

**Title of Session:** Teachers in Training

**Moderator:** Dianne Allen

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Room: Teachers in Training Group

**BJB2:** Dianne, I've been reading more stuff about the overwhelming amount of new tech available

**DianneA** listens

**BJB2** . o O ( and how overwhelming it is! )

**MaryannDu:** to teachers??

**DavidW** waves to Maryann

**BJB2:** I think this is a growing consensus...to everyone, Maryann

**JeffC** agrees with Bj... lots more out there now... impossible to keep up... brain overloading!

**DavidW** . o O ( to everyone, I would guess )

**MaryannDu:** right

**MaryannDu:** you have to know what to look for, what you need and limit!

**MaryannDu:** but I love it all

**BJB2:** ahhhh...there's the rub!

**BJB2:** how do you know if you need something if you don't check it out first?

**JeffC:** right... but in \*support\* of educators... it's great to know what new tools are out there and be able to point them in a decent direction.

**DavidW:** If you want to create a visual image you have a wide range of art tools, right?

**DianneA** nods to David

**MaryannDu:** well, I think that most things start with need..... and then add your level and ability to be creative. .... then you get to the new stuff

**DavidW:** need and what is available

**MaryannDu:** yes, and the willingness to search

**SherylM** waves hello

**DianneA:** Hi Sheryl

**DavidW:** Hi, Sheryl. Welcome

**MaryannDu:** say I want clips. very simple need

**BJB2** . o O ( and LOTS of time )

**DianneA:** we are just doing some cogitating on new technology ...

**SherylM:** Good to see everyone

**MaryannDu:** hi Sheryl

**DianneA:** and choosing wisely ..

**MaryannDu:** or not!

**MaryannDu:** lol

**DianneA:** and recognizing that such a process takes time

**MaryannDu:** right

**MaryannDu:** how do people start the process?

**MaryannDu:** some ask others,

**SherylM** . o O ( gotta take the long road home ;D )

**MaryannDu:** some buy a cd with clips

**DianneA:** If I were to ask what would be your advice to a pre-service teacher, of where is best to start, these days, what would you say?

**MaryannDu:** some type the clip they want in search -- say cupcakes

**MaryannDu:** best to start for what?

**DianneA:** best level to start using technology in the teaching context?

**MaryannDu:** first day of school

**MaryannDu:** so a preservice teacher what should they do, to start using technology in teaching??

**SherylM:** well, I would suggest that they talk to the teachers that they know or meet at conferences, subscribe to online newsletters and info; respond to invites

**MaryannDu:** yes

**MaryannDu:** I would agree

**MaryannDu:** and first thing. learn to manage mail

**MaryannDu:** and use email well

**SherylM:** yes

**MaryannDu:** sort and put things in folders, some things are less important, read or delete them

**SherylM:** what needs to be checked first

**MaryannDu:** that is a key

**MaryannDu:** right

**MaryannDu:** how to use folders to manage both mail and work

**MaryannDu:** how to plan well using technology

**DianneA:** I wonder to what extent any teacher might need to see the tech being a resource for themselves, and then because ... they can share what they do with the children ???

**MaryannDu:** I think they should, but they do not.

**SherylM:** I leave a lot unchecked, but I have a 2 day, bi weekly, weekly, monthly schedule

**MaryannDu:** yes

**DianneA:** one of the first teaching support items I bought for my professional tool kit, after books, was a typewriter ...

**MaryannDu:** I have folders for mail. some pile up. and I go in and spot read on a rainy day, or just delete all. or look and see one of 100 and read it and delete the rest

**MaryannDu:** oh, I am so glad we are beyond that!

**MaryannDu:** or I would be totally lost

**DavidW** smiles

**MaryannDu:** I think we are also asking the wrong questions. In business you learn and do. Some better than others, but still there are expectations. So the question for me is what kinds of people need to be teachers. Teachers who are willing to learn and risk and take some time to learn new things continuously.

**MaryannDu:** lol

**MaryannDu:** we already know that there is so much out there that is good. Why don't people use it

**MaryannDu:** I never take "no time" as a reason

**DianneA:** and I guess my point right now might be .. where in computer tech stuff is there the essential start for the teacher ???

**DianneA:** is it the keyboard and ppt and the data projector?

**MaryannDu:** I found that when teachers were emersed in the technology for a week or two, and saw how to fit it to them, like the toolbar, that they got excited

**DianneA:** or is it using search engines?

**SherylM:** just like we did with our favorite books, don't you think they will start with their favorite personal tech?

