

Title of Session: Teachers-In-Training

Moderator: Dianne Allen

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Room: Teachers-In-Training Group

DianneA: Welcome everyone

DianneA: to today's Teachers-in-Training session

DianneA: before we start ...

DianneA: you might like to Detach your chat space for extra room to keep track of the discussion

HuongN: k

CristinaH joined the room.

DianneA: to do that click on the Actions menu in the top right hand corner of the chat space scroll down and click on detach

JeffC joined the room.

DianneA: and the next step in a session like this is introductions ...

DianneA: so where are you from and what area of teaching are you engaged in at present?

DianneA waves to Jeff

JeffC waves

DianneA: Welcome Cristina

HuongN: My name is Huong Ngo and I am from Houston. I am student teaching in second grade right now but will move to kindergarten on Monday.

TuniseG: I am a student teacher from Houston, TX with placements in kinder and first grade.

CristinaH: hello

DianneA: I am from Wollongong, NSW Australia and my area is professional

development

HuongN: Wow, that's a long way from here!

FangfangS: I am a graduate student majoring in Adolescent Education

DianneA nods to Huong

CristinaH: I am a student teacher in Ca 1st grade class

DianneA: OK so we are a mixed grill!

DianneA: another bit of guiding then ...

DianneA: in sessions here in Teachers-in-Training I try to open up discussion to you ...

FangfangS: ok

CristinaH: ok

DianneA: to provide a space where if you are starting out on teaching, eg early placements

DianneA: and have issues that are bothering you, you can have them talked about here

DianneA: and see if others have suggestions on how to deal with those issues

HuongN: cool

TuniseG: ok

DianneA: I notice that Huong and Tunise are at a point of 'changeover' ...

DianneA: they have done a round of placement and are about to change to another level of teaching ...

HuongN: yes

TuniseG: well I want to say that I am having a great time at my school assignment, the staff is nice and I feel that I have learned so much in these 7 weeks I've been student teaching

TuniseG: yes we are

DianneA: Patrick and Fangfang is this within your area of experience as well?

FangfangS: I have a question. If some students always talking in your class, what is the effective way to stop them

DianneA: . o O (sooner or later we all need to adjust our teaching to a different group)

HuongN: I am enjoying my placement too and I feel as though I'm ready to be in my own classroom minus the problem I was telling you earlier, Dianne

EduardoM: joined the room.

PatrickRC: I'm currently in my first placement

HuongN: to stop them completely? is it interfering with their work, Fang?

CristinaH: I feel the same way with my assignment and I'm pretty much taking notes for my future classroom

EduardoM: Hello

FangfangS: yes, stop them, and stop your teaching at the same time

DianneA: nods to Patrick

DianneA: nods to Cristina

DianneA: Hello Eduardo

HuongN: what kind of behavior system do you have Fang?

TuniseG: what grade level is this again Fang?

DianneA: for a first round of discussion we are focusing on how to manage students' talking in class

CristinaH: but classroom management is always nice to learn more about

HuongN: like if they continue talking, do you continually warn them and ask them to stop, do you call parents

FangfangS: senior high school

HuongN: hmmm, that's an older bunch..

CristinaH: yes

HuongN: do you offer incentives if they have good behavior?

FangfangS: I stop them, but they will talk later

CristinaH: I haven't dealt with older students

TuniseG: well when I was in high school, students are in that "I don't care" stage

TuniseG: I have not taught students that old either

JeffC prefers the "duct tape and taser method" of discipline. we have the technology!

HuongN: haha Jeff

HuongN: but seriously...

CristinaH: in my placement 1st grade, table points work

HuongN: in 2nd grade, we call parents and send letters home that have to be signed

DianneA: After three years of dispute resolution study and \$12,000 of fees I had one of my staff talk about the 4-by-3 method ...

DianneA: but it is not really the answer, is it ...

