

**Title of Session:** Teachers-in-Training

**Moderator:** Dianne Allen

**Title of File:** 20100311teachtraining

**Date:** March 11, 2010

Room: Teachers-in-Training Group

**MarissaMa** joined the room.

**DianneA:** Hello Marissa

**MarissaMa:** Hello how are you?

**BjB:** are you here for the Teachers in Training discussion, Marissa?

**DianneA:** Marissa I am admitting to being busy and not liking it

**BjB** chuckles and hands Dianne a glass of red wine

**MarissaMa:** hehe

**BjB** . o O ( a BIG glass )

**DianneA:** BJ, you know my keyboard skills are wobbly at the best of times!

**BjB:** no spell police, Dianne ;-)

**BjB:** I'm going to announce, Marissa....

**BjB:** just ignore the announcement. You're in the right place.

**MarissaMa:** sorry I just realized you asked me a question, yes I am here for the teachers in training

**BjB:** |\*\* ANNOUNCEMENT: Teachers-in-Training is starting in the group room. To participate type /join DianneA in this chat window \*\*|

**DianneA:** Good Marissa

**DianneA:** Did you also come with some particular expectations of this session?

**MarissaMa:** well I am new to teaching so I wanted to hear from others and find out about classroom management strategies that have worked for other new teachers

**DianneA** nods

**DianneA:** Marissa do you see the note here in the room about classroom management?

**MarissaMa:** yes

**DianneA:** is there anything there that 'hits you in the eye'?

**DianneA:** anything that you would like to explore some more?

**MarissaMa:** I just had a hard time being consistent

**MarissaMa:** I taught 7th grade math in North Carolina

**DianneA:** there is consistency and consistency ...

**DianneA** listens for the details

**MarissaMa:** I felt like I was dealing more with behavior issues rather than actually teaching

**DianneA** nods

**DianneA:** that was probably the case

**MarissaMa:** we had a redirect program where I would write a referral and send them to a trailer

**MarissaMa:** it was just awful

**DianneA** nods

**DianneA:** Marissa you are a masters student I see from your profile ...

**MarissaMa:** yes now I am going for special education

**DavidW** joined the room.

**DianneA:** and this is your first classroom experience?

**DavidW** waves

**DianneA:** Hi David

**DavidW:** Hi, Dianne

**MarissaMa:** last year was yes, but now i moved back home and i am subbing

**MarissaMa:** hi David

**DavidW:** Hi, Marissa.

**DianneA:** subbing has different problems and issues than normal classroom teaching where there is continuity and on-going relationship to work with

**DianneA:** Marissa do you have any other work/ life experience before trying for teaching?

**MarissaMa:** right and luckily the kids are very good

**MarissaMa:** well I was hired right after college so not really

**DianneA:** OK ... it helps me to know that

**MarissaMa:** my student teaching experiences were great so I was not prepared for the behavior issues I dealt with last year

**DianneA:** once upon a time (I am very old) masters students only did masters studies after about ten years teaching experience

**DianneA:** but that is changing now

**MarissaMa:** I figured to just slowly start while I find a full time position again

**DianneA:** OK to get back to the situation that you felt very uncomfortable in, and raised issues for you about consistency ...

**DianneA:** tell me some more about that ...

**DianneA:** what made you uncomfortable?

**MarissaMa:** well obviously there were things I would automatically send kids to redirect for, but then I had a three strike rule for other things

**DianneA** nods

**MarissaMa:** mainly disrupting the class or being disrespectful and it was so hard keeping up with multiple students at a time

**MarissaMa:** so it was hard to stay consistent with so many things going on

**DianneA** nods

**DianneA:** there is a major author of reflective practice, David Tripp, who makes the point that a classroom situation is a 'social' context, and managing a group is different from managing individuals ...

**DianneA:** and if you are subbing with some 7th grade kids who have learned to be 'uncontrollable' and are in fact ganging up on you by being disruptive at a rate so that you cannot be consistent with your rule then you have to change the strategy ..

**DianneA:** and that is where my comment about consistency and consistency comes in ...

**DianneA:** being consistent about principles not necessarily about rules ...

**MarissaMa:** okay thank you

**DianneA:** Ok let's check in then about what you really value about a 'good' class experience ...

**DianneA:** what do you like to be happening in a classroom that means that it is a 'good' classroom for you and for your students

**MarissaMa:** well I want it to be enjoyable for me and the students...I want to be able to bring in fun activities and group work at times if I know they can control themselves

**DianneA:** Jeff, David, Bj if you would like to share from your experience that might also help Marissa

**DianneA:** in that situation Marissa, can you name the principle for the relationship you like to have with the children?

**MarissaMa:** I am not sure I understand what you are asking??

**DianneA:** one principle is 'mutual respect' another principle is 'self-control' ...

**DianneA:** there are lots more 'principles' rather than rules ...

**MarissaMa:** do you mean like expectations?

**DianneA:** can you say what principle you would be relying on for setting up a class in the way you want them to respond

**DianneA:** and it might be a combination of principles ... like equity .. liberty ...

**DianneA:** yes, I suppose I might mean what I am expecting of students, that is reasonable to expect

**MarissaMa:** I expect them to respect me as I would respect them, to cooperate with their classmates, to remain on task..