**DavidW:** I think it can be all of those things, Dianne - the trick is to focus on the teaching and learning, not necessarily on specific technology

**MaryannDu:** yes, but I also think that the emersion is great, as then you can focus on no mistakes, just do it. share, ask, do, and explore

**SherylM:** I would hope that a beginning teacher can know how to use email and social bookmarking

**MaryannDu:** yes

**SherylM:** which means they understand tags, priorities and search engines

**MaryannDu:** I found that with emersion, teachers learned that it was fun, to be free, and that it is repetitive, and that they would do peer tutoring, and find what they really liked

**DavidW . o O** ( more collaboration is necessary )

**DianneA:** I guess part of what I am alluding to is that teachers will use what they can use, and find most useful, so in pre-service work are we designing activities that help students become most familiar with what will be most useful?

**MaryannDu:** emersion, like a two week class all day

**MaryannDu:** right

**MaryannDu:** with preservice I used email. would not take any thing but a doc and taught them the edit mode

**MaryannDu:** I spent time in class doing this

**MaryannDu:** I did online test.

**MaryannDu:** blackboard, course connect etc

**MaryannDu:** and started slow and did it consistently

**MaryannDu:** I had to teach them how to access their email (juniors and seniors) and how to attach a doc

**DavidW:** college students?

**MaryannDu:** yes

**DavidW:** recently?

**MaryannDu:** 2003-04

**DianneA** nods to Maryann, sounds like a useful program to me

**MaryannDu:** yes

**DavidW** is rather surprised they didn't know

**MaryannDu:** most colleges use something

**MaryannDu:** I was shocked

**DianneA:** I am still finding pre-service teachers who are still very uncomfortable with fairly basic computer ops

**MaryannDu:** but they were almost adamant about not using technology. about 75% other 25% loved it.

**DavidW:** did they have OTHER tech skills they were more comfortable with, Maryann?

**MaryannDu:** yes

**MaryannDu:** I think that because high school teachers don't do what they could, kids are scared and don't do anywhere what we think they are doing

**DianneA:** but having been through that process myself, and now thinking about - well they won't need to learn about the gestener, I am wondering where might be the 'best starting point'

**SherylM:** yes, some colleges have edtech classes. This one is in western part of my state: <http://tecs390fhsu.ning.com/>

**MaryannDu:** only if they really have parents who allow a lot of computer use

**MaryannDu:** yes

**MaryannDu:** I think every teacher should use technology, high school and college.

**MaryannDu:** look at science sites. They really use a lot

**MaryannDu:** I think first day. email.

**MaryannDu:** in my classes, I went though all the tools. then every time we used them, it was over again

**DianneA:** so Maryann, part of what you are saying is that whatever goes on in elementary is not being followed through to high school, and gets lost, if it is not being supported at home

**MaryannDu:** yes

**MaryannDu:** I think so

**MaryannDu:** kids do word papers, etc and print and turn in

**MaryannDu:** why not attach and do edit mode? not one of my kids high school teachers did that

**MaryannDu:** I don't know a teacher now who does that

**DianneA:** and part of the process of getting lost relates to older teachers not making the transition to using tech well

**MaryannDu:** and few college teachers

**MaryannDu:** well not some of us are leaders ehhehehehhe, but yes, I think so

**MaryannDu:** but I don't think age is the problem

**MaryannDu:** access

**SherylM** . o O ( how old is old? heehee )

**MaryannDu:** and attitude

**MaryannDu:** ohhhh, I am so close to 60 that I am writing poetry about it!!!!

**DavidW** smiles

**MaryannDu:** and lying a lot about my age

**SherylM** : member of redhatitude?

**DianneA:** and if only 25% of incoming new pre-service ones have any real interest in ed tech, then it will continue to be a long time before comprehensive change is accomplished?

**MaryannDu:** no, since my mom is, I will wait!!!!!!

**SherylM** nods

**MaryannDu:** I really think so.

**MaryannDu:** I look at schools I evaluate. no online newsletter

**MaryannDu:** no group chat room

**MaryannDu:** no documents on a list serv

**MaryannDu:** serve

**MaryannDu:** no emails to kids

**MaryannDu:** no teachers in online groups working

**MaryannDu:** but I also think you just can't say do it.

**DavidW:** is this fear of something bad happening?

**DianneA:** in what way David?

**MaryannDu:** I think that is part of it. and also I think that we have teachers with a attitude

**SherylM:** Our school got a good NCA rating , but were clipped on communication and coordinating

**MaryannDu:** about no learning

**DavidW:** a diminished online presence for a school - concern about the negatives

**MaryannDu:** it takes a lot of time. in my classes, we went to the site every class period

**MaryannDu:** yes

**MaryannDu:** and I used the data, to show them that I could see what was happening and what we did as a class. ex. most people accessed the data online, the day before class or the weekend before. two kinds of learners

**MaryannDu:** then we would talk about that. is there really a difference? why the difference? some good reasons, work, planning, etc.

