

**Title of Session:** Teachers in Training

**Moderator:** Dianne Allen

**Title of File:** 20091112teachtraining

**Date:** November 12, 2009

Room: Teachers in Training Group

**MollyJ:** hello ladies- I thought I would check this room out while I was online

**SusanR:** Hi Dianne and Molly

**DianneA** nods to Molly

**MollyJ** wave

**BJB2:** we all just came from Sandy Shattuck's WriteTalk discussion

**MollyJ:** yep - still have not learned to do that

**MollyJ:** wave thing

**SusanR:** I am a HUGE fan of Harry Wong

**BJB2:** almost, Molly....type :waves

**MollyJ** waves

**SusanR** waves

**BJB2** . o O ( colonaction )

**BJB2:** voila!

**SusanR:** you got it, Molly

**MollyJ:** What is it you like about Harry Wong - my mother-in-law is a huge fan. What makes him different

**SusanR:** He publishes a useful collection of classroom strategies, approaches, and tips for successful teaching

**SusanR:** for novice and seasoned teachers

**SusanR:** and has been doing so for years

**DianneA:** If you scroll down in the welcome window Molly there is a link to one of Harry Wong's web-based resources

**DianneA:** It will have been recommended by one of the team here

**SusanR:** practical too

**DianneA:** Molly, right now we are due to conduct a Teachers-in-training session

**MollyJ:** thanks for the info - is it ok to stay?

**DianneA:** these sessions are usually devoted to teachers-in-training to share current activity and learning discussions

**DianneA:** sure ...

**LindaJM** joined the room.

**DianneA:** it is fine to stay

**DianneA:** Hi Linda'

**BJB2** waves hi to Linda

**LindaJM:** Hello

**LindaJM:** ok I wanna know how to wave

**DianneA:** the session is particularly valuable if there are peer discussions and interactions

**SusanR** just popped in to say hello and will leave shortly.. since I am not a teacher in training

**DianneA:** and stayers and stagers like BJ and Susan and myself toss in ideas from our experience

**SusanR:** but I am a lifelong learner

**DianneA:** Linda ... about waving ...

**DianneA:** it is a command here at Tapped in

**DianneA:** you type a colon (:) and the action you want to convey so :waves

**DianneA:** and send

**DianneA:** Molly has just found out how to do it!

**LindaJM:** oh ok, today is my first day

**DianneA:** so would you like to try and do a wave?

**LindaJM** waves

**MollyJ:** yes, I finally have it....and this is not my first day

**DianneA:** Hurray!

**LindaJM:** yay

**MollyJ** waves

**DianneA:** and we are not limited to waves .. just imagination

**LindaJM:** lol

**DianneA** blinks

**DianneA** grins

**LindaJM** shakes

**DianneA:** right!

**LindaJM:** got it

**BJB2** hugs

**SusanR:** wonderful

**DianneA:** now to see if we can get some peer discussion going ...

**DianneA:** would folk please introduce themselves, sharing where you are from and what area of teaching is your primary interest?

**DianneA:** I am from Wollongong NSW Australia and my teaching area is 'professional development'

**SusanR** waves and leaves Linda and Molly in Dianne's expert hands

**DianneA:** bye Susan

**SusanR** : Ontario, Canada

**MollyJ**: I am a graduate student in secondary education working on master in reading, background is science, I am in Texas

**SusanR** left the room (signed off).

**LindaJM**: I am from San Antonio TEXAS and I will be teaching EC-6

**DianneA** grins to Molly - my first teaching area was science

**MollyJ**: Linda - where are you in school

**LindaJM**: I am working on my bachelor's

**MollyJ**: Dianne - what are you teaching now?

**LindaJM**: I'm a junior

**MollyJ**: Ahhhh. Making great progress!

**DianneA**: I am essentially retired, but have been holding brief professional development ...

**MollyJ**: professional development for teachers?

**LindaJM**: I wish I was done

**DianneA**: using reflective practice to improve practice (ie a bit of the science of teaching!)

**MollyJ**: me too. I have a BS in health education - have been teaching adults in healthcare field. now am trying to get certified to teach kids

