

Insight Sheet 1.1

Discussion: Contrast and Compare Teachers' Statements A and B
(Taken from teachers' written responses to prompts.)

Teacher's Purpose	Teacher's Statement A	Teacher's Statement B
(Stage 1, Target 1) Begin building trust in the classroom as a foundation for having a productive school year.	Develop a relationship naturally as would normally occur for anyone. (Much of your personality impacts this without special effort.)	The teacher initiates and plans the building of trust.
		I make sure that I know all the kids names on the first day and one special thing about them by the second. (Elementary school).
		Classes begin and end with a ritual activity of acknowledgement and respect.
(Stage 1, Target 1) Signal to students that you want them to get to know and trust you. (motives)	Address questions relevant to the present school environment and not personal queries. Straightforward responses rather than creations are warranted.	Teacher shares personal information: I bring my high school yearbook class. I talk about why I became a teacher. I tell them what makes me laugh. I joke about need for coffee.
	I would answer all but personal questions.	<i>Specific to Social studies:</i> Artifacts from our lives. Each student group gets artifacts of my life and they make hypotheses about me. We then discuss primary and secondary sources for historical information and why history contains historical bias (i.e. my selection of artifacts). Students are given a paper bag and bring in five artifacts from their life. Bags are -- exchanged and information shared with the class.
	A sense of caring comes through my verbal commitment to do all I can to make this a successful school year.	<i>Specific to physical education.</i> Show me with movement how you feel about PE. Without using words, show us one of your favorite PE (or other) activities. We'll all try to guess what it is. I'll share too.
(Stage 1, Target 1) Signal to students that you are not going to be mean. (respect)	Evidence might include the fact that another student had to serve a lunch detention with me after playing in class. Also, this student may have noticed that I treated people consistently.	I'd ask the class: What do young people mean when they say that a teacher is mean? Is being mean different from being strict? I'd consider various possibilities in advance. For example, is being mean being unfairly punitive? To be stoic? Unsmiling? Someone who yells? Who threatens? Who is unfriendly? Scary?
	Tell students: "I want to help you learn but each class needs to have order. We need to work together so that I will not ever need to be mean."	

<p>(Stage 1, Target 2) Signal to students that you will be able to control the class while still treating students with respect.</p>	<p>I tell them that I have a great reputation for being a good teacher. They can ask their parents, aunts, uncles and siblings. I love kids, I love 9th grade but don't cross me. I have a high sense of self and people who like themselves, like others, but don't allow others to use or abuse them.</p>	<p>The second day of class (after they above) is spent in making up our class rules. The prompt is respect looks like...; sounds like ...; acts like.... Students work in small groups to identify what respect is. We consolidate the list and make a poster. Since they create the rules, we know they are important.</p>
	<p>There are two ways to do things, the easy or the hard way. Do things right and it will be easy, I will be nice. Do things wrong and it will be the hard way, I will be mean.</p>	<p>Clearly explained my non-negotiables. And, engage students in a collaborative exploration: "What are some things that we need to do in order for all of us to be successful this semester?"</p>
	<p>Zero tolerance for disruption in learning.</p>	<p>I'd spell out for students the most important dos and don'ts in the classroom, and my typical ways of dealing with infractions. I'd link these rules to respect</p>
<p>(Stage 1, Target 3) Signal to students how success will be feasible for them in this class.</p>	<p>This subject is sequential which means we will use the previous work. Don't get behind. That is what is needed to understand the class</p>	<p>I tell them sometimes they may find certain areas difficult, "stay with it, plan through it, it will all come together". Rarely has that not happened and I cite examples of past students who eventually "got it.</p>
<p>(Stage 1, Target 3) Signal to students that homework is important to being successful in this class and that they can be successful with homework</p>	<p>Homework is learning. Homework must be completed daily. Make it a habit.</p>	<p>I explain the policy slowly. I ask them questions. I give examples of what's acceptable and unacceptable. I role-play and give accountability scenarios.</p>
	<p>This class can be easy if you keep up with the work which must be done on a regular basis. The amount of homework will be reasonable but necessary. Don't get behind.</p>	<p>I will explain how much time I expect. I hand out an assignment sheet for a month so that they can manage time better. I do spot checks with students on how long it takes to do assignments</p>
	<p>Homework is how you practice the concepts taught today in class. You have to practice in order to master things. Each new concept is based on one already taught. If you didn't practice yesterday's concept, the one I teach today will be beyond your reach. So it is important that you do your homework each night and keep up with the class.</p>	<p>As a class we talk about homework and what the expectations are and how the children can be successful. If there are special circumstances that prevent you from completing the homework, please talk to me. We'll work it out.</p>

	I gave them a couple of weeks to get used to the policy before strictly enforcing it. Also, I let them know not to let it stress them out if they forget it once or twice.	I allow two missed homeworks before a penalty, noting that everyone has one or two bad days. I offer alternate forms of demonstrating what they know--oral, visual, written
(Stage 1, Target 3) Signal to students that the topics in this class will be relevant to them.	Everything you learn is useful, whether it can be applied to everyday life or not, there is no such thing as useless knowledge!	Have them imagine what their world would be like if this particular subject was not in their world
	"You will become reflective self-evaluators, and expand your critical and creative thinking beyond basic literacy"	Pose the question to them at the END of the day - "What did you learn today that will be important tomorrow?"
	It is now a state requirement.	Ice breakers that demonstrate the relevance of the discipline. [e.g., See above Artifacts of My Life and P.E. movement.]
(Stage 1, Target 3) Signal to students that the topics covered will be fun or interesting .	I like to think of math as a puzzle that needs to be solved. This is what makes it interesting for me.	I'd draw out of the class a discussion of what it means for something to be interesting: What determines whether people are interested in a particular subject? How can we know we're not interested in something we don't know much about?