

Transcript: A Day in the Life of a K12 Eleventh Grade Teacher

[Transcript \(Video\)](#)

[Transcript \(Video with Audio Description\)](#)

[Transcript \(Audio Description\)](#)

Transcript (Video)

00:00:00.000

[MUSIC]

00:00:04.973

From a teacher's perspective, as far as how K12 works, it's really a model of

00:00:10.545

giving kids good curriculum that will move them forward with their educational goals,

00:00:16.525

as well as finding the support system that they absolutely need.

00:00:21.530

In order to be able to achieve those goals.

00:00:23.760

Each student will have one or two Class Connects per class each week.

00:00:29.150

When you do attend you do get to talk to you teacher.

00:00:31.905

The rest of the time you are open to
learning, reading, working on assignments,

00:00:38.495

projects, and preparing for
things like quizzes and tests.

00:00:42.615

But I always tell the kids it's a little
bit like the model in brick and mortar.

00:00:45.385

If it's not done for the week,
it becomes homework.

00:00:48.445

And whether that be in the evening or
whether that be over the weekend or

00:00:52.455

over a break, that is up to you.

00:00:54.980

It depends on how you can stay on track.

00:00:57.190

Individualizing that experience for

00:00:59.320

students is something that teachers can
do based on a lot of the resources and

00:01:04.570

materials that we have that
are built right into the system.

00:01:07.385

Data-driven instruction has become
a huge part of being a teacher.

00:01:13.380

Not just for data's sake, but also to help
the student to move forward that we can

00:01:18.100

intervene before they are lost,
before they're overwhelmed and

00:01:23.200

they're over that edge when they
think they can't come back from it.

00:01:26.260

And so, even in our Class Connect
sessions, all of our teachers are working

00:01:30.030

to see how we can meet the student
where they are whether that

00:01:34.940

be their struggling or they are really
advanced and ready to roll.

00:01:39.950

And one thing that we can do is
project based learning, we do a lot of

00:01:43.220

collaboration in our classrooms where
we can put kids into break out rooms.

00:01:47.900

And allow them to deal with
the contents on their own terms.

00:01:52.720

Another thing that we do for
differentiation is help sessions,

00:01:56.300

office hours, and
working one on one with students.

00:01:59.370

Every single week I work one on one
with students that I know need that

00:02:02.540

extra support and they know they
can ask for it any time they need.

00:02:06.450

You can find the areas where students
need that differentiated learning by

00:02:11.380

making sure you're staying in
touch with them.

00:02:14.470

I feel like I know my students so much
better than when I was in the brick and

00:02:17.850

mortar schools.

00:02:19.110

And I think the reason why is,

00:02:21.330

is you do get to spend a lot more
time talking to the families.

00:02:25.250

And because I know my students and
my parents, I can help them better.

Ending Time: 00:02:29.144

Transcript (Video with Audio Description)

00:00:00.376

Description Narrator: A Day in the Life

00:00:01.763

of a K12 Eleventh Grade Teacher,

00:00:04.792

Jennifer Schultze, K12 Teacher.

00:00:08.021

From a teacher's perspective, as far as how K12 works,

00:00:12.235

it's really a model of giving kids good curriculum

00:00:15.656

that will move them forward with their educational goals,

00:00:19.456

as well as finding the support system

00:00:22.168

that they absolutely need in order

00:00:24.801

to be able to achieve those goals.

00:00:26.564

Each student will have one or two class connects

00:00:29.737

per class each week, where you do attend,

00:00:33.279

you do get to talk to your teacher.

00:00:34.861

The rest of the time, you are open to learning,

00:00:38.886

reading, working on assignments, projects,

00:00:42.746

and preparing for things like quizzes and tests.

00:00:45.459

But I always tell the kids, it's a little bit

00:00:46.854

like the model in brick and mortar,

00:00:48.126

if it's not done for the week, it becomes homework.

00:00:51.163

And whether that be in the evening,

00:00:53.079

or whether that be over the weekend

00:00:55.107

or over a break, that is up to you.

00:00:57.709

It depends on how you can stay on track.

00:00:59.850

Individualizing the experience for students

00:01:03.240

is something that teachers can do

00:01:05.015

based on a lot of the resources and materials

00:01:07.863

that we have that are built right into the system.

00:01:11.003

Data-driven instruction has become a huge part

00:01:14.846

of being a teacher, not just for data's sake,

00:01:17.922

but also to help the students to move forward.

00:01:20.359

That we can intervene before they are lost,

00:01:24.242

before they're overwhelmed and they're over that edge

00:01:26.788

where they think they can't come back from it.

00:01:29.014

And so, even in our class connect sessions,

00:01:31.319

all of our teachers are working to see

00:01:33.188

how we can meet the student where they are.

00:01:37.119

Whether that be they're struggling,

00:01:39.254

or they are really advanced and ready to roll.

00:01:43.265

And one thing that we can do is project-based learning.

00:01:45.363

We do a lot of collaboration in our classrooms

00:01:47.425

where we can put kids into breakout rooms

00:01:50.964

and allow them to deal with the content on their own terms.

00:01:55.473

Another thing that we do for differentiation

00:01:57.621

is help sessions, office hours,

00:02:00.357

and working one-on-one with students.

00:02:02.130

Every single week, I work one-on-one with students

00:02:04.470

that I know need that extra support

00:02:06.317

and they know they can ask for it any time they need.

00:02:09.154

You can find the areas where students need

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that differentiated learning by making sure

00:02:14.820

you're staying in touch with them.

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I feel like I know my students so much better

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than when I was in the brick and mortar schools

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and I think the reason that is, is you do get

00:02:23.979

to spend a lot more time talking to the families.

00:02:27.278

And because I know my students and my parents,

00:02:30.052

I can help them better.

00:02:31.964

Descriptor Narrator: Multiple scenes of teachers and students

00:02:35.182

talking to each other over their computers,

00:02:38.008

working on their computers, students reading books,

00:02:41.974

and students and learning coaches working together.

00:02:45.756

There are also computer screens

00:02:47.878

displaying different lessons.

Ending Time: 00:02:50.295

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Note to Video Editor: Video may need to be paused during playback, at the approximate times indicated, for the insertion of the Audio Descriptions.