**DianneA**: Linda, earlier, Susan shared about lifelong learning ...

**MollyJ**: I like the science in teaching - it makes nice orderly sense

**DianneA** nods to Molly

**LindaJM**: I just wish I had my own classroom already

**DianneA**: let me just check with you both ...

**DianneA**: a tip for Tapped In, and for chatting here

**DianneA:** in the top right hand corner of the chat space is a drop down menu labeled Actions

**DianneA:** click on that and scroll down and you will see a option for larger text, click on that

**DianneA:** and then repeat clicking on the actions menu and scrolling down and this time click on Detach

**LindaJM:** oh that's way easier to read

**DianneA:** that should make the chat easier to read and to follow

**DianneA:** Linda I remember that when I was training to be a teacher what I wanted to do asap was get into the classroom to do it ...

**MollyJ:** I observed in a middle school today - I think this evening, I am good waiting

**MollyJ:** I think the kids are ready for a holiday

**LindaJM:** I think my biggest worry will be control of the classroom

**LindaJM:** discipline

**DianneA:** what happened for me, however, was that because I was training for HS science I never quite had 'my own classroom'

**MollyJ:** do you think the program you are in is doing a great job preparing you for the classroom management?

**MollyJ:** How did you not have you own classroom - were you attached to another program?

**DianneA:** I remember that the teacher-training program that I was involved in did not do a great job preparing me for classroom management

**LindaJM:** yes I would say so, but when I do my field observation sometimes it makes me nervous

**DianneA:** we had a number of classes, and a number of rooms like a laboratory and a demonstration room and 'normal classrooms' and a timetable that moved me at least from class to class and room to room

**DianneA:** compared with EC-6 teaching which is with one class in one room

**DianneA:** Linda can you elaborate some more

**DianneA:** what of your observations makes you nervous?

**LindaJM:** well for example last semester I was in a third grade class, with mostly gifted & talented or pre gifted and talented kids, and it seemed like their attention span lasts five minutes

**LindaJM:** and you have kids who need to go to the bathroom, and kids who cant sit still

**LindaJM:** it just seemed overwhelming

**DianneA** nods

**MollyJ:** I was in middle school today - and it was similar

**DianneA:** how many children were in the class group Linda?

**LindaJM:** about 25

**DianneA:** did you have a sense that the teacher of the group was overwhelmed, or was that only you trying to think yourself into the situation?

**DianneA:** Molly what was the class group size for your middle school class?

**LindaJM:** no she seemed accustomed to it, I think it was more me panicking

**DianneA** nods to Linda

**SusanR** joined the room.

**SusanR** pops in and sits quietly at the back of the room

**MollyJ:** mine was just the pre-teen/teen thing. so many hormones and so many hormones

**DianneA:** earlier, Susan mentioned the resources that Harry Wong offers on some of these issues ....

**LindaJM:** is there a website?

**DianneA:** and if you look back at your main window ...

**DianneA:** and scroll down there you will see and link to Harry's resources

**MollyJ:** remember - you have to attach chat screen to look at this

**DianneA:** can you click on that link and let's explore some of these together ...

**LindaJM:** ok

**DianneA** nods to Molly that makes it easier

**SusanR:** <http://teachers.net/gazette/APR03/columns.html>

**LindaJM:** lol darn those hormones

**SusanR:** I am a sub

**SusanR:** Here is the monthly column and all archived ones

**SusanR:** <http://teachers.net/gazette/wong.html>

**DianneA:** currently I am looking at <http://www.thebusyeducator.com/harrywong.htm> the link from the Welcome page here ...

