

Title of Session: Teaching Teachers
Moderator: Dianne Allen
Title of File: 20060601teachingteachers
Date: June 1, 2006

Room: Teaching Teachers Group

DianneA: Hi everyone, how about we get this show on the road with a round of introductions... name place current teaching role/interest

AndrewV: Andrew: New Jersey: 7th and 8th Grade Concert Band.

ElizabethV: I'm Elizabeth from New Jersey. I teach seventh grade language arts.

DianneA: I am Dianne Allen professional developer and pre-service teacher teaching in Australia, Wollongong

MaryL: Mary, Cary, IL 5-6 Special ed. resource.

NathanL: Univ of Northern Colorado. I teach teachers how to teach online.

BjB: I'm an art teacher in Pennsylvania and a helpdesk volunteer for Tapped In. I'm very interested in learning how Tapped In can develop a tool to allow participants to the discussions to earn CEU's from that participation

DianneA: And what were you hoping to get from today's session here?

AndrewV: We are investigating TI for a graduate class, but this session is interesting because I often have to run professional development days for the rest of the music teachers in my district.

DianneA nods to Elizabeth and Andrew

DianneA: OK, we have an interesting range of experience here

DavidWe: I'm David Weksler, HelpDesk volunteer and leader of the math education and technology discussion

DianneA: and I am hoping to explore with you two things ...

DianneA: if and how you use reflective work in your own professional development (1)

DianneA: and whether you have some ideas about how TI might develop reflective work for its members and for CEUs say (2)

DianneA: so let's start with the first one ..

DianneA: if and how you use reflective work in your own professional development (1)

BjB: I find that I do a great deal of reflection when I lead discussions in Tapped In

DianneA: can you elaborate a bit more BJ: what does that involve, what are its outcomes for you?

BjB . o O (the presentation allows me to review a topic and explore it with greater detail)

BjB: and forces me to organize and verbalize my thought

BjB . o O (s)

DianneA nods

ElizabethV: I think that with our busy schedules today we don't reflect as often as we should.

DianneA: what about others?

NathanL: I blog

NathanL: I make my students (who are teachers) blog

DianneA nods to Elizabeth, that's a real problem, especially for time taking documenting

MaryL: I definitely agree with Elizabeth that it's very hard to find the time for reflection

DianneA: Nathan can we see an example of your blog while we are here, now?

NathanL: <http://www.durandus.com/blog>

DianneA: thanks Nathan

NathanL: <http://www.durandus.com/cogdiss>

NathanL: <http://nclid.unco.edu/campus/phaedrus/>

BjB checks to see if everyone got Nathan's blog sites?

NathanL: that's the last one I put up for the last iteration of my class

ElizabethV: Yes, I'm there

NathanL: I have others .. but those are my professional reflections

AndrewV: I have it,

NathanL: I write a personal reflection blog as well as an anonymous blog that reflects on the field of education under an assumed persona

BjB reminds everyone the urls will be in your transcript

DianneA: BJ what's the short cut for bypassing the popups again?

ElizabethV: Thanks for the reminder

BjB: hold down the ctrl key, Dianne

NathanL: I find I need to write to find out what I think

DianneA no new browser! more learning another day then!

AndrewV: The post: "Teachers don't like to go to school" is quite interesting.

NathanL: it's a critique of my own thinking

DianneA: thanks Nathan, for some of us the writing process definitely helps the thinking process

NathanL: there's stuff in the older cog diss blog (<http://www.durandus.com/blog>)

BjB hopes Nathan and anyone else who likes to write will participate in the WriteTalk discussion next Thursday

DianneA: others of course prefer talking it out, but that tends to dissipate so easily

NathanL: that has titles like Education as Toaster

NathanL: I'm not very verbal :D

DianneA: If you are interested in seeing a sample of my reflective work you will find a post here in discussion that reflects on the session I held here last month

DianneA: I would think Nathan that TI people tend toward the written form

BjB . o O (click on DISCUSSION on the blue menu on the left of the screen above this chat window)

DianneA: thanks BJ

DianneA: funny what you assume when leading discussion rather than having tips and tours

AndrewV: There is a message board like that which I read often on the MENC Site.

BjB nods.

BjB . o O (good topic for reflection)

DianneA very cheeky BJ, I am just doing something about incongruence in practice !!!

BjB winks at Dianne

DianneA: the paradox, the irony!!!

DianneA: So: we find it hard to find the time, but we recognise the value of working with our thinking?

DianneA: OK, now can I move our discussion on to my second question: whether you have some ideas about how TI might develop reflective work for its members and for CEUs say?

DianneA: is blogs a better alternative, for instance?

DianneA: and do we butt out?

