

## NAME

Ms\_Tyson\_Interview.m4a

## DATE

May 12, 2021

## DURATION

11m 17s

## 2 SPEAKERS

Speaker1

Speaker2

## START OF TRANSCRIPT

**[00:00:00] Speaker1**

We are we are recording now. Hi, I'm Franklin. Hello. I am conducting this interview because me and my team are putting together an application revolving around teacher and student engagement in their education. We are helping to make a application that will increase student engagement, provide reinforcement and basic concepts, and also give them a chance to be a global citizen. Your feedback in this case is going to be used to help us develop the usefulness and the usability of the app. Thank you so much for your help and we appreciate everything you do as a teacher. So for the record, can we state your name and how long you have been a teacher?

**[00:00:39] Speaker2**

Crystal Tyson? Eight years.

**[00:00:45] Speaker1**

All right, and what subjects do you teach English? What's the best part about being a teacher for you?

**[00:01:01] Speaker2**

So you're one of the best parts about being a teacher is seeing my students come back to me after they've moved on to another great level and then providing you just testimony of how the things I learned in my class have benefited them going forward.

**[00:01:17] Speaker1**

Right, and what was your most memorable moment as a teacher?

**[00:01:21] Speaker2**

I don't have one memorable moment. There's so many moments that are are memorable any time a student finally gets a concept. Those are memorable moments. Any time throughout the year when you have a student who's very quiet and by the time we're in February, March, they come out of their shell. Those are memorable moments. The Olympics for my students, where we do our final test prep. Those are memorable moments for students that they always tell me they never forget.

**[00:01:54] Speaker1**

Awesome, fantastic. Now, we've talked about like the light side, but let's talk about the converse. It has been a year, right? What what is the most frustrating aspect of the teaching experience right now for you?

**[00:02:10] Speaker2**

Well, we're almost at the end of the school year, so I think the frustration has subsided. It would just be. And then again, it wouldn't be like a one thing that would cause frustration. I would just say the expectations to see students. Show a certain number of gains with the climate that we've had to teach in this year so that I could narrow it down, that would be one thing. And that comes from the top down and top, meaning from federal state down to your local levels and those expectations of how they tie that into funding.

**[00:02:56] Speaker1**

No. Awesome. So given all of that, what I want to do is I want to move into thinking about how you engage with your students, how you consider the

**[00:03:07] Speaker2**

Many students that have to do their aid.

**[00:03:10] Speaker1**

So what is the thought process or what do you take into consideration when you are planning out like a new lesson or a new unit of of instruction?

**[00:03:20] Speaker2**

This is backwards planning. You always start with the end result and then you go forward.

**[00:03:28] Speaker1**

All right, and we all, like you, have students at different achievement levels, all right, to kind of get started on some of that. What happens if, like, a student finishes early? What do you do with that student if other students don't need to finish an assignment?

**[00:03:43] Speaker2**

Well, I plan so that that does not happen. So if it's in early college classes, their work will ask them throughout that entire period because their rigor is different and it equates to the level that they're at. Same thing with the standard group. Now, if it's something we've been working on for a few days and we're getting to the end where students have submitted it, no matter where in this early college honors or that standard, then that's when they have time to work on enrichment or remediation tasks through commonly achieved. Three thousand or those can be opportunities for one on one with me.

**[00:04:22] Speaker1**

Ok, and that actually leads me into my one of my next question is, what are the top three applications you use as a part of your daily classroom?

**[00:04:35] Speaker2**

I wouldn't say a daily class routine, but like weekly expectations. So we use Microsoft, since that is the hub for all assignments that I have created for states. We use a three thousand for a sound and no running dotcom for conventions of standard English acquisition, grammar acquisition.

**[00:05:04] Speaker1**

Also, how do you incorporate those into your class?

**[00:05:09] Speaker2**

That's our individual tech town with one Microsoft teams. That's integrated because that's where everything is. So I'm starting my lesson. And everybody, I want you to open up Microsoft teams. Go to ba ba ba ba ba, whatever that is. Then their document could be there with which they're going to be typing. It could also be a place where Duclos notes are. It can be a place where I have resources are if we're not using a textbook that's daily for sure and then achieve three thousand is primarily something that I have students do at home. So that's home learning. They have one, two, three thousand per week right now. The ones that I've chosen are based on Facebook because we have FSA coming out and then no right at all. School year long has been their own individual. This is what you have to do because in the English class, grammar is not a part of our curriculum that's reading, but it still needs to be reinforced.

