

Title of Session: Teachers in Training

Moderator: Dianne Allen

Title of File: 20080110teachtrain

Date: January 10, 2008

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 ehhehehehehhe, 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