FangfangS: yes, I told them, I will send progress card if they talk too much in my class

HuongN: hmm

HuongN: I really don't know

TuniseG: I think that it needs to be something like detention or Saturday school to get to high school students, but I don't know either

TuniseG: I've never worked with them

HuongN: referring to what Tunise said earlier, students in high school sometimes really don't care

DianneA: Fangfang ... you tell me you are a graduate student to adolescent teaching ...

HuongN: it's sad...

CristinaH: I remember those days

FangfangS: yes

FangfangS: I have a part time job

DianneA: tell me how much experience have you had with teaching adolescents?

FangfangS: they still like little kids

TuniseG: are you firm?

DianneA: and yes everyone else let me ask about drawing on your student experience ...

DianneA: what was it that kept you on task in class when you were an adolescent?

TuniseG: is there anyone that can mentor you at your school who knows how to deal with these issues?

HuongN: I know that you're supposed to be firm and guide them and not try to be their friend

HuongN: after they respect you and see that you care for them and their education, you can soften a bit

FangfangS: yes, I am too nice during the beginning

HuongN: and there will be a mutual respect, or so I've learned from an earlier placement

TuniseG: I think that I was looking at the big picture, I knew I had to do well in school to graduate and go onto college

DianneA: So Tunise you had another longer motivation ...

TuniseG: yes

DianneA: Fangfang what do you know about your students' long term goals?

HuongN: hmmm, I wasn't motivated in high school, but I wasn't disrespectful either

FangfangS: I only teach seniors this semester

CristinaH: I knew better, I had parents that cared

TuniseG: I think that being respectful is something you learn at home and you carry that with you

DianneA: Huong can you remember why you were not motivated at highschool and what might have been done to motivate you at high school?

HuongN: in high school, I didn't live with my parents, I lived with an older sister instead, 9 hours away from my parents...

HuongN: my sister was busy with work and school, I had no one to answer to except myself

HuongN: anything whether I did wrong or right was because of me and no one else

HuongN: when I graduated and chose to go to a university instead of a community college, I motivated myself to do well to prove to my mom that I could do it on my own

FangfangS: great

DianneA nods for Huong's learning to be self-reliant ...

HuongN: so, it's really up to the students whether or not they want to succeed and do well

TuniseG: I think you may want to find out what makes your student tick, how to get the best reaction out of them

DianneA wonders how we might challenge senior students about that ...

HuongN: what about college?

TuniseG: is it that they want to succeed, be successful,

HuongN: do your students think about long term?

FangfangS: I think seniors are thinking about it, but don't make effort

HuongN: like where they'll be in five years?

TuniseG: money is always a pusher

HuongN: money/success

TuniseG: yes

HuongN: maybe you can ask them to complete their assignments FIRST and when they're done you can let them talk, but if they talk while completing an assignment, you can take that privilege away from them...

TuniseG: oh that sounds good, a compromise

HuongN: hmmm..

DianneA: Another strategy might be to design a lesson that requires work by talking ...

HuongN: group work/collaboration

FangfangS: yes

HuongN: what class is this?

CristinaH: good one

HuongN: English? Social studies? math

DianneA remembers a flashing bulb when realizing that her style of working - reading thinking and writing, was not others' preferences for working out problems ...

HuongN: that's good too

HuongN: what if the talking during collaboration gets out of control?

FangfangS: good question?

DianneA: good question Huong

DianneA: some of classroom management is about standards of behaviour ...

CristinaH: yes then what

DianneA: having certain expectations that you make known .. the rules ...

DianneA: and having mechanisms to regulate when rules are broken ...

TuniseG: yes, rules must be established

CristinaH: yes I did that on day one and works great

HuongN: MAYBE you can tell the students that by allowing them to collaborate you expect it to be noisy but not too noisy but once it gets out of control, they will have to go back working by themselves?

DianneA: another part of classroom management is having relevant activity for the students ...

HuongN: yes, rules!

FangfangS: yes, set up everything on the first day

HuongN: these are the standards and expectations and once I set them, I expect them to be met?