**[00:06:03] Speaker1**

All right. OK, all right. So when it comes down to it, you know, it seems like you have you've used these for a number of years with, you know, teams and achieve 3000 no rating. But since the pandemic, how has your job as a teacher changed

**[00:06:22] Speaker2**

As it relates to using those

**[00:06:23] Speaker1**

Athletes? Using those are just instruction in general. So I can one or two sentences. How is your experience as a teacher changed since the pandemic?

**[00:06:32] Speaker2**

Just had to be even more flexible. That's all you have to consider. When we were on a hybrid schedule of students who had Internet access at home versus those who did not, because that would make a difference in what you cover in the next day with students or face to face. So that was one of the biggest challenges, just the access of students in their home.

**[00:07:09] Speaker1**

What are some skills that students need in order to be successful with the subject, but maybe you don't necessarily always get a chance to do direct instruction on such an example? This might be like reinforcement on order of operations for math.

**[00:07:28] Speaker2**

And maybe one thing that I can think of is just reinforcing affixes and students knowing different ethics so that they can break down unfamiliar words. I can't do that extensively in the English class. That's something that I hope they're getting in their reading classes.

**[00:07:46] Speaker1**

Ok. All right. If there was a tool or even, say, a game that kids could have that would reinforce those topics, engage them across achievement levels. Is that something you might find useful in the classroom?

**[00:08:04] Speaker2**

As long as it stands along. And it's something that could be interactive, like I like anything that mirrors the platform, no red ink because it's adaptable. OK, in in depth right then. Whereas in three thousand in a after a few lessons, the legs are like no running as a right thing right there.

**[00:08:32] Speaker1**

So the ability to adapt is a big kind of a big factor for you

**[00:08:36] Speaker2**

In terms of managing to be smart. I need the platform to be smart enough to know where a student is, what they are understanding, and then prompting the students to go back and look at something. I'm giving the students other examples.

**[00:08:47] Speaker1**

Is there is there something in terms of using no red ink that you wish you could do that? Maybe you can't with no red ink

**[00:08:54] Speaker2**

And we have premium.

**[00:08:55] Speaker1**

Ok, so but the access to premium is actually a big deal when it comes to red.

**[00:09:01] Speaker2**

It is opens up more areas of grammar, whereas on the free one, the free one had a lot. But this one, this opens up a lot more. And then it also gives more flexibility, like with passive sense. So, OK.

**[00:09:18] Speaker1**

Now are there any other features in a tool like that that you would like to see, like the such as the ability to assign stuff or like that?

**[00:09:27] Speaker2**

I would want them to change if me being able to after a due date has been set for like all the classes, if I needed to change the due date for one single student, I would want to be able to change it. For that one single student with already is an all or nothing. Everybody gets in when it's a one and done OK.

**[00:09:54] Speaker1**

Worsham tools are tricks you've learned to help you get students engaged in the classroom and in their learning.

**[00:10:01] Speaker2**

I don't know if there are any tricks. I don't have any tricks. I just try to meet kids where they are. And I just I'm just myself. That's really it myself. I use what I like and I listen to my students, what they like, and I just trying to integrate both things. You stay true to yourself that helps you engage more than anything else. OK. So, for example, like, I like Disney, so if I'm doing a lesson and I need to show students different types of characterization, I'm going to choose a Disney character, a clip with which that. That character is showcasing different types of characterization, and I'll use that as a visual model to engage students.

**[00:10:53] Speaker1**

Ok. All right. So basically like finding that little bit of common ground to kind of pull them over into the idea, OK. All right. That's actually the end of Maya, the end of my interview. So I want to say thank you again for helping out. I really do appreciate it. And yeah, hopefully something good is going to come from this.

**[00:11:14] Speaker2**

All right. You're welcome.

END OF TRANSCRIPT



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