



NAME

Ms\_Parsons\_Reed.m4a

DATE

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DURATION

15m 18s

2 SPEAKERS

Speaker1

Speaker2

#### START OF TRANSCRIPT

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

No. All right, so we are recording is using a laptop mikes, so just make sure, you know, speak up. Yeah. All right. So hello, I'm Franklin. We are you my team are conducting this research to determine how teachers increase student engagement in the classroom. We are working to develop an application that will provide teachers a powerful tool for increasing student engagement, providing for reinforcement and foundational skills, and encouraging 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 and everything you do as a teacher. All right. So to start with, can I get your full name and how long you've been a teacher?

**[00:00:46] Speaker2**

Yes. Leah LTA Parsons R. S s hyphen read R.E.D.. And I've been a teacher for going on nine years.

**[00:00:57] Speaker1**

All right. What subjects do you teach?

**[00:00:59] Speaker2**

I teach ninth and 11th grade standard English with one honors section for 11th grade.

**[00:01:07] Speaker1**

All right. In your opinion, what is the best part about being a teacher,

**[00:01:13] Speaker2**

Shaping young minds and seeing when they're light bulbs pop on that they understand not only the standard, but understand how to apply it?

**[00:01:24] Speaker1**

Ok, awesome. What was your most memorable moment as a teacher?

**[00:01:29] Speaker2**

Oh, my most memorable moments. My most memorable, memorable moment was at a teacher parent conference, a student, a senior student, had lied to their parent and said that they were graduation ready. And I had to call a meeting to let the parent know that the child was not, this was the last two weeks of school.

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

That's rough.

**[00:02:04] Speaker2**

Rough does not begin to compare. The mother had bought all the accoutrements, all the gifts, got all the money, all the decoration.

**[00:02:13] Speaker1**

So the responsibility about all of that just kind of really.

**[00:02:18] Speaker2**

And she was supposed to be the good girl. Mom was the on despite the fact that not only did your child lie to you, they could not pass the same tests that they been given since the 10th grade. For years, this is what he chose to do, didn't tell nobody nothing, just kept letting everybody think everything was OK until the last two weeks was no invitations sent out. Oh, no, she did not.

**[00:02:49] Speaker1**

So that kind of kind of leads in the next breath. And so then what's the most frustrating thing about the teaching experience right now?

**[00:02:56] Speaker2**

The most frustrating thing about the teacher experience right now currently in the state of Florida is erroneous and misleading information about graduation requirements.

**[00:03:12] Speaker1**

All right, so you deal with kids that are like juniors and they're getting ready to take their last year and the next steps of their life. So you deal with kids that are coming from all walks of life in this case.

**[00:03:26] Speaker2**

Not only that, because I teach Duvalle virtue and I teach face to face to the attitude of Duvalle virtual home school children are totally different from face to face children, but the amount of lackadaisical ness is the same.

**[00:03:40] Speaker1**

Wow. Yeah. So then when you're when you're planning like a lesson or a unit, like, what's your thought process whenever you're sitting down in your planning that that unit with the end in mind?

**[00:03:53] Speaker2**

I do not make lesson plans. I make lessons first. And my literal lesson plans revolves around the lesson, not the plan. I will start with assessments first.

**[00:04:09] Speaker1**

Good afternoon. So you've mentioned that you teach virtual classes. What has been the primary adjustment you've had to make since teaching?

**[00:04:18] Speaker2**

Virtually absolutely none. I did not want my children to miss out on the same type of instruction that I would give face to face. So that's where the disconnect leads. Children were under the impression that face to face school is going to be a worksheet and you just call it a day when they realize the same rigorous work that was face to face with online. All of a sudden, kids started coming back to school. They used the dual homeroom as a cop out there, and it was no the Romper Room or the the play place. And you just sit there. No, ma'am. No, sir.

**[00:04:52] Speaker1**

So coming back, because at least here they might have the rigor, but they also get the social science.