DianneA: knowing where they are up to and what they can do, what they understand relative to what you are teaching, so that they can perform well on the tasks you set them

DianneA: and then working at making what they are doing relevant to what is most meaningful for them and towards a longer goal ...

DianneA: satisfying their human needs ...

CristinaH: yes, very true

TuniseG: yes, I think these suggestions are the key

HuongN: sounds really good

TuniseG: I have a question - are there any online resources that can help teachers in training in k-4?

FangfangS: which subject?

HuongN: like management?

DianneA: so it is the combination of these in lesson design and classroom management strategies and how you respond to what is going on ... that determines how you build what kind of relationship with your students, no matter what age they are, that then makes learning something of long term positive or of long term negative to them

TuniseG: any subject, I just like to look and find new things that I can use to make and add to my lessons

DianneA: Tunise have you checked out the K-3+ Resources group here at Tapped In?

HuongN: for ela there's a lot on readwritethink.org

DianneA: thanks Huong

TuniseG: oh ok

HuongN: ohhh and brainpopjr actually has a lot of interesting things

TuniseG: yes, I've used the read write think website often

HuongN: =o)

TuniseG: I will have to check out the k-3 resources

TuniseG: thanks you all

DianneA: Patrick ... has any of this been helpful to you?

DianneA: Eduardo .. has any of this been helpful to you?

PatrickRC: Forgive me, Dianne, I am sure it will be. I just have been here to pick up the transcript and view it later. I am working on homework at the same time.

HuongN: maybe, they're shy

DianneA grins to Patrick ...

HuongN: are we still chatting?

DianneA and points out to the group that sometimes the quiet students are not always on task ...

HuongN: lol

HuongN: I have an issue...

JeffC: my own classroom management technique is to use humor and sarcasm... and oh yeah... the tasers.

DianneA: but that some people choose to work at what is most important to them at the time

JeffC: bottom line is if students are engaged in their learning... you'll do fine. but as mentioned... many aren't. Personally I blame NCLB.

CristinaH: very true, I have them in my class and I caught on to that quick

DianneA: so it does come down to personal responsibility and teacher responsibility ...

HuongN: exactly

FangfangS: yes?

CristinaH: yes

PatrickRC: Eek, Jeff, don't bring up NCLB...

DianneA: in terms of managing teaching long term then, it is about being satisfied that you have done the best you could

TuniseG: what is your issue Lisa??

DianneA: and professionally to keep alive that sense of needing to learn more to know how to do it better

HuongN: I have a student who is aggressive towards others

TuniseG: I have a few of those.....

HuongN: violently, like hits others in the stomach or kicks them

PatrickRC: Accountability is good, but the best teachers need more empowerment... like Dianne just said, learning to do better

TuniseG: no not that bad but.....

HuongN: and I don't know what to do with him

HuongN: he already sits in a corner by himself

HuongN: he yells out constantly, does not stay in his seat

HuongN: is not on task.....cannot copy verbatim from the board...

TuniseG: my SBTE uses a systems, cuts up a picture of something he like, like a puzzle. whenever they do something good they get another piece of the puzzle, when the puzzle is complete they get a reward

HuongN: WOW, that sounds really neat

PatrickRC: Huong, does he have a friend, or someone who would want to be his friend?

HuongN: he's too aggressive with the other students

HuongN: they don't play with him

DianneA: tell me, everyone, what are the things that make you want to be aggressive?

HuongN: frustration

DianneA: and then, tell me what do you do to manage your aggressiveness?

TuniseG: maybe he need to feel like he belongs

HuongN: like I said, he has a problem with copying things from the board so maybe he's frustrated because he doesn't understand?

CristinaH: yes, praise when he does good

FangfangS: he need to learn how to make friends

PatrickRC: Sometimes different students in class want to be friends, and will want to help him

TuniseG: maybe there is another problem

PatrickRC: especially being so young. A lot of younger kids tend to "feel" for other students.

