

Entry 6

Professional Logs

Interactions with Families, Community, and Educational Personnel (To Enhance and Support Student Learning)

Name: Bobbi Ehrlich

School: Bluemont Elementary
Eisenhower and Anthony Middle Schools

| Date | Person Interacted With | Type of Interaction | Purpose | Impact on Teaching and Student |
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| 1/28 | Parents of 1 st grade students | Casual conversation/greetings | I was greeting parents as they walked into the 1 st grade program. I also had the chance to congratulate them and their child afterwards. | This positive interaction between teacher and parent will go a long ways should there be a need to talk with parents regarding discipline. Knowing that the students are an important part of my life will give parents comfort. |
| 2/3 | Social Worker at Bluemont | Conversation regarding a student | I talked with the social worker regarding some issues I was having with a student in 6 th grade in regard to attitudes. I talked with her because I knew she had approached this young lady regarding the attitude problems. I was able to find out what was going on with the student. | This conversation allowed me to get to the bottom of what was going on with this student and how to handle the attitude outbursts in class. This also allowed me to sympathize with her a bit more and not come down so hard on her for things with the issues that are going on in her life. |
| 2/7 | Parents of Bluemont Elementary Students | Specials Newsletter entries | I was able to write about what I am doing with the Kindergarten, 3 rd grade, and 6 th grade to be published in the newsletter that is distributed at parent teacher conferences. | This newsletter opens the doors to the music classroom. This allows parents to feel that they know what is going on in the specials rooms, which is often less advertised. |
| 2/12 | Bluemont 5 th grade Parent | Informal Meeting | The parent came in to discuss the grade her student had received in music. I was brought into the conversation to discuss my observation of the student and how his behavior could improve. | This meeting gave the parents the chance to see that their student isn't bad, just needs further direction. Their input on how their student responds best at home will give Mrs. Easterday some guidance on how to deal with behavior problems at school in a positive manner. |
| 2/13 | Special Education Teacher | Conversation/ Sharing of information on student | I met with the special education teacher in order to get to know a bit more about one of the students in my 6 th grade unit class and how to | This meeting helped me to find out what were the best ways to allow the student to succeed in the music classroom. In the future I will be able to |

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| | | | best accommodate for his needs. I ended up finding out that there was one other student on an IEP in that class that neither Mrs. Easterday nor I knew about. | differentiate instruction better for this student. |
| 2/17 | Mr. J – 6 th grade classroom teacher | Observation | I observed Mr. J teaching. This was important to me as I tend to have discipline problems with his class and yet when in his hands there are no discipline problems. I wanted to observe him to see what techniques he uses and how the students respond to him. | The students respond well to high expectations. I found that I am simply too soft on the students. In the future, I will try to expect more of my students from the beginning of my time with them and see how they respond. |
| 2/18 | Parents of 2 nd grade students | Casual Conversation | At the 2 nd grade program, I again got to meet some parents and interact with them. Though their 2 nd grade kids had not talked about me, many of the parents had other kids in grades that I had taught and their children came up to say hi to me afterwards and introduce me to their parents. | The students get very excited when they see their parents interact with the teacher and vice versa. This builds a positive relationship in the classroom for the upcoming time. |
| 3/6 And 3/13 | Parents of Eisenhower/Anthony Middle School Students | Casual Conversation | At the middle school band concerts, I was able to meet some parents. I was formally introduced during the concert as the new student teacher for the rest of the semester and so had some parents come and talk with me regarding this new placement. | This allowed me to start making connections with students and which students had the strong family support. This is important when I am connecting with the students in the classroom to realize what life is like at home. This was my first brief insight. |
| 3/14 | Nursing Homes in the Manhattan community | Formal Letter | I wrote a formal letter that was to be sent to the nursing homes in the Manhattan community asking for the chance for the students to come interact with the residences. This letter was never actually sent. | This allowed me to write a letter and help me to become familiar with how to make requests. Unfortunately since this letter was never sent, the expectations students had of this project being completed was left out to dry. |
| 5/3 | Parent of Eisenhower Middle School Student | Casual Conversation | This parent showed up to the school after the Wamego Band Festival and talked to me about her student and his contributions in class. Her son is a fine trumpet player who isn't always the most disciplined and dedicated at his instrument. | This conversation allowed me to see that the parent wants the student to succeed, but there is no high expectation at home that you must do something, it was rather lax. This helps me to understand the attitude and lack of dedication that appears in the classroom. |

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Reflections

Interactions with Families, Community, and Educational Personnel (To Enhance and Support Student Learning)

In regards to communicating and interacting with families, community, and educational personnel, I found that my biggest strength is in the ability to discuss the positives. I love being able to talk to parents about how successful their student is and how great their student is going to be in the future if they keep it up. On the other hand, I dread and avoid the moment when I have to talk to parents about the problems their student is having in school. Since I was not required to deal with these situations during the time I was student teaching, this is going to be the hardest thing for me in the future. I also had very little community interaction, which will be very important in my future job in a small town where the community is a large support for the band program.

My goal for my development in this category of professionalism is to find ways to make interacting with parents always a positive thing, even if I'm needing to take care of discipline issues that are occurring in the classroom. No matter what, if the student is in my classroom, they are a positive impact in some way, and I hope to use that to my advantage. This way, I will feel more comfortable approaching the parents about the problems that need to be addressed if I can approach it from a positive point first.