**DianneA** nods to Maryann about different kinds of learners

**MaryannDu:** so they began to see that their learning style mattered

**MaryannDu:** and the online allowed for that

**MaryannDu:** when you were clipped, you were clipped for things that were mechanical - font, ???? or also other things

**DianneA** not sure how Maryann is using 'clipped' ..

**MaryannDu:** from Sheryl above, when they got their NCA rating

**MaryannDu:** I'm just chatting away here. I want to listen for awhile!!!!

**MaryannDu:** ehehehe

**DianneA:** Ok, but it is not part of my local scene, so might either of you elaborate

**MaryannDu:** what is your scene?

**DianneA:** Australia

**DianneA:** no NCA

**MaryannDu:** ok

**DavidW:** NCA == ?

**MaryannDu:** I don't know. I assumed that it was a group that rated technology and communication within schools. but I don't know the details

**DianneA:** sounds like some sort of computer usage accreditation

**MaryannDu:** yes

**DavidW** smiles

**MaryannDu:** lol

**DianneA:** so 'clipped' could be 'marked down'

**MaryannDu:** yes

**MaryannDu:** clipped would mean that

**DianneA:** that was how I was reading it, but wasn't sure

**MaryannDu:** yes

**SherylM:** North Central Association; the American school accreditation association

**MaryannDu:** ok

**MaryannDu:** the entire school

**MaryannDu:** and technology as part of it

**DianneA:** in which case, from my own personal point of view that would represent missing the point

**DavidW:** that's for your part of the world, right, Sheryl?

**MaryannDu:** how so?

**DianneA:** ie marking down for mechanicals is poor assessment

**DavidW:** <http://www.ncacasi.org/contact/office/>

**MaryannDu:** I would also agree. I wasn't sure if that was the case or not.

**DianneA:** the assessment ought to be around purposes of usage

**MaryannDu:** I was wondering what exactly they marked down on

**MaryannDu:** right

**MaryannDu:** do you have any process like that?

**MaryannDu:** where schools are accredited?

**SherylM:** not communicating w/non parents; we have a TV station with 4 powerpoint slides for instance

**DianneA:** it is like getting a significant report on some important change in the work place critiqued for spelling or typos, and not for the conclusions

**SherylM:** a website w/no teacher pages

**MaryannDu:** ok

**DavidW:** Again, there are no teacher pages because...?

**MaryannDu:** so the issues were more than typos

**DavidW:** . o O ( lack of interest, fear, lack of technical ability? )

**MaryannDu:** lol. David you ask such good questions

**DavidW:** smiles

**DavidW:** Thanks

**SherylM:** it is a comprehensive evaluation that occurs over a period of years; pre-assessment, check up, and final evaluation with recommendations that include academics, climate, community, etc

**DavidW:** Again, it seems as though you need some administrative leadership - without it, it becomes very difficult

**MaryannDu:** and the school has to address those questions? but are not actually given those questions, unless David is there!

**MaryannDu:** yes

**MaryannDu:** accreditation is very different from evaluation, which is what I do.

**DavidW:** Shouldn't they be closely aligned?

**DavidW** guesses accreditation gets into legal issues

**MaryannDu:** different purposes

**MaryannDu:** accreditation is to meet specific standards.

**MaryannDu:** some legal

**DavidW** nods

**MaryannDu:** and more defined and rigid

**MaryannDu:** more qual - numbers

**MaryannDu:** outcomes

**DavidW:** but it IS ultimately an evaluation ("Are you meeting the standards?")

**MaryannDu:** it is a kind of evaluation

**MaryannDu:** more of a measurement

**DianneA** remembers the old management saw that what gets measured (or accredited) gets done

**MaryannDu:** accreditation is a set measurement

**MaryannDu:** or a group of set measurements

**DavidW** is trying to pay attention to the language

**MaryannDu:** evaluation is to determine worth or value and that worth or value may not be set

**MaryannDu:** you may have to determine what it is

**MaryannDu:** in the course of the evaluation

**DavidW** . o O ( ack! )

**MaryannDu**: and it is more flexible

**MaryannDu**: but accreditation, has a more structured format

**MaryannDu**: lol

**MaryannDu**: evaluation as a methodology as compared to accreditation as a process

**DavidW** smiles

**DianneA** grins

**DavidW**: too much jargon there, I'm afraid, Maryann

**MaryannDu**: lol

**MaryannDu**: oh that is what everyone tells me

**MaryannDu**: lol

**DavidW** thinks evaluation should be a process in education

**MaryannDu**: yes it should be

**MaryannDu**: what I mean by process is that it is the same for every school

**MaryannDu**: whereas evaluation is a methodology for exploring value and worth that may not be as specific

**MaryannDu**: accreditation is a type of evaluation

**DavidW** agrees

**MaryannDu**: yeah

**SherylM** . o O ( whew! )

**MaryannDu**: actually one of the problems with evaluation is that many educators think accreditation, accountability, and measurement when we say evaluation and they really are different

