

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

**Moderator:** Dianne Allen

**Title of File:** 20081009teachtrain

**Date:** October 9, 2008

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