**[00:04:57] Speaker2**

Yeah. That they really do miss the social aspect. But then when I ask them to talk in small group, they won't talk to each other.

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

Ok, so engagement is definitely an

**[00:05:06] Speaker2**

Engagement issue, but it's really not because I will allow you to share your screen. I will allow you to have the conversation. And the conversation can even be private because I put you in breakout rooms. So what's your issue now? If I'm asking you to talk to one other human being who might be a hundred miles from you, what's the issue? There isn't one. You simply don't want to and that's fine.

**[00:05:31] Speaker1**

Ok, all right. So in accordance with this, though, you know, there's there's various applications that are out there that can be used in instruction. Yes. What are the top three applications you use regularly?

**[00:05:46] Speaker2**

Fear, fear. There's no other way to describe it, but sheer fear. Before my children learn to respect me, they must learn to have a healthy fear of me the same way that they would their own parent or guardian, because there will be consequences and repercussions. So we have to discuss the consequences and the repercussions. And if you're to go within yourself to be amenable to the information that I'm giving you, you will, if nothing else, at least learn to fear me because I mean what I say. So after you get over the initial fear, you come to understand math is a very important component in English. We have to teach them the weighting system. Students are not aware of waits on grades, so students will try to find the easiest assignments and think I did all forty five of my achieves. I'm so proud of you, darling. You've made forty five points. Now you have ten thousand more to get. Wonderful.

**[00:06:56] Speaker1**

Ok, so is that if that's your goal you mentioned achieve what. How do you incorporate outside applications into your instruction.

**[00:07:05] Speaker2**

Outside applications turn into homework. I'm not a fan of homework and I honestly do not believe in homework. I believe in independent practice, but not homework. So whatever students are not able to get done in class, they're able to get done at home. So the incentive is, hey, if you don't want homework, get your work done in class, because I will give you the first twenty minutes, which lets all the tardy people get enough time to chew gum, go to the bathroom, have a nice quick fight in the courtyard and come on the class. That should take you the first twenty minutes.

**[00:07:38] Speaker1**

And one of those outside applications which are the ones you use most often.

**[00:07:42] Speaker2**

The outside application I use the most often is work in groups and jigsaw your assignments. I have no problem with students because that's what we do in college and that's what we're doing right now. It's a collaboration. If you work, cut the work up into parts and assign them to different group members and bring it back together, you would get down with your assignment in one day. But no, no, no, we don't want to break up the work. We want to sweat and slave over. Forty two assignments now with this fellow.

**[00:08:16] Speaker1**

I don't. So how about the use of achieve?

**[00:08:22] Speaker2**

The use of achieve is very helpful because it is standards driven in regards to informational text, because I am an English teacher, English language arts, not

**[00:08:33]**

English informational text. So it has to be an equal balance.

**[00:08:39] Speaker2**

The achieves the children like them and they are engaged in them because they're on their actual prescribed reading level. So it becomes reading for pleasure versus reading for all I care about is this element here are now halfway home and tell your other health play outside your home. Yes. And becomes reading for enjoyment because you realize your brain of. Less stressed out because you're reading at your own reading level, so it actually becomes a safe haven for students who are especially low performing because they actually encounter efficacy where they may have never encountered efficacy before, which is now a driving force for them to complete other assignments, because now they know that they can.

**[00:09:25] Speaker1**

Ok, all right. OK, so in accordance with that, what are up to three skills that a student needs to be successful with in order to be successful in your subject, but maybe you don't get to teach on the regular?

**[00:09:46] Speaker2**

Um, a skill. I have a few skills. Students need to learn how to prioritize. The skills are not academic. And by your

**[00:09:57]**

Analysis of geography, you are now a great guy by all of them

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

Have great potential. You have to prioritize, streamline and complete whatever you start. Non-academic skills, they are technically, I wouldn't call them even abstract skills, but they're not skills that most people are born with. They have to be worked upon. And so all I do is show you the path. I show you the direction. And now it's your choice whether or not you want to prioritize your lesson. If you want to start in the middle school, if you felt the middle was most important to start it. If you want to start at the top, you want to start in the bottom core. But pick something, stick with it and complete it. That's all you need to do.

