

JOURNAL ENTRIES – WEEK ONE

Tuesday, January 28th, 2003

I was surprised yesterday to see all of the EEN teachers in class. I chose the class by its description alone, and I thought it was more of an “effective strategies” class. It is, of course, a strategies class, but apparently one that will deal primarily with our EEN population. I’m NOT disappointed! When do I need to use my classroom management skills the most? When I have EEN students in class. And I get more than most. Since Tech Ed is hands-on in nature, this is the first place students that are working their way back into the mainstream seem to be placed. That’s good thinking when it comes to trying an active environment where the student may not be asked to sit still beyond their capabilities. On the other hand, sometimes the non-traditional environment (less structure, more active) is a bit much to ask an exceptional kid to be successful with. It does require a degree of self-discipline. I don’t usually have too much trouble with my kids though, regular ed or special ed.

Wednesday, January 29th, 2003

We’re launching rockets today. Students LOVE this day. When students truly enjoy the activities they’re doing, very little misbehavior occurs. For that reason, I love this day too. ☺ Actually, as I wrote in my notes yesterday, I have fewer problems than most anyway. Perhaps I like having fun just like my kids.

Thursday, January 30th, 2003

I have my students every other day, so today was going to be a rocket launching day as well, but the weather is windy and cold so we’re going to race our CO2 cars instead. These two days (launching rockets and racing dragsters) serve as a culminating activity each semester. I find that if I put my most difficult student at the starting gate to be in charge of the races, I end up having very little trouble. (They’re too busy to misbehave.) I let some students keep the spent CO2 capsules. They’re not at all dangerous after they’re punctured, and for some reason 14 year old boys think they are cool to have. Teachers seem to get upset at that, I think. I decided not to let them have the used capsules just to save the trouble of having others question me all day about it, but then I changed my mind. The kids want them, they don’t hurt them... I gave in 5th period. RIGHT after 5th period, one of our special ed teachers came in and asked whether I gave Darylshaun the capsules. I did. She said she’s going to keep them for him until the end of the day or he may sail some through a window. (Yikes! Hadn’t thought of that.)

Friday, January 31st, 2003

TGIF. We’re racing again today. Monday, during lunch, we’ll have a final tournament winner by racing each class winner. I have several EEN students that are class winners. Three as a matter of fact... out of 10 classes. That’s pretty good! I like when that happens! I also like when girls end up winning because this class is so male dominated. I have two girls that won for their class. There’s a boy in my Advisory that is not EEN, but should be. He is very immature, and often say, “That’s not fair,” even when a consequence is completely fair. Until about a month ago, my advisory seemed manageable, but JUST manageable. I sometimes think that the team uses me for a dumping ground of kids they don’t care to have upstairs in their advisories. I have some VERY energetic kids in my room for that half hour (including four EEN kids), and it doesn’t seem like the typical ratio to expect. THEN, last month, in my mailbox was a notice of this new student (another EEN student) was being added to my advisory. Students are placed into their advisories by their team (core teachers) at the beginning of the year. If students move here mid-year, they are placed by the guidance office. This new student was placed into one of the core teacher’s advisories by the guidance office... her name was scratched out, and a note from her accompanied the boy’s schedule saying he was being placed into my advisory. Seems like proof to me that what I suspected to be true is indeed true. Oh well. I’m managing. I don’t think it’s nice, but I’m generally not one to complain.

Monday, February 03, 2003

I have an EBD kid in my 6th period that refused to follow my direction today. He’s mad. During the last rotation, he was removed from his module for misbehavior and given an alternate activity. He wouldn’t do it. I told him he wouldn’t be on the next rotation if he didn’t complete the alternate activity. He didn’t. So today was the beginning of the new rotation and he found out he’s still stuck on the other activity. Not happy. I ended up having to call the EBD teacher in here to get him. He just stood there and wouldn’t go

sit down, wouldn't go to the office, wouldn't do anything. I don't shout, I don't argue... I tried to explain to him that he was making his own choices, and that once he decided to complete the alternate activity he'd be able to move on. I told him (and I sincerely mean it) that I hope he decides soon that it's just best to get it done so he doesn't end up being stuck on the worksheets all year.