AndrewV: Sorry for my ignorance, what is a CEU?

BjB: continuing education unit

AndrewV: Thanks.

DianneA: sorry Andrew, we are thinking here at TI of somehow working to accredit engaging here

DianneA: in professional development online, at a distance

AndrewV: Excellent.

BjB: some examples are the course instructors that require students to join discussions. That isn't a very good long term assessment of professional development

DianneA: for that to have clout we need to explore if we can issue some form of accreditation for such work, but we also need to ensure the quality of such work, without making too much work for volunteers

DianneA: My idea was to build on reflective structures

BjB: what we have to do is figure out a way for the participants to develop a tool for Dianne's reflective structure....

DianneA: and help people do it, by knowing that someone else cares, and can give them some feedback about how to do it better

BjB: and to have the individual school districts accept these as continuing ed credits

BjB: since Tapped In has no affiliation with a university and doesn't charge a membership fee

NathanL: that last is gonna be the sticker

DianneA: at last session here, the participants suggested posting reflections in the discussion area

BjB: it's a proactive thing, Nathan. Teachers should have a voice in their own prof dev.

NathanL: I agree beej

NathanL: but trying to convince a state dept of ed of that

NathanL: is like trying to convince a school board that students should be in charge of curriculum

DianneA: Nathan, as a matter of interest, how do you go about 'accrediting' or 'assessing' your student blog posts?

NathanL is a curmudgeon. Don't listen to him.

AndrewV: We have to develop our own Professional development plan in NJ, but providers of PD have to be registered with the state.

BjB: it's easier to convince a local educational entity like a school district

NathanL: I don't, Dianne

BjB nods to Andrew. Good info...so how does TI get into that loop?

DianneA: I am coming from the self-development end of the spectrum, but my experience of the past five years tells me I am a voice in the wilderness

NathanL: . o O (Bingo!)

AndrewV: You can go to the state site to register: here is the link:

AndrewV:

https://www.state.nj.us/njded/profdev/providers/select_provider_type.htmhttps://www.state.nj.us/njded/profdev/providers/select_provider_type.htm

NathanL: can we get TI registered as a professional development provider?

AndrewV: https://www.state.nj.us/njded/profdev/providers/select_provider_type.htm

NathanL: . o O (man he's WAY ahead of me)

AndrewV: that is the correct link

BjB: you're talking of intrinsic rewards, Dianne, rather than the extrinsic CEU's?

DianneA: so, Nathan, what entices them to blog: is it an ego trip?

DianneA: Bj if it doesn't work for me I wouldn't be in it

BjB nods to Dianne

NathanL: if they don't blog they don't get a grade

DianneA: but somehow others need to be taken past the barrier of early days discipline to get to the big bikkies

NathanL: if they don't write something that's interesting enough for other people to comment on, it's considered "not blogging"

DianneA: so Nathan you reward engagement, but do not engage in quality development?

NathanL: *I* don't evaluate it... their peers do

DianneA: good strategy Nathan!

NathanL: we get a certain amount of mutual handwashing

NathanL: but for the most part it works as well as any strategy

DianneA: I was involved in a course where there was self-evaluation and documenting that to an examiner

NathanL: and nobody wants to look like a doofus

NathanL: I ask my students to take a LOT of risks

DianneA: it involved responding to others, and being responded to, and reflecting on the whole learning process

NathanL: and I don't want them to worry about being punished for risking and falling

NathanL: "jump off the cliff. I'll give you an A. Landing well is its own reward"

DianneA nods, lots of 'reflection' assessment is English expression/writing assessment!

BjB: This is from the NJ Dept of Ed registration form...go to https://www.state.nj.us/njded/profdev/providers/class_2.htm

NathanL: some teachers have "high squeak voices" and won't make it out of silent films and into the talkies.

BjB: and scroll down to A registered provider must...

AndrewV: ok

BjB: Andrew, maybe you can help me fill this form out eventually?

BjB . o O (I'm figuring TI is a class two provider)

AndrewV: We usually get a certificate for any PD session we attend.

AndrewV: We are required to do 100 hours within a five year period.

BjB: do you feel TI would benefit your teachers?

BjB . o O (and give them more control over participating in events that are more relevant to their disciplines?)

AndrewV: I think it would if there was a larger community of music teachers. I am responsible for the PD of 13 music teachers in our district, and many are older and fight me in using the computer.

AndrewV: they are getting much better with it though.

DianneA: Mary, you have been very quiet ... are we talking through our hats, or is this something that you would find valuable?

DavidWe: They're going to fight, unfortunately, Andrew

BjB nods to Andrew.

BjB listens to Mary

MaryL: This is my first time joining a session of this type. I'm more comfortable listening right now.

