NAME

Ms_Lepore_Interview.m4a

DATE

May 12, 2021

DURATION

13m 43s

2 SPEAKERS

Speaker1
Speaker2

START OF TRANSCRIPT

[00:00:01] Speaker1

All right, we are recording, given that we are working from a laptop microphone, whenever you respond, if you could just make sure you're speaking clearly and annunciating, we'd appreciate it. Home is still poor. My name is Franklin and I am conducting interviews to determine how teachers increase student engagement in the class. We are working to develop a application that will provide teachers a powerful tool for increasing student engagement, provide reinforcement on 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 the first question I have is for the record. Can I get your name and how long you have been a teacher?

[00:00:56] Speaker2

My name is Jamil Poor and I have been a teacher for 10 years.

[00:01:02] Speaker1

All right, and what subjects do you teach

[00:01:08] Speaker2

And certified to teach Eola and reading, but I only teach you like presently,

[00:01:17] Speaker1

Right? What is the best part about being a teacher?

[00:01:27] Speaker2

The summers off, OK?

[00:01:37] Speaker1

It's all right. And sometimes it's been a long, year long year. Oh, yeah. Hey, what was your most memorable moment as a teacher?

[00:01:56] Speaker2

You know, when I first saw my first students graduate, so I held them for four years and then they graduated and they were easy students. They graduated with a Regents diploma in New York, which is unheard of. That was 50 years ago. Love you. Oh.

[00:02:19] Speaker1

What was your biggest frustration with the teaching experience or what is your biggest frustration with the teaching experience, the curriculum? All right. Is there anything particular about the curriculum that frustrates you the most?

[00:02:36] Speaker2

Yes, it's constantly changing. And not changing at all. Meaning that they just repackaged the same thing and expect the results to be different.

[00:03:00] Speaker1

All right. OK, thank you. Thank you. So let's talk a little bit about. Teaching in the process of engaging with students. All right, when you are planning a lesson or a unit, what is the thought process you try to employ as you approach that lesson? Our unit.

[00:03:25] Speaker2

It's standard based instruction right now, the first and foremost thing in our mind or in my mind is what is the standard I have to teach?

[00:03:37] Speaker1
And how does that kind of filter into developing like assessments or the lesson in terms of like when you say what is the standard you have to teach? What are some of the concepts you have to keep in mind

[00:03:54] Speaker2
Whether or not the text that we have available will meet the standard grade level, whether or not where the students are coming from, you know, what their level was coming and how far I have to move them to get them to where they need to go, whether or not they have mastered part of the standard and they just need review on a section of the standard. It's multifaceted.

[00:04:22] Speaker1
Yeah, OK. And now of. What do you do because you have students of multiple achievement levels? What do you do when you have students who finish assignments early and other students are still working?

[00:04:41] Speaker2
I give them a challenge assignment.

[00:04:43] Speaker1
And what is an example of a challenge assignment?

[00:04:45] Speaker2
It'll be something that's on a higher grade level generally. Like I'll give them a text that's at the 11th grade level. It'll be a short text. To see if they can apply the standard at that level.

[00:04:59] Speaker1
Ok. All right. In one or two sentences, how's your job changed since the pandemic?

[00:05:08] Speaker2
There's no accountability across the board for.

[00:05:22] Speaker1
All right. What has been the primary adjustment you've needed to make with your teaching style?

[00:05:36] Speaker2
None, really, because I have all in-person classes. OK?

[00:05:50] Speaker1
What are the top three applications or tools you use on a daily basis with your classes?

[00:05:57] Speaker2
Come on. Microsoft teams. Achieve. But that's only because, honestly, those are the ones the district pays for, so it's not like we get to choose our own resources because part of the problem with resources like that is the cost to implement them on a class, a class basis is out of reach for a single teacher. So unless the district buys into a program, it's almost unaffordable or we only get the basic version, it's free. The free version,

[00:06:44] Speaker1
Such as like no red ink,

[00:06:46] Speaker2
Such as like no red ink. So you can use it at the basic level, but you don't get all the bells and whistles unless the district by then they've actually priced it out of being able for a single teacher to buy it for her classroom.