**DianneA:** What are others looking at?

**LindaJM:** chatboard for help with disruptive class

**DianneA** nods to Linda .. finding anything that looks useful?

**LindaJM:** yes .. consistency technique

**DianneA:** Molly, are you finding useful things at the Harry Wong site?

**LindaJM:** talks about ways of getting control of this classroom without having to engage whoever is being disruptive

**DianneA** nods to Linda

**LindaJM:** "without fueling the fire"

**DianneA:** are those suggestions useful Linda, for Grade 3?

**LindaJM:** I think it can be, from what I have seen the majority of the time the students don't challenge you, but you do have one or two that will

**DianneA:** we haven't shifted focus from that for you to have missed anything

**LindaJM:** usually the troubled ones

**MollyJ:** Any great tips for handling the last group of the day?

**DianneA** grins to Molly

**DianneA:** that's a hard one for hormonally fueled teens ...

**MollyJ:** yeah - you can grin - because you are doing "professional development"

**LindaJM:** aww to be young again

**DianneA:** My best advice comes from the Harry Wong list ...

**DianneA:** 1. The three characteristics of an effective teacher are: (1) has good classroom management skills (2) teaches for mastery (3) has positive expectations for student success.

**MollyJ:** the best teachers I have seen are the calmest

**MollyJ:** even in a storm

**DianneA:** The only answer I had was to treat the last lesson the same as the first lesson ...

**DianneA:** we were there to seriously learn ..

**SusanR:** for the last part of the school day.. hands on activity ..little formal instruction

**DianneA:** and I was there, prepared, to serious teach ...

**LindaJM:** hands on activity sounds like a good idea.

**DianneA:** that doesn't mean though that it was not my responsibility to seriously think about what might be more appropriate and end of day lesson ..

**MollyJ:** sounds like a best practice for all the kids - something to grasp the ir minds and bodies

**DianneA:** and Susan says, hands-on, if a variant, might be the answer ...

**SusanR:** collaborative, team work works well

**DianneA:** again, I am not sure what is happening, there in the US, in middle school ...

**MollyJ:** must run - thank you ladies!

**LindaJM** waves

**DianneA** nods to Molly

**MollyJ** left the room (signed off).

**LindaJM**: I don't think I could handle middle school

**DianneA**: Linda, Susan's area of expertise is EC-3

**LindaJM**: oh really!

**LindaJM**: that is where I am headed(hopefully)

**DianneA**: and that context is quite different from middle school and subject oriented teaching

**DianneA**: and what you need to do in EC-3/6 is plan for the one group for the whole day ...

**DianneA**: and being aware of different levels of capacity for attention ...

**LindaJM**: that's what I'm discovering now, different learning styles and learning abilities

**DianneA**: is part of that, so the last part of the day, to be used well, involves careful planning, and over a reasonably long time frame

**DianneA**: so that children don't get into a routine of hands-on and perhaps not serious learning, at the end of the day

**LindaJM**: right because it seems easier to want to just run out the clock

**DianneA**: and one way of addressing that might well be exactly what you do first thing the next day to draw out more of the learning from the day before's activity

**LindaJM**: that is definitely a good tip

**DianneA**: and this is where there is a clear difference between subbing and having your own class and classroom and continuity

**LindaJM**: so I need to be aware of not making continuity and routine the same thing

**DianneA**: and in time, it is that kind of planning that means that you will be operating with the kind of comfort you observed in the class with the experienced teacher ...

**DianneA** nods to Linda

**LindaJM**: right I just need to remember it will take time

**DianneA:** younger children, particularly, seem to thrive on knowing what is expected of them, having mastery in that as a first step

**DianneA:** so 'routine' is very important for EC-3 situations

**LindaJM:** so that would help with the discipline area

**DianneA** nods

**LindaJM:** Getting it

**DianneA:** but for routine to be really powerful it also needs interest and variety ... so plan for a routine over a week or a fortnight rather than a day

**LindaJM:** right

**DianneA:** Susan anything you want to add before we wrap?

**DianneA** notices the time

**LindaJM:** Thank you Dianne

**LindaJM:** Definitely given me lots of good ideas

**DianneA:** Thanks Linda for joining us

**LindaJM** waves

**DianneA:** thanks Bj and Susan

**BJB2:** Thank you, Dianne! Have a lovely weekend

**DianneA:** you too!