JOURNAL ENTRIES – WEEK TWO

Tuesday, February 04, 2003

Josh and Darylshaun showed me their dance steps in Advisory. I hope I'm not encouraging them to remain active during this time. I think they'll be fine. Heck, maybe I should go ahead and let them show me their dances every advisory. It's better than having to be on their heels every other day.

Wednesday, February 05, 2003

I worked on finishing our class website during my free period today. It's at <http://marshallteched.tripod.com>. I was able to put up the names of the race winners and give students some pride in accomplishment that way.

Kids sure were good today. I had not even one incident to really comment on. And my advisory?

Wednesday is SSR (Silent Sustained Reading) so it was nice. Most teachers don't really enforce that day, but I do. I wish they all would so that my kids wouldn't moan and groan about how nobody else has to do SSR. I just say, "We do," and leave it at that.

Thursday, February 06, 2003

I have an energetic 6th hour class. They launched rockets today since it was too cold and wet other days. Usually an activity like this keeps them in line because they can be more active. Today, that didn't happen. When we were outside, two students were chasing each other back and forth while I was setting up the launch pad. I noticed the one, a boy, had dumped snow on the other, a girl. She chased him around, and I thought about saying something, but decided to let them run off some energy until I was ready. Big mistake. While I thought they were friends having fun, it appears in hindsight that the boy was antagonizing the girl. I did settle the two down while we were launching the rockets, but when it was time to come in a fight erupted. I had to go in the custodian's door in order to let the children in the other door. That took maybe 30 seconds. When I got to the door to let them in, the two children were fighting... throwing punches. (I hope this boy loses face for hitting a girl.) I sent them both to the office.

Friday, February 07, 2003

I noticed Charlie walking with Mr. Pica to ISS this morning. Charlie's the boy that was in the fight yesterday. I know that both students who get in a fight are held responsible and usually both have a consequence, but I do hope Renee's is less severe. I think Charlie was the antagonist. If I had been Renee, I'd have done much of the same I think.

TGIF!... See you Monday.

Monday, February 10, 2003

I'm tired. Thankfully, students have been very good today. We have early release today for afternoon in-service which should make it easier for me to get to class on time tonight. I'll get out of here around 3 without a crowded parking lot to contend with. I spent my lunch period in Tomasan's room like I usually do. She's my closest colleague. I found out she's gone today because 3 of her children are home sick. I sat there by myself while Jan collected her "lunch buddies," students who have a lunch detention with her. One boy was there already. He asked me if I thought he would be able to leave early so he could still play some basketball. I told him to ask Mrs. Madden (Jan) if he can leave early if he sits absolutely quietly the whole time... and oh, I said, make sure you tell her how beautiful she looks today. He smiled. His actions told me he certainly is an ADHD candidate. He kept getting out of his seat to throw something away, and could be still when he was at his desk. He must have made 12 trips to that garbage can before Jan made it back with the other lunch detention students. She asked if D'Andre (the boy that was already there) had been behaving. I said, "He is so good, just sitting there quietly; I can't believe he even has a lunch detention he's so good." Again he smiled. She did let him go a little early so he could play basketball. Yea!

JOURNAL ENTRIES – WEEK THREE

Tuesday, February 11, 2003

I will have a new student on Thursday. Sounds interesting. The guidance counselor and LD teacher appear to be apologizing for putting him into my class. He is refusing any outside help so they had to find a place to put him 6th hour, they said. What do you think about being told about a student's abilities before having them in class? Items on the IEP have to be shared, of course, but beyond that I think I'd rather develop my own opinion. So often kids have proven teachers wrong in my class. Perhaps because there is a lot of hands on work to keep them busy. I'm not sure why. I remember a study in my undergrad ed psych class where teachers were given a group of gifted students, average students, and below average students. The student achieved according to the expectations of the level they were placed in. The catch was that the students were grouped completely at random. They weren't really of low, average, and high achievement, but rather just randomly placed in those groups. I found that quite interesting.

Wednesday, February 12, 2003

I have a student that was refusing to do his alternate assignment and therefore has not advanced to the next modular rotation. Today he did THREE CHAPTERS! YES!!!! I realized last class period that he seemed like he was going to try to do some of the work but then refused again. After he left, I wondered if perhaps it was because I was keeping him in the back classroom. My classes always begin in the back, then they are dismissed to their stations in the lab area. I always have students working on book work do their work back there because more often than not they are back there because they caused a distraction in the open lab area. In Ben's case, I needed to consider letting him work at a station in the open environment. At least, today he worked and that's the only thing I changed. I hope that's it! He most certainly had to be responsible for completing the alternate assignment; I couldn't budge with that, but making a different change seems to be working.