AndrewV: It has been a slow process but they are beginning to accept using technology, I just recently got to the point to where I can communicate with all of them via e-mail. It will be a long road, but they are getting much better.

DianneA: thanks Mary, just checking that we aren't being too loud, as well

DianneA: Andrew, what are the barriers to your teachers engaging more in professional development (not just TI say)?

AndrewV: I am not sure of the question. . .do you mean what prevents them from participating in more?

DianneA: yes

AndrewV: The biggest obstacle is continuity.

NathanL . o O (perceived utility vs required effort?)

AndrewV: We will have a professional development day in November and the next one in March.

DianneA: I guess part of what is in my mind is that 'real' professional development involves self-directed learning, but often we have no way of capturing/documenting accrediting that

AndrewV: Once a new topic is introduced, there is no way to reinforce it.

AndrewV: Also, through budget cuts, our school is not approving professional days as they used to. So it is up to a teacher to do PD on their private time.

DianneA: I am thinking of a teacher who is stuck with a real problem, and who needs to solve it, resolve it relatively quickly

NathanL: ok .. that's the disconnect

DavidWe smiles

DianneA: in my experience they do that, by extracurricular work, either on their own, or with peers, but it never comes up on the radar screen, other than in the quality of their next lesson

NathanL: anybody -- teacher or other -- with a real problem who needs to solve it quickly can't be putzing about with PD

NathanL: they can't wait for the course to be offered

NathanL: they can't afford to buy the instruction

NathanL: it's my problem with Phaedrus Academy

AndrewV: I would assume that if a teacher has a major problem which needs to be resolved quickly, they should consult mentors or more experienced teachers.

NathanL: right!

NathanL: but THAT isn't recognized as PD

DianneA nods to Nathan, and recognition of prior learning (an Australian approach) doesn't address the issue either

AndrewV: Actually, in NJ, all first year teachers are required to have a paid mentor. and that mentor gets a certain number of PD hours toward their 100 hours.

NathanL: we're talking about a Credential Culture with a Performance Need

DianneA: tell me a bit more about the Phaedrus Academy Nathan

NathanL: it's a 3cr course in teaching online

NathanL: gets graduate level credit from the Univ

NathanL: I teach it online

NathanL: ONLY online

NathanL: you can't visit me in my office

DavidWe smiles

DavidWe . o O (He IS a curmudgeon)

DianneA: except your virtual office?

NathanL: my students are typically special ed faculty in colleges and universities around the country

NathanL: who have to move online in order to keep their programs alive

NathanL: I don't have a virtual office

NathanL: well.. now I do.. here

NathanL grins.

NathanL: but I'm on IM

NathanL: and Skype

NathanL: and Gizmo

NathanL: and email

DavidWe smiles

NathanL: I sleep about 6 hrs a night when class is in session

NathanL: and I work 7 days a week

DianneA notices the clock ticking, and notices that it feels like we are starting to get into the discussion and wonders what others time constraints are

NathanL: so .. "visiting" isn't a serious issue

NathanL: I've got 2 hrs before I have to put kids to bed

AndrewV: I have about 30 minutes more.

NathanL: altho it's gotten VERY quiet upstairs .. brb

DianneA: Is this of value to you Andrew?

DavidWe smiles

AndrewV: Very much so,

NathanL: back

NathanL: Beej and David hear me rant all the time

NathanL: Mary?

NathanL: you doing ok?

DianneA: and where would you like us to focus our comments for the next 20 or so minutes?

MaryL: I'm fine.

DavidWe: We like Nathan's rants

DianneA smiles to all the patient listeners out there

AndrewV: My biggest problem is finding PD sessions which are only one day which would be of value to 13 teachers with different interests. It is always an uphill battle.

NathanL: how many CEUs do you get for a day?

AndrewV: If it is a full day we get 6 hours.

DianneA: Do you survey them beforehand to focus the scope of the session

NathanL: is that 6 CEUs?

AndrewV: I have found a few which are successful, and since the days are so far apart, I can revisit them quite often.

NathanL doesn't deal with them because of the Graduate credit hours.

NathanL . o O (there's an idea trying to work its way forward)

NathanL . o O (Andrew and I have similar problems)

DianneA remembers a recent conversation with an experienced teacher, in a specialist area like music, where the practising teachers knowledge was more valuable to tap than a fancy outsiders' presentation, but again, how do we ensure that gets recognised, like the mentoring and any other peer support process

NathanL is coming to NJ in October to present at the NJLA.

AndrewV: Again since the money is tight, PD days are visits to other places, or sessions which I would present.

NathanL . o O (somebody better type soon or I'm gonna start again)

AndrewV: Sometimes we have to sit through a motivational speaker the district gets who is peddling a book.

