

#1 What are the challenges you face teaching in a one-room school house program?

How have you addressed these challenges?

- low and high end students-how to reach all
- adapt curriculum to meet specific needs of student
- how to have all the expertise or a referral network to make appropriate connections
- how do you divide your time-especially when you have demanding or needy students
- how do you motivate students
- environment for simultaneous learning activities
- how do we use the volunteers efficiently
- sporadic attendance
- intake/pre test
- rolling office
- test enthusiasm=anxious to take before they are ready
- adults decide what they want

Strategies

- make on lesson that can be adapted to many different levels
- computer or typing program
 - keyboarding – free program- nimble fingers
 - reading strategies-needs subscription. Can work on rate and strategies
 - Rosetta Stone-can place students at levels
- stations
- group by specific subject areas
- explain at orientation why pretest to determine level
- divide class time-start groups at different times
- pairs

#2 What motivators have you used to keep the students interested and focused on academic achievement?

- students-self motivated
- assessments developed for students to see improvement
 - www.bistar.org
 - www.4teachers.org
 - outside motivators
 - motivation-emotional issues
- students take breaks when needed on their own
 - computer programs

- keeping students together-helps them accomplish what they can
- group students for pronunciation practice this works also for writing
- student takes responsibility for own learning
- motivate attendance-meet individually with students
- Academic achievement

Strategies

- certificates for attendance
- chart showing attendance
- long-term project (eg butterfly cycle)
- incentives (eg bar graph=earn prizes, have businesses donate)
- make personal yearbook with personal pictures
- check list (math skills)
- keep it visual

#3 How would one set and assure individual goals given the dynamics of the classroom diversity?

- PEP and verbal orientation
- log work done including resources used and homework assigned-time spent in class
- how do you assess needs of the reluctant attendee (court mandated)-requires more in-depth thoughtful interview
- to help prevent wasted time and paperwork: enroll one day and have student return on a designated day for assessment and goal-planning *Don't try to do it all in one day
- become the students' cheerleader-make sure they know you are there to support them and will not judge them
- sympathy and empathy go a long way, but give them the strength and encouragement-not pity or enabling
- when their goals are unrealistic provide them with clear stepping stones that will get them there eventually
- constantly re-visit their goals and progress
 - could set a specific day (ie 1st of the month)
- especially for multi-level ESL**
 - create stations for individual work
- down @ book fair
 - not Reader's Press
 - multi-level curriculum

#4 How do you (or would you) develop and implement cooperative learning?

- issues with correctional is different than most classroom
- how do you compose the group
 - Different methods (number off, assign, match shapes)
- what do you do with class numbers of 1 or 2 in regard to cooperative learning
- how do you make the individual accountable for their effort on the project

NOT A GOOD QUESTION FOR THIS GROUP

#5 What teaching methodologies have you found to be successful and why? (i.e. curriculum computer applications, resources, etc.)

- Learning 2000
- Oxford Picture Dictionary (OPD)- needs for Chinese
- Mindquest Academy
- group work/pair work ESL, ABE , GED-students feel successful
- tutors (peer)
- brought in caterpillars and watched them become butterflies
- worksheets
- class discussions(student interests, current events)
- brainstorming
- hands-on
- variety of life skills worksheets (appliance instruction manual, laundry labels on clothing)
- sale flyers-newspapers

#6 How would a one-room school house facility address the ESL and ELL students with respect to mainstreaming?

- peer tutoring
- provide materials for self-directed learning
- one-on-one education goal setting
- find appropriate materials
- educate class on differences of each other's culture, learning styles, learning levels

#7 What activities could or have you used to include all learners of all levels that would aid in the development of peer support and collaborative learning?

- Month of March-
 - Shakespear-talk about words/meanings
 - West Side Story-take off of Romeo and Juliet
 - Much A Do About Nothing and Hamlet

Anyone in High School knows Shakespear-knows who he is and why his work is still around today

-Do lots of cooking experiences-nutrition

Math-measurements

English-vocabulary

Follow directions and recipes

Budgeting-how much is cost per person

-Students are welcome to teach also (eg. How to make tortillas, sambusa)

-Science experiments

Eaten Alive-National Geographic about parasites- use slides and microscope

Black light and florescent powder in lotion(wash your hands and look under a black light to see germs that are left)

-Hands on activities are important

-Play Bingo w/pictures

-Play Jeopardy

-Take a picture story-cut it up

Low level-write a word

Higher level-write a sentence for each picture

Highest level-write a story