Thursday, February 13, 2003

I was out sick today.

Friday, February 14, 2004

I came to work, but I'm headed back home. I should have called in right away, but I thought if I just got up and moving I'd feel better. I don't, I feel worse.

Monday, February 17, 2003

The notes from the substitute were good. I'm glad! 8th graders can be tough on a sub. I give them a warning in the beginning of the year that I'm quite strict with consequences for negative reports from the sub if I'm ever gone. My classes, I tell them, are a direct reflection on me. If their names appear on a list for misbehavior, they can expect a one hour detention upon my return... no questions asked. Ben finished his chapters today. I'm happy for him. Also, I had the new boy today that's supposed to be so much trouble. He was an angel. Experience tells me that if could be because it's his first day. I'd rather think he's going to do well. Time will tell. I did overhear him comment about me being a "cool" teacher. Isn't it funny how we never get to old for compliments? If it still makes me beam at 40, how important do you suppose it is for our students to hear honest praise at the tender age of 14?

JOURNAL ENTRIES – WEEK FOUR

Tuesday, February 18, 2003

I have a student 7th period that was removed from his module back in January and given an alternative assignment. He was refusing to do the written work at the module, just sitting there while his partner did the work. I warned him that if he didn't do the work at his module, I would remove him and have him do work from the textbook for the remainder of the module. He still didn't do anything after several more prompts so I did take him off and had him working out of the textbook. He let me know at the time that he had no intention of doing the worksheets. I told him I hoped he'd change his mind because Tech Ed would be no fun if he ended up in the back classroom staring at a book until the end of the year. That's all he's done. He hasn't done anything yet... well actually, he's done a total of 3 questions. I took the worksheets to his ED teacher, showed him his work and explained the situation, asking him if he had any advice on what to do. He kept the worksheets and I thought he was going to do the work with the boy, but the student is back in class today with no change. Nothing has been completed further, and he sat the whole hour continuing to do nothing.

Wednesday, February 19, 2003

Jared is in my 7th period. He was having lunch in the FACE room with that teacher as a result of some misbehavior in her class. I had trouble with Jared the first two weeks of school, but since then I haven't had any trouble at all. He's actually quite a hard worker. While in the FACE room during lunch, however, I witnessed the same sort of behavior that got him in trouble in my room at the beginning of the year. It made me wonder if he was regressing. When Jared got to class 7th hour, he was back to the same hardworking student he's been since early in the year. Whew!

Thursday, February 20, 2003

Stephen is in my 6th period, and has been getting louder each day, to the point now of mild disruption. He seems like a good kid, just talks loud and has too much energy to know what to do with it. I'm thinking he's not much interested in Engineering and is entertaining his busy mind with his somewhat distracting behavior. I've been standing near their station most of the hour when I can to keep him on task. It's working, sort of... except when he begins to engage in conversation with me while his partner continues working. I answer his question and redirect him again and again. He should be at the point where he begins building his bridge next class, so that'll make it easier for him to stay on task I think.

Friday, February 21, 2003

I have a student in my 5th period with Asperger's Syndrome. This boy is amazing! It's obvious that something is different about him, but he performs amazingly in here. He continues to finish his modules with above 100% average with the bonus challenges he completes. He's the best student I've ever had in here. I've had a number of students at summer computer camp with Asperger's. They do remarkably well with computers. There must be something with their level of concentration at the computer or something, but it would be an interesting study to follow up on.
TGIF!

Monday, February 24, 2003

I mentioned Stephen last Thursday, from my 6th period class. At the beginning of class, I showed him the sketches and design template for the bridge he will be building as a hands on activity for Engineering. I thought this would give him direction right away. Not really. It held his attention for about 5 minutes, if that. Then he was off playing with the sticks, imagining he was having a sword fight with them. Again, I stood near him whenever I could during the period. I wonder if I'm going to have to "babysit" him throughout this module. More so, I wonder why the change in his behavior. He's always been a little fidgety, but he usually participates better than he's been lately. I'll have to ask his other teachers if there's been a change lately in their classes.