HuongN: umm

HuongN: I know his father passed away about a year ago

PatrickRC: that's really tough

CristinaH: that can be contributing to his behavior

TuniseG: oh, maybe that's his way of dealing with his other problems

HuongN: yeah...

HuongN: he's also a middle child with 2 older and 2 younger siblings

HuongN: maybe he gets unnoticed?

TuniseG: maybe that's what's wrong, that's hard for a child deal with

CristinaH: do you know if he is seeing a psychologist

HuongN: he sees the school counselor

DianneA: now notice what you are doing about how you are thinking of this problem and how to solve it ...

HuongN: I praise him when he tries to do his work

HuongN: trying is all I ask

PatrickRC: maybe trying isn't enough - just a thought

HuongN: but there are times when I give him work and he looks at it and says I don't want to

TuniseG: yeah, but as a teacher it's like you are always figuring out a problem

HuongN: and he won't

HuongN: he'll rip it up and say I don't know how

HuongN: then he'll break his pencil

DianneA nods to Tunise

PatrickRC: I once had a teacher, and have heard the analogy used that the teacher that expects the most out of a student will get the most.

HuongN: more of that aggressive behavior

CristinaH: this is hard he has some issue

HuongN: exactly, Patrick!

DianneA: did that teacher get more out of you Patrick?

PatrickRC: An idea would be to see what he has accomplished in previous grades

HuongN: if you challenge them you'll get more results

PatrickRC: yes Dianne

CristinaH: yes, true

FangfangS: true

HuongN: he failed first grade, went to summer school for maybe two weeks and is now in second grade

PatrickRC: he still did something good and has some sort of base for the class

DianneA: so we see that being a teacher involves these kinds of relational aspects ... that when in place help draw more out of students ...

PatrickRC: if you can talk to his first grade teacher and find out some of his strengths (you know many of the weaknesses) then you can focus on them a little more

PatrickRC: get the ball rolling

HuongN: we're having problems reaching his previous teacher

PatrickRC: hmm

HuongN: he came from a different school and we still don't have his paperwork

CristinaH: interesting

DianneA looks at the clock ...

HuongN: sorry!

DianneA: folks our time is drawing to a close ...

CristinaH: so soon

DianneA: and Huong has identified a difficult student with multiple problems ...

CristinaH: yes

HuongN: if someone else had an issue, I apologize for hogging your time

CristinaH: no worries

TuniseG: well I thank you all for the interesting conversation

DianneA: and this shows again the nature of the profession to which you are committing yourselves

FangfangS: thanks everyone

HuongN: yes it does

CristinaH: yes, can't wait

HuongN: I'm still excited, because these are the kids who need us

HuongN: who we matter to, I guess..

CristinaH: true

DianneA: and perhaps this conversation has indicated that sometimes sharing with peers is helpful

CristinaH: yes I'm not alone

TuniseG: yes, I think talking to others in the same position is important

HuongN: oh yes

TuniseG: draw on everyone's experience

DianneA: to gain different strategies and ideas, and viewpoints and to challenge how we are thinking about our problems

HuongN: you guys have been very helpful

HuongN: . o O (smiles)

DianneA: and mostly to perhaps know that we are none of us alone in this important task

DianneA: and to recharge our batteries when we lose sight of the important things in the midst of the pressures

DianneA: that at least is what I hope this session has been for each of you

HuongN: I really enjoy these chats because there are so many of you guys out there who can put in your two cents and it helps

HuongN: a lot

HuongN: thanks!

TuniseG: I agree

CristinaH: sure anytime

DianneA: nods to Huong

BJB2: The next Teachers in Training discussion will be on November 13

HuongN: I appreciate everyone's thoughts...

HuongN: hopefully, I'll know more by then bj

DianneA: thanks for coming .. and maybe I will see you again sometime ...

HuongN: we'll see haha

FangfangS: thanks

FangfangS: bye

CristinaH: good bye

TuniseG: good bye all