**DianneA:** OK ... and back to something else you have said ...

**DianneA:** you have said there are some things that you would automatically send children out for redirect ...

**DianneA:** what are those things that you automatically object to ?

**MarissaMa:** well profanity towards me or another student, violence

**DavidW . o O** ( expectations for what the students will learn and how they will take some responsibility/ownership of their learning?? )

**DavidW** is thinking of other expectations for a classroom

**DianneA** nods to David

**DianneA:** any more Marissa?

**MarissaMa:** to come to class prepared and ready to learn, to be open to others' ideas, ask questions..

**DianneA:** I was asking any more for the automatic redirect ...

**MarissaMa:** oh well those were the main ones that I dealt with

**DianneA:** OK and what are the things you are counting within the 'three strikes'?

**MarissaMa:** being disruptive, talking back, arguing with another student, noncompliant

**DianneA:** thanks

**DianneA:** and is there any difference for you between profanity towards you and profanity towards another student?

**MarissaMa:** I took both seriously because if they swore towards me and also got up and did it to another student both were not acceptable

**MarissaMa:** there is the only difference between the tone and context

**MarissaMa:** if they swore with their friends that would be more in the 3 strike category

**DianneA:** in your own mind, though, is there a difference in how you feel about either kind of profanity?

**MarissaMa:** doing it towards me is on another level yes because I am the adult

**DianneA** nods

**DianneA:** Ok Marissa, enough of the 'grilling' ... thank you for being patient with my questions

**MarissaMa:** haha whew

**DianneA:** now let me try and explain what I have been doing compared to that list on the note at the welcome page

**MarissaMa:** okay

**DianneA:** My understanding about classroom management includes aspects of being aware of yourself and your values and style of operating, as well as being aware of what suits others

**DianneA:** and being a manager of a class

**MarissaMa:** yes..

**DianneA:** If you know that you will not stand for some things, and why you will not stand for those things then one of the steps of classroom management for grades 7 and up is starting to treat those students as responsible for their own behaviour ...

**DianneA:** and making clear what your standards are and why they are your standards ..

**DianneA:** before you teach math you may need to teach and negotiate mutually acceptable rules

**DianneA:** to negotiate means you respect them to manage themselves and to make agreements that they will try and keep

**MarissaMa:** this is interesting

**DianneA:** if in talking with the class you can all agree that violence is a no-no, and profanity is a no-no because it is about disrespect, and that the penalty is redirect, that is a different situation from those 'just being the rules'

**MarissaMa:** but the problem becomes when they do not care that they go to redirect

**MarissaMa:** and after talking to parents they still didn't care

**DianneA:** fair comment ... do you know why they don't care that they go to redirect?

**MarissaMa:** because they got out of class

**DianneA:** then is it about something else, like they aren't succeeding in class and see no point in being there?

**MarissaMa:** hm it was more that there were not huge consequences for going to redirect

**MarissaMa:** and I hated sending them

**DianneA:** . o O ( and grins .. I have a friend who 'talked a lot in class' and used to be sent to the library for punishment and thoroughly enjoyed reading encyclopedias! )

**MarissaMa:** I think there were problems throughout

**MarissaMa:** we had all new administrators last year

**MarissaMa:** but hopefully I won't be in a situation like that again

**DianneA:** and you hating something might be something that these alert children could sense and work on .. to give them power that they do not otherwise have, can you change your 'hating'?

**MarissaMa:** well they might of though I liked getting them out of my room

**DianneA:** classroom management is really a very complicated relationship process and negotiation

**MarissaMa:** ah yess

**MarissaMa:** I think all situations will be different

**DianneA:** and while simple rules and consistency might work in early years, by grade 7 there are lots more things going on

**DianneA:** and as a teacher, part of your professional development will be to work on that long term

**MarissaMa:** I am happy to be going into special education now and having less children in the classroom

**DianneA:** do you see Marissa, the featured item for the Busy Educator? there as a link on the room view page?

**MarissaMa:** ah yes

**DianneA:** click on that for some more resources

**MarissaMa:** ok thank you

**MarissaMa:** thank you for giving me things to think about

**DianneA:** classroom management in special education may be different but it still arises

**MarissaMa:** yes :)

**DianneA:** you are welcome Marissa

**DavidW . o O** ( may be MORE challenging in some ways )

**MarissaMa:** well I should be getting ready for bed (yes I know it is only 10)

**DianneA** nods and waves goodnight

**BjB:** Thanks for leading the discussion, Dianne...

**MarissaMa:** thank you again and have a good night!

**BjB:** and thank you for participating, Marissa

**DavidW:** Good luck, Marissa

**MarissaMa:** thank you :)

**BjB:** the next Teachers in training discussion will be April 8

**BjB:** come back and let us know how you're doing, Marissa!

**DianneA:** thanks Bj

**MarissaMa:** sounds good :)

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

**BjB** hugs goodnight.

**DavidW** hugs Bj

**DianneA** hugs all goodnight