JOURNAL ENTRIES – WEEK FIVE

Tuesday, February 25, 2003

The new student I mentioned last week seems to be pleasant enough. He's working along side another student who is finishing his module so he can see how everything is done. I've gone over the grading system with him, and he was nothing but respectful. I remember this boy from the 3-on-3 basketball tournaments I helped with. He does (or did) have a problem with anger, and I remember having to talk to him about respect. I repeated to him something he had said to me... not in a mocking fashion, but rather in an attempt to get him to see himself. I first had to address some behavior issue on the court, and he responded with something in a tone that was less than respectful, but the words weren't bad. When I called him on it, he said, "What?! I said, '(whatever is was).' Then I pulled him aside and talked to him about body language. I restated what he had told me two different ways, one with respectful tone, and one the way he had said it. Then I asked him which one he used. I remember his responding OKAY... like I felt that he understood, but wasn't going to give me the full satisfaction of totally recognizing (and certainly not apologizing for) his misbehavior. That was okay though. His behavior was better after that, and that was the ultimate goal. (I didn't even know at the time he was an LD student, not that it should matter.) So far in class now, he's been an angel. I think having those contacts outside of class can really help a teacher in the classroom.

Wednesday, February 26, 2003

No School – Parent/Teacher Conferences

Thursday, February 27, 2003

No School

Friday, February 28, 2003

No School

Monday, March 3, 2003

Personal Day – returning from San Diego

Notes from the sub were again very good. I'll have to buy more suckers. ☺ I guess my advisory wasn't so good though. That's not difficult to believe. I've already mentioned how difficult they can be at times, especially since it's not really a class and they don't always have work to do. Even if they do have homework, that doesn't mean they choose to do it. There were no names, so there's not a whole lot I can do to encourage better behavior in the future. I could chat with the group as a whole, but it doesn't seem that they were all that bad. The sub's note just says that all classes worked very well, except advisory. This sub is a Tech Ed certified person and commented that he likes my organization. That was nice to hear.

JOURNAL ENTRIES – WEEK SIX

Tuesday, March 4, 2003

In my second hour today, a girl came into the classroom with an attitude before we even began. Unfortunately, this is not atypical behavior for her. In the beginning of class, I dismiss students from the back classroom by giving them their vocabulary worksheet they complete as they continue through their modules each day. I held hers for last, and talked to her about settling down today, and asked her if she thought she was going to be able to work successfully at her module. Her response was decent. I thought she was going to do okay. Later, however, she was standing at her module laughing loudly, and then making a comment about how I would help them last. (Her light was on... meaning they needed help.. but I was assisting another group at the moment.) I looked over to her, told her I'd be there as soon as I was done with what I was doing, and told her she needed to sit down. Her response was, "I'll sit down AFTER you get over here and help me." I told her to leave... go to the office. She said, "No, that's okay." She didn't move. I finished what I was doing, went over to the girl, and I told her that if she thought she was going to talk to me in that manner and have no consequence, she was mistaken, and again told her to leave. This is her second time getting kicked off her module for misbehavior. She's not a special ed student, she's just snotty. ☺ I called Mom. She said she's had to be very calm with her daughter lately or she'll blow up. Hmmm...

Wednesday, March 5, 2003

Justin is now working on a module. I continue to be happily surprised to see him working hard and remaining respectful. When I'm given a student whose teachers seem to have given up on (which is what the LD teacher acted like in her apologetic note about him being added to my classroom), I'm usually cautious. It seems that in a matter of time, the student that this LD teacher knows will show his not-so-likable face to me as well. See what I was saying about it not always being an advantage to know everything about the child? I'm sort of waiting for him to stop doing as well as he is. I don't like that I feel that way. I really like the boy.

Thursday, March 6, 2003

One of my Advisory students left his notebook in the room today. Some girls from my sixth period (right after Advisory) were reading pages from the notebook. From their gasps, my attention was drawn to the notebook. I took it away. The pages read like a short story right out of Playboy... no... Playboy is too tame. He explicitly detailed a sexual experience that I'm sure comes from his fantasy world. I happen to have the same boy in my seventh hour, the last class of the day. I waited until the end of the hour to give the notebook to him. I told him I made copies of some things I'll be giving to his mother. His first response was, "You looked in my notebook? That's an invasion of my privacy." (Not a winning response in my book.) I said, "Actually, some girls were reading it and drew my attention to it." Then he said they weren't his writings anyway. I just said, "Okay, well I'm sure your mom will want to know that then." I just finished with Mom before sitting down to write my Journal entry today. She said it really doesn't look like his writing. I said it's possible that he's passing his notebook to someone else who is entertaining him during the day, but it was out of his notebook. I told her that I just wanted her to be aware of what I had found, and what she decides to do as a result is completely up to her. She was actually quite a pleasant person to talk to. That notebook sure made for an interesting day.