**MaryannDu**: don't sigh yet Sheryl!!!

**MaryannDu:** lol

**DavidW** smiles

**SherylM** . o O ( how did she know? )

**SherylM** giggles

**MaryannDu:** I am a super tech user!!!

**MaryannDu:** lolol

**DianneA:** virtual assessment?

**MaryannDu:** yesssss

**MaryannDu:** wow

**DianneA:** teacher's intuition?

**MaryannDu:** we are so all on the same page

**MaryannDu:** yes

**SherylM** . o O ( spit it out Sheryl )

**MaryannDu:** lol

**MaryannDu:** isn't this so much fun...

**DavidW:** What is NCLB in this spectrum of terms, Maryann?

**MaryannDu:** hummm. good question

**SherylM** . o O ( let's not go there ;D )

**DavidW** . o O ( measurement, evaluation... )

**MaryannDu:** I think more a guideline

**MaryannDu:** the measurements come from the states

**MaryannDu:** and how they respond to nclb

**MaryannDu:** not really standards

**MaryannDu:** but a strong framework

**MaryannDu:** to me, though there are very big issues with NCLB, I still think that it is a framework and it is in the response that it works. schools said... oh this is awful and we can't..... but I say, why didn't schools say, yes we agree. no child left behind. how do we do it?

**MaryannDu:** schools and districts refused to say, how do we get there. what can we do. Let's get outside the box and really address this issue. instead they attacked it like a test

**MaryannDu:** oh,,, I am so outside the box!!!

**SherylM** . o O ( me too! )

**MaryannDu:** Sheryl don't be a coward!

**MaryannDu:** lol

**DavidW:** well, I know that this "new" evolution often conflicted with others - a very good school from a state perspective was found not making enough annual yearly progress (AYP)

**MaryannDu:** right. and often it was the test!

**MaryannDu:** everyone did bad that year

**MaryannDu:** etc

**DianneA:** reminds me of my problems with good better best David

**DavidW** smiles

**MaryannDu:** ???

**SherylM:** Well, it is very difficult to explain what our NCA/QPA (Quality Performance Accreditation) is like, but it helps making AYP more real, more actual.

**MaryannDu:** yes

**MaryannDu:** I agree

**DianneA:** when one is best practice you cannot achieve a level of progress that a poor practice entity might!

**MaryannDu:** it gives you places to look and see what is actually happening

**MaryannDu:** are you saying that what is best here may not work there?

**DianneA:** I have no problem with review and assessment

**SherylM:** yes, it seems that the proponents of some NCLB AYP future standards are creative mathematicians.

**DavidW . o O ( statisticians )**

**DianneA:** I do have problems with relational targets that give no recognition of the starting out status

**SherylM . o O ( so true, that either )**

**MaryannDu:** right to all.

**DianneA:** the measuring is not understanding basic math

**DavidW:** but don't we really want to be able to look at student work and see what the students can demonstrate?

**MaryannDu:** I am sort of a statistician. I hate it.. but then again. sometimes I find that if I do it, then I can tell the right story.

**MaryannDu:** right

**SherylM . o O ( I want to )**

**MaryannDu:** yes

**MaryannDu:** standards help to guide. but what we see as demonstrated, thought, etc. is how we know we are getting there.

**DianneA:** in Oz a 'creative accountant' is one who is 'cooking the books' - engaged in fraudulent practice

**MaryannDu:** lol

**DavidW:** same here, Dianne

**DavidW** checks the clock on the wall

**MaryannDu:** wow

**DianneA** nods to David for the time check

**MaryannDu:** this has been fun.

**DianneA:** time to go for me thanks for the discussion

**BJB2** hugs Dianne. Thanks for guiding the discussion!

**SherylM:** Maryann I bet you know that the closer you get to a particular goal the more difficult it is to actually get there. say trying to get all (100%) of students at grade level; forget about the reality of different work abilities.

**MaryannDu:** I feel like to need to schedule time for the grownups!!!

**DavidW:** Good job, Dianne