**[00:10:48] Speaker1**

Ok, so with that in mind, if there was, say, a tool or an application or like a game or something like that, I hate

**[00:10:57] Speaker2**

Games with all the money over

**[00:11:00] Speaker1**

Here. But if there was a tool out there that could address kids, that could address some of these issues in and provide them and access them across their achievement levels. Is that something that you would find useful?

**[00:11:16] Speaker2**

I would find use for it, and I would like for it to be something that students actually have to have buy into. A lot of applications, do not have buy in. Sure, it may award you a token. You might get a little badge, you might get a little gift card. But is that real? True by then? There has to be immediate output on whatever the application would be to show not only the child's progress, but show them where they are lacking and where they are progressing. A lot of students complaining that other teachers do not update their classroom grades and they're clueless. They're not clueless. They know they didn't turn it in. I don't know why they're waiting for a zero, but if the application was immediate and would give them feedback on a regular basis, hey, kid, you're lacking in one point one, but you're doing awesome in two point six. But that's impossible because one point one is embedded in every single standard. What are you doing, kid? So now we're going to give you the standards that you're missing so you can come up OK.

**[00:12:20] Speaker1**

So like a tool that like adjust

**[00:12:23] Speaker2**

The would adjust based on the standard if the system would figure out what standard and it does can achieve it says what standards they're not proficient in, but it doesn't tell them what component of the standard they're not proficient in. Sure, you might be great at finding evidence, but are you actually good at explaining the evidence? Sure. You found it. Now, can you not just regurgitate it? Can you process it, analyze it and then give me your synopsis of it? They don't have programs that they just say you missed one point one, OK? They just made you don't you can't find evidence.

**[00:13:00] Speaker1**

So with that in mind, what kind of features would you as a teacher, you know, and the ability to like control or interface on your end as a teacher, what are some of the features you would like to look at?

**[00:13:10] Speaker2**

I would like to be able to assign students individual portions of the standard where they're lacking. So if it's a vocabulary standard, sure, if you're in standard two point four, you may understand connotation, but you might not understand denotation. You may not understand just the portion of figurative language. Why should I be giving you the same standard over and over and saying you're failing it when all actuality? No, it's just one component of the standard you're having an issue with. But that could also be the teacher's fault because they did not unwrap it properly. So they could see, yes, this is the one standard, but these are the four prerequisites that you need to do the standard. And these are the three embedded standards that are in this standard. OK, that's a lot.

**[00:13:58] Speaker1**

It's a lot. But that's OK. That's OK. Like I said, this is everything that we're trying to take into account whenever we're developing out this program.

**[00:14:06] Speaker2**

You're going to be a millionaire if you do this. What I said, you're going to be a millionaire.

**[00:14:12] Speaker1**

We're going we're going to see that. It's more along the lines of I deal with the interface side of things. But in terms of that, I mean, that is a part of the interface is giving teachers tools that could be useful. Yeah. What would you think, like you mentioned feedback, I I want to go back to that. What other kind of tools or features would be helpful, like increasing a student engagement with something like that?

**[00:14:39] Speaker2**

So the way Achieve works is it tells you when you get the answer wrong and then it gives you a second try. Well, a second try is great, but it would be nice if the program could pick up on hesitation, if the program could pick up on being idle, if the program could pick up with. You're not deeply reading. These are the ways that we know you're not deeply reading all along.

**[00:15:05] Speaker1**

So transparency in that. Yes.

**[00:15:07] Speaker2**

Hey, I'm still here. Yeah, I am about five minutes to open this door.

**[00:15:11] Speaker1**

That's fine. That's actually the last of the questions. Oh, good. So thank you so much and I appreciate it. You are welcome.

END OF TRANSCRIPT



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