Friday, March 7, 2003

Remember my 7th hour ED student that is refusing to do the textbook work he was assigned? The student was back in class the next day, no more work was done in the ED room with the work I gave them, and he still refuses to do a thing. I've now also phoned Mom, but that didn't help. In fact, I felt like I was talking to one of my 8th graders the way she was questioning why he had to do that, and "What is Tech Ed, anyway?" "Why does he have to do the vocabulary?" Me: "The vocabulary sheets assist the students in remembering the material that is covered on the test, and also provides me with proof that they are reading the material without skipping through to the exercises." Mom: "Do you know that he's not learning if he doesn't do the worksheets?" I wanted to just tell her, "Look. He was refusing to do what I asked of him. Isn't that enough reason for a consequence?" I knew better.

I've talked to the boy about how it would be so much better if he just decided to do the work and could get back out here with the next rotation. He's not doing it, he says (and added that his mom thinks I'm wrong too). He's answered three questions, which he did one day in about 5 minutes. The questions are easy. I tried to help him in the beginning, making sure that he CAN do it. He had no interest in my help. In fact, I find it difficult to want to help him when he's so resistant. I feel he wants me to just say he doesn't have to do it or something. I asked him if he thinks that eventually I'll just say forget about it and put him back on the modules. I told him that I really DO want to see him get past this and be back on the modules. I wouldn't be a very good teacher, I said, if I didn't make sure he learned something from this experience, which meant he was going to have to complete the alternate assignment. (It took everything in me to be so empathetic when he's putting forth zero effort.) At this point, he might really end up staying in the back room until the end of the year.

Today, I had the ED teacher come and get him again because he kept coming out in the lab area asking me why he had to do it. He stood at the door between the lab and the classroom refusing to go sit down. We've been through the reasons for his alternative assignment several times. I don't have the patience to play games with him today, and he obviously still has no intention of doing anything. I wonder if they will send him back to class on Tuesday. I would imagine so... and he'll continue to stare at the book.

Monday, March 10, 2003

Today is an early release day.

In my mailbox this morning, I have a change of schedule for a boy from my 4th hour to 6th. I'm guessing, since the boy is LD, that this schedule serves him better in some other class. That's usually the reason. The student is maybe having trouble getting along in his Art class, for instance, because of the make up of the class he's in, so he gets moved to another hour and other classes are adjusted as well to accommodate the change. Unfortunately, what seems to improve his environment by moving him around in one class can do just the opposite in another class. That's the case here. Both of my 6th periods (odd and even days) are my largest classes, and also my most difficult. The class he was moved to is already crammed full of EEN students, and I don't get an aide. The class as a whole is doing okay, so I hope for the boys' sake that he manages to keep his grade up as well. I use cooperative learning with students partnered at each station, but with only a handful of highly capable students left in that class to pair those less capable up with, it's getting more and more difficult to set them up for success. Making sure two behavior problem students don't end up together is a whole other issue. That's getting equally as difficult to schedule. *sigh*

JOURNAL ENTRIES – WEEK SEVEN

Tuesday, March 11, 2003

Wednesday, March 12, 2003

Many of my students come to class without any other supplies because everything they need is here in the lab. That's fine, and since they might also come without something to write with, I provide a box of pencils for them to use (and return). Pencils continually walk out the door even though I put "TECH ED" on them with permanent marker. Today, the box was empty 6th hour so I put a half dozen more new pencils out. At the end of the hour, one of the brand new pencils that was sharpened and used was busted in half and thrown on the floor. Grrrrrr... I taped it to my board and wrote, "This makes me angry. Why do I supply these for you?" I can only hope they care.