DianneA: as a presenter Andrew, can you work at handing over the session/s to the participants?

AndrewV: They often turn into discussions.

DavidWe: Where is the conference, Nathan?

NathanL . o O (perhaps I could come and be a demotivational speaker)

DianneA: like facilitating a discussion like I think I am trying to do here and now?

NathanL: I don't know

AndrewV: which then sometimes turns into arguments since all of our teachers have such different perspectives on how to get things done.

NathanL: New Jersey Library Associations Annual

NathanL . o O (Trenton?)

DianneA: so Andrew, can we work some more with you about how to make those discussions more fruitful and less just sounding off fixed positions?

NathanL . o O (oh ya .. solve that and bottle it)

DianneA lol

DianneA: you're right of course Nathan, silly me!

NathanL: ya

DianneA: so let's be reflective in another way

AndrewV: I have been working with our district's curriculum developer in keeping the peace in the discussions in our meeting. They are usually tame but our people have a long history together.

DianneA: can any one remember a peers discussion that worked really well?

DianneA: what was it made of?

NathanL: peers mostly

NathanL: but they're hard to find

NathanL: the conversations that worked best were that

NathanL: conversations

DianneA: so Nathan, the preparation to be 'peers' is important?

NathanL: the challenge is finding a topic that nobody in the room has The Answer to

DianneA: and also the art of conversation rather than debating has been lost?

DavidWe agrees

NathanL: what we find in MOST conflagrations is a staking out and defending of The Answer

AndrewV: With our group, we have individuals who have the answer to EVERYTHING!

NathanL: right

NathanL: I can think of one that crashed and burned MOST spectacularly

NathanL: very polite

NathanL: very erudite

NathanL: very "everybody waiting his turn to talk so he could ignore anything that had been said before"

NathanL: nobody addressing the issue

NathanL: seems like .. more than anything .. listening

DianneA: hmm, so listening is another vital component, and some humility?

NathanL: and the willingness to consider

NathanL: yes

NathanL: both evil components

DavidWe . o O (active listening is VERY important)

AndrewV: there are some big egos which get bruised easily.

NathanL: ya .. well.. when you spread that much ego over that little knowledge .. it gets pulled thin

NathanL: makes it easy to bruise

DianneA likes the pictorial/physiological analogy

NathanL: it's backwards .. but it serves

NathanL: should be "that little knowledge stretched over that much ego"

NathanL speaks from personal experience .. Holds up the little knowledge he has along with the magnifier for people to see.

DianneA: I am wondering if folk would like to continue this discussion here in this group room, off line over the next month before our next session

NathanL: personally, I need to reflect

DianneA: to do that you would need to join this group, and post something in the discussion area

BjB: if you would like to join this group...

NathanL: there's something perking just under the awareness threshold

DianneA: I am going to do that after this session, as I did after last session, so please feel free to join me here with that

BjB: scroll down on the screen above this chat window

DianneA nods to Nathan, I feel the same

BjB: in the Welcome note to THIS IS THE GROUP ROOM FOR TEACHING TEACHERS

BjB: click on the green i next to Teaching Teachers

NathanL . o O (hears the Da Dump Da Dump Da Dump of the Jaws theme in his head)

BjB: this will give you the group ID page

BjB: at the top is join this group

AndrewV: I'm back, I added you to my favorite places.

NathanL admires BJ's ability to just keep plugging along.

BjB: once you've joined, you will be able to post to the discussion board

BjB . o O (I figure the directions will be in the transcript, Nathan)

DianneA: Hurray for Bj and the Helpdesk facility

NathanL . o O (she doesn't miss a trick)

DianneA: no she doesn't

BjB: This group will meet again for real time chat on July 6.

DianneA: I'd like to thank you all for a very stimulating discussion

AndrewV: I have joined.

AndrewV: Thank you, have a great evening!

DianneA: and I'd love to see you again on July 6

NathanL: I joined before we began

BjB: but we look forward to seeing your reflections posted on the discussion board soon

MaryL: Thank you.

AndrewV: Have a great day!

AndrewV: Evening?

DianneA: and engage with your posts at the discussion between now and then

NathanL: Evening for most of us

AndrewV waves bye!

DianneA: mine is a day!

NathanL: Dianna's in the morning

NathanL: ?

DianneA: yes 11.20am here Nathan

BjB waves goodnight/day and heads to bed

BjB: thanks, Dianne. Great discussion!

NathanL: thanks Dianne

NathanL: great herding there

DianneA: thanks Nathan and David

NathanL . o O (do you have a dog that helps with herding us cats?)

DianneA: BJ I will post a file of the discussion here again

NathanL . o O (Australian Cat Herder)