like I don't do a lesson a day with at least 10 kids aren't talking and just like making those intentional moves. So I make them think that, oh, this could actually be all this. Let me share this with this student. My quieter kids, I make them work with the kids and talk with them. So then they the kids. It's all that I'm going to make them talk so they feel more comfortable or the kids are all are quiet. You're going to have to get the work done. So figure it out. And that's just pushing them a little out of the comfort zone and making them just feel that they can do it and do more awesome.

[00:05:42] Speaker1

Fantastic. All right. So in one or two sentences, how's your job changed since the pandemic?

[00:05:49] Speaker2

Oh, it sucks. I mean, so I'm mostly virtual. I do have my own kids, which are my favorite, but my virtual kids is honestly just making them talk more and asking a lot more questions versus doing engaging activities in person. I will say definitely. I'm like and most of them think, you know this I love when kids are getting a lot of kids are moving. I love when they're touching things and like just kinesthetic learners. And I can't do that because they can't touch any materials. They can't do a lot like they used to do. They can't do student teaching in a group. So it's just taken out of the true and the engagement part in group learning.

[00:06:32] Speaker1

Ok, so you would say like the primary adjustment is the fact that you who are more of like a kinesthetic sort of teacher, you no longer have that ability. OK, that's rough. That's rough. I gotcha, because I used to wheel around my room, you know, in terms of working with your kids and the technology aspect of it. What are the top three applications or tools you use on a daily basis with that common.

[00:07:04] Speaker2

My top teams are also makes all forms, so kind of in the same realm, but I like them just like shore assessments, they're very, very quick. So you and me and my team pretty much work off myself, farms and plus it rains it for you.

[00:07:20] Speaker1

Ok, these are any kind of ways to incorporate these outside applications, like you say, like common lit. How do you use common lit within your classroom?

[00:07:30] Speaker2

I think is meant for you can take lessons that are for upper level students and lower level students just so they can build off my prior knowledge or just things they wouldn't see normally in the textbook. So, for instance, like we have homes that are really, really cool that they really wouldn't touch that often in the curriculum. So having them break those down into a different perspective of the lesson versus like going back to Romeo and Juliet, going back to my son, and they get a different perspective of the same topic.

[00:08:01] Speaker1

Awesome, awesome, awesome, awesome. On a scale of one to 10, how often do you find you are adjusting your lessons or your assessments for individual students?

[00:08:14] Speaker2

Every day. Every day. Every day at 10. Because it's just I mean, I do small things like I'll just walk around and give them, like I said, not dumb it down, but they make it more practical to what they understand. And so I walk around with my topic. I will literally make them tell me, A, to move their paper money and therefore, oh, OK, is this I connected so constantly, just like the small adjustments or just like for accommodations for certain kids. I'll be honest, I do look at their accommodations, but I look at their ability.

[00:08:47] Speaker1

Ok, OK. Now in terms of reading things like that, what are up to three skills? Students need to be successful with your subject that they should already know, but you don't always have time to teach regularly. So an example of this might be like an order of operations for

[00:09:07] Speaker2

Math, comprehensive reading. They do not understand that. I would also say a big one is writing in general, just being able to come in, reading, writing that they're together at all times. So definitely that's coming together. And if there's one test taking strategies, OK.

[00:09:31] Speaker1

Ok. If there was a tool or a game that engage students across achievement levels, is that something you would find useful?

[00:09:45] Speaker2

Yes.

[00:09:47] Speaker1

What are some features that you as a teacher would like to see in terms of the program for the students or even your ability to.

[00:09:56] Speaker2

Manage to do a lockdown screen so they one can focus on what they're doing, but two, they're not cheating outside getting answers. Another one would be a timer so they can actually see who we like, what most of them do now. But give them a timer so they can see and get ready for the intensity that they're going to fill in test. And last one, honestly, just being able to change levels.

[00:10:24] Speaker1

So having some influence on what they're seeing

[00:10:27] Speaker2

Is a medium hard. OK, just in case, the honors class comedian, then they match that next one. Howard, if you have low level kids who are just killing it, give them a medium level. So those kind of things, OK.

[00:10:42] Speaker1

All right. What are some tools or tricks you learn to help increase in student engagement and

[00:10:52] Speaker2

Making them talk to each other, having kids teach even kids who are like my little kids, just having them like feel like they can teach a lesson. They did really get on it. So then they want to, like, engage in the class. So therefore I'll pick them to do it again. And then another big one is just getting them to great. Honestly, I have I have a great al-assaf so they actually can see what they're doing and then therefore they know OK, into space. So I can actually get an understanding or have them ask questions Counselor.

[00:11:25] Speaker1

And then are there any tools out there that you wish existed that would help with student achievement or.

[00:11:34] Speaker2

I mean, I've heard this one before, but definitely trying to get premium versions of a lot of the essential tools, I would say like we have one, no rating, which is essential for writing, giving teachers a premium version of it just so we can navigate it towards our specific students, but also have a broader, broader text and applications we can use in order to make sure the kids are learning the way they need to. Everything is going to learn different. OK, so like we have kids who are just visual learners doing it differently with autism or just teaching them differently. And I hope a small group and I'm engaging them way more. All right.

[00:12:18] Speaker1

That should be every thank you so, so much for your time. We greatly appreciate it. And we're going to take this information. We're going to try and employ into our website and our application and hopefully we can actually show you something pretty cool of the world through so.

END OF TRANSCRIPT