[00:07:00] Speaker1
Ok, awesome. Awesome. All right, how do you try to incorporate the applications you do have access to into your classes?

[00:07:15] Speaker2
Ok, so Commandant, for example, I actually use it multiple ways, so it could be used as a way to choose a text that matches the standard. It can be given as a homework assignment. It can be given to just an example. It could be broken up into Boehringer. It just so it's pretty multifaceted. I like using no red ink for an extended response questions. And especially the writing process, because it allows them to do peer reviews. Achieve is a self guided lesson, so it helps to raise their reading level if they do it with fidelity, but that becomes an issue with some students that they don't know it was fidelity. And that's usually when there's not a dedicated reading teacher that's consistent and constant. So but in the past, like when I had my classes last year, my kids made huge gains with just using it as a supplement for like a homework assignment once a week. OK.

[00:08:37] Speaker1
All right. On a scale of one to 10, how often do you adjust your lessons or assessments for student achievement? Ten being like every lesson, one being like no, things are pretty set usually when it comes to considering student achievement.

[00:08:55] Speaker2

Generally speaking, I would say we assess student achievement once in nine weeks. To determine what they're still not getting, especially as the year progresses and the beginning of the year, you're just trying to determine what they do know by the middle of the year, you know, where their weak areas are. So you're reassessing those and trying to fill in the gaps and holes in their learning.

[00:09:29] Speaker1

All right, what are up to three skills students need to be successful with your subject. They should already know, but you don't always have time to teach regularly. So an example of this might be like order of operations for math,

[00:09:45] Speaker2

Reading, writing, logical thinking.

[00:09:59] Speaker1

If there was a tool or a game that engage students across achievement levels, would you use it?

[00:10:08] Speaker2

Yes.

[00:10:11] Speaker1

What are some features you would like to see in something like that that may come from another application or something that maybe you would like to see but you haven't seen before?

[00:10:22] Speaker2

Competitive. So, for instance, if I think of a cheat Hadithi and a component where the kids can be competitive with it and they have their own usernames where they could gain points and actually they have the point future, but you can't see your classmates point future. So there's not that challenge of making more than everyone else. So they like games, they're engaged by games, and I think that would make that better. So some type of competitive feature would make it better for them or even just like making it a game play. OK, regardless of what it is.

[00:11:03] Speaker1

What are some controls use of teacher would like to have over a program like that?

[00:11:09] Speaker2

Whether or not they could go outside of the program to search for answers, so I know that would be hard. Whether or not they can move on to the next step without completing the first part. So if it's multi step, do you want to be able to make them or force them to complete caution before moving on to caution be? The one thing I don't like about Steve is that they can't see the answers. So until. How do I put this? So, for instance, like commonly they can redo it multiple times and they can't see the answers until you release it back to them so you can submit it multiple times for them to redo it. To do corrections and things like that, so the feature achieve it's a one and done really. So you have to have the multiple chances to improve on the questions because then you can use them for review and smugger, OK, or even just pulling questions from the assignment, like let's go back and like a secondary function. That would be neat if you could just pull those questions into another assignment so that they could just focus on those questions. And that would be like a small group saying that would be probably the bomb thing because then a small group is kind of done for you.

[00:12:41] Speaker1

Ok, all right. What are some tools or tricks you have learned to help increase student engagement? OK. All right. Fair enough.

[00:12:58] Speaker2

Getting them to buy in. So making it relevant to them.

[00:13:05] Speaker1

Ok, and are there any tools you wished existed to help with student engagement?

[00:13:14] Speaker2

Oh. Not that I can think of, no.

[00:13:25] Speaker1

All right. All right. Thank you so much for your time. Greatly appreciate it. We're going to be using this feedback as we move forward to develop it out and hopefully, maybe also in the future, be able to use you for some user testing to see if we can implement your ideas. Cool. All right. Thank you so much.

END OF TRANSCRIPT