Thursday, March 13, 2003

Friday, March 14, 2003

Trevor is in my 2nd period. He's an EBD student and got himself in a little trouble the very first day of class this year. Since that first day, I've had no trouble whatsoever with him. Lately though, I'm having to stay on him. He's not working well, just rolling around on his chair back and forth at his station and finding little things to play with from the cabinets and drawers at his station. I told him, along with his partner, that I want them to take the post test separately... which is what I do if I see one student doing the majority of the work. The partner took the test during the first part of class. Then Trevor was left to complete the exercises he hadn't done and finish his vocabulary worksheet. He wasn't going to do anything. As I attempted to give him direction, he sort of argued... or tried to... about nothing it seems. I stopped him and said I would give him 5 minutes to show me he was going to do his work and stop fooling around. Only after 4 minutes of no progress did he begin his work. By then, there was only a couple minutes of class left. I stopped him after class and told him that next time I won't be playing any games trying to get him to work. I expect to see him get busy right away, and he'll get no further warning.

Monday, March 17, 2003

Today was fairly uneventful. It's difficult to know what to write about. About half of my students are done with their modules (odd day students). I have a "rewards" folder on the computers for the students to access if they finish their module with at least an 80%. Most students do. When they can play games from the folder, they are quiet and busy. Go figure.

JOURNAL ENTRIES – WEEK EIGHT

Tuesday, March 18, 2003

Seventh hour I had a student at the Rocketry station that's been not working very well the last two class periods, just kind of goofing around. Today, at the beginning of class, I thought I'd make sure I gave him some direction to get him started right away. When I went over to him, he was working on a different class assignment. I asked, "Are you going to work on your Rocketry station today?" He said, "No, I have to do this." (bold, eh?) I said, "Excuse me?" He yelled, "NO, I HAVE TO DO THIS NOW!" I said, "Wrong answer," and I pulled him off his station. You've heard this before, but that meant he was now working out of the Technology textbook instead of at the station. I gave him his worksheets and a book and took his things he had been working on. He wanted his other notebooks, but I told him I would give them to him at the end of the hour. "I'll just go to ISS then," he said. I said that was fine if he'd prefer working in the ISS room. Again then, he asked for his other things. I told him he could pick them up after school. I think the boy thought that if he went to ISS, he'd again be able to do his other work. Wrong. After school then, our police liaison officer came in with the student to get his things. I looked at him questioningly. He said Tyler had threatened a boy in the detention room and got himself in further trouble. It's too bad that in his frustration he made things even worse.

Wednesday, March 19, 2003

Thursday, March 20, 2003

Our Craig High School boys (that's the high school our Marshall kids go to) are playing at state today. With the war on Iraq news last night and this morning along with a bunch of students leaving for the afternoon to go to the game, it's a pretty disrupted day. I don't mind. I'm ready for a free day. The remaining students are watching the game as I'm making this journal entry. Maybe they're as anxious for Spring Break next week as I am. We still have tomorrow.

JOURNAL ENTRIES – WEEK NINE

March 24th-March 28th: Spring Break!

Monday, March 31, 2003 – District-Wide In-service (no students)

JOURNAL ENTRIES – WEEK TEN

Tuesday, April 1, 2003

April Fools Day. I'm as fond of this day falling on a school day as I am Halloween or the day after Halloween. Party pooper? ☺

Remember Mitch, who broke the cd-rom by putting change in the drive? I almost forget he's in class now. He's working really hard. I think getting in trouble taught him a lesson. I also think he wants to show me that he's really a good kid, which is something I knew already.

In the same class is Scotty who has that one form of autism that you hear about more frequently now. (Right now the name escapes me.) He continues to achieve at an extremely high level. He has a one-on-one aide that is with him all the time. I asked her if she's learning a lot in here. (haha) No doubt she is!

Wednesday, April 2, 2003

I have a boy named Cody in my 7th hour. This boy has always been quiet and hard working. Lately he's been more mischievous. I wonder if this is a result of trying to fit in. He's still pretty good in here, but I see him in lunch detention more and more. Today, in Jan's lunch detention, I told him how surprised I am to see him in there. He looked a little embarrassed. I'm glad. It's difficult when a student is proud of being recognized for misbehavior.

In my 2nd hour today, I think I had a student who forged my initials on a project marking it complete. I don't know this for sure, so I feel I'm unable to do anything about it, but I'll have to be more careful. Perhaps signing my whole last name is better than just the initials.

Thursday, April 3, 2003

I have two students in my first hour that are CD. They have requested to work together whenever possible because they don't like having to do most of the work. Hmmmm... that seems like an odd thing to say. I haven't witnessed them getting stuck with a majority of the work. I think they actually are just more comfortable working with one another. I'll honor their request when I can, providing they can still do well.

Friday, April 4, 2003

Sometimes it seems like my kids rotate who will misbehave this week. (laughing) My second hour seems that way. I'll have to deal with one student, then that kid behaves and works well, and a new misbehavior arises in another student. Again, that student's misbehavior subsides and I have a new student to deal with. What's up with that? ☺

Monday, April 7, 2003

Lorraine is in my 5th hour. Other kids don't like to work with her because she's hard to get along with. I'm afraid I even find it difficult to like this girl. I'm not even sure what it is. She's kind of loud. She's too silly. She demands a lot of attention. She doesn't take her work seriously. I think I overcompensate by being overly nice to her. I wish I could just find more things about her that I like. I do hope she doesn't sense how I feel. I think we as teachers are here especially for those kids. Usually I'm pretty good at being a helpful resource to them. This one is just kind of hard for me. I feel guilty about it.

JOURNAL ENTRIES – WEEK ELEVEN

Tuesday, April 8, 2003

Roy is gone from class more than he's here. I asked his Team teachers if they know what's going on. I guess he's been diagnosed with some weird thing that's like pneumonia. I don't know. It's clear that Roy doesn't like school, and on the intermittent days he's in attendance, he looks just fine; in fact, too full of energy. I guess he has a doctor's note. Maybe he really does have some weird thing that comes and goes. I don't know how to get him to complete a module with all of the absences though. We spend four days at a module. Roy will finish maybe two, and then when he shows up again, we've moved on and two other students have been assigned to his module. I let three of them work together today, but that didn't work well at all. Roy like to fool around, and it's too easy to do that with more than two people at a station. The three students are logged in together, so whatever work the other two do, Roy is getting credit for, again making it easier for him to avoid accountability. Maybe I can try to make sure that no one is assigned to his station from his class until he finishes it. That could be tricky to schedule, but it's an idea.

Wednesday, April 9, 2003

Something weird happened with Amanda today. She was working fine, and then all of the sudden she was over visiting a friend of hers at another station. I took 5 behavior points from her and told her to return to her station. She argued a bit, saying that she was just borrowing a pencil, and I responded with the fact that I did watch her for a while to see if she was just getting something, and she remained standing there visiting. She commented how stupid that was and I took 5 more points. I went over to talk to her individually, and she starting putting away her Tech Ed stuff. I asked her why she was doing that and she said she was going to do her English. I told her she needed to work on her Tech Ed during Tech Ed, not English, and walked away. I returned to her area only a minute or two later. She had her English out. I told her to put it away and get her Tech Ed out. She refused. I told her I'd give her 10 seconds. Nothing. I told her to take her things to ISS. She didn't move. I called our Asst. Principal to come get her. Later I found out that she was kicked out of her next two classes and sent to ISS again. I couldn't believe that! She's usually a really good kid. She struggles somewhat with her work, but behavior's been good. Something must definitely be going on in her life to affect her behavior today.

Thursday, April 10, 2003

Today my oldest daughter turns 20 today!

I liked telling my students that today. I feel like having them know that I've raised to children that are older than them, and I still have two more to raise, some respect is earned somehow. Well deserved, I might add. ☺

Friday, April 11, 2003

In the afternoon, we had an all-school assembly where the female staff played the 8th grade girls basketball team. I think activities like this are fun and help to develop a rapport with the students outside of the classroom. I feel the same about attending extra-curricular events students are involved in. I wish I could attend more. With small children at home, and the responsibilities I have as a single mother, my time is limited. As my little ones get older, I hope to make my attendance more frequent.

Monday, April 14, 2003

We have afternoon in-service today. I let two of my classes have a "free day" with the shortened periods, but the rest worked as usual. Those occasional breaks are nice. As chair of the Tech department, I have work I need to finish with our budget, with the deadline rapidly approaching. Thursday is the last day to submit purchase orders. Next year, we'll have our modules updates and will be getting all new computers. I've been a little slower than usual with ordering supplies because I haven't been certain of the new modules we'll be adding. I'm still not absolutely sure of the specific supplies, so I guess I'll just order things I do know we need, and order new things from next year's budget.