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00:00:00,040 --> 00:00:01,860

Welcome to the Supe's On! podcast.

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00:00:01,860 --> 00:00:02,360

I'm your host,

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00:00:02,360 --> 00:00:05,100

Dr. Steven Cook, Superintendent of Bend-La Pine Schools.

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00:00:05,110 --> 00:00:06,630

On the Supe's On! podcast

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00:00:06,630 --> 00:00:13,560

We talk about all things public education specifically as they relate to our Bend-La Pine Schools and the greater community here in Central Oregon, folks.

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00:00:13,560 --> 00:00:14,540

This is exciting one.

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00:00:14,540 --> 00:00:14,980

Today.

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00:00:14,980 --> 00:00:17,120

I am so glad for my guests here.

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00:00:17,120 --> 00:00:17,630

Today.

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00:00:17,640 --> 00:00:21,250

We are taking a moment to celebrate our outstanding educators.

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00:00:21,440 --> 00:00:28,780

We're recording this during a national teacher appreciation week and we are excited to share with you two of our very best.

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00:00:28,790 --> 00:00:38,720

We hope all of your listeners are able to take a moment to celebrate the educators in your lives and we're going to do that here today with two fantastic representatives of our staff.

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00:00:38,730 --> 00:00:40,850

So before we get going on that reminder,

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00:00:40,850 --> 00:00:41,950

just send a note,

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00:00:41,960 --> 00:00:42,820

write a card,

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00:00:42,830 --> 00:00:52,210

drop off a coffee to your favorite educators at your local schools and make an effort just to say thank you all those heartfelt gestures really mean a lot to our staff,

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00:00:52,220 --> 00:00:56,050

especially this time of year where it can be interesting at times.

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00:00:56,060 --> 00:00:58,230

So today is a part of our appreciation.

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00:00:58,230 --> 00:00:58,660

We are,

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00:00:58,840 --> 00:01:05,660

we're talking with two of our best teachers at Cascade Middle School special education teacher McKenna Johnsen and math teacher Brian Kent.

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00:01:05,670 --> 00:01:06,750

Welcome to you both.

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00:01:06,760 --> 00:01:08,190

Thank you so much for having us.

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00:01:08,190 --> 00:01:08,840

It's great to be here.

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00:01:08,840 --> 00:01:09,380

Thank you.

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00:01:09,450 --> 00:01:11,480

So I'd love to hear from both of you.

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00:01:11,490 --> 00:01:12,690

Let's start with you McKenna.

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00:01:12,690 --> 00:01:14,550

How did you get started in this work?

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00:01:14,560 --> 00:01:17,850

And and specifically when did you know when you wanted to be a teacher?

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00:01:17,860 --> 00:01:40,190

So I actually grew up in a family of teachers and I grew up playing school with my friends and doing science experiments with my dad and so I really just grew up in education and I knew I wanted to be a teacher after just spending time with my mom in her classroom and just kind of being around that as a kid.

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00:01:40,190 --> 00:01:40,710

Brian, how about you?

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00:01:40,710 --> 00:01:41,810

What got you involved?

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00:01:41,810 --> 00:01:43,120

Why did you want to be a teacher?

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00:01:43,130 --> 00:01:43,500

Yeah,

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00:01:43,500 --> 00:01:46,100

I did not come up from a family of educators,

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00:01:46,110 --> 00:01:52,100

although I realized later on after my career started that my grandfather was a math teacher as well.

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00:01:52,100 --> 00:01:55,090

I never really put that together until my mom reminded me.

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00:01:55,100 --> 00:01:56,310

So there's a connection there,

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00:01:56,310 --> 00:01:58,510

but mostly it was a little late.

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00:01:58,510 --> 00:02:07,150

It was after college that I was more or less encouraged and pushed toward teaching people said why don't you just think about being a teacher?

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00:02:07,150 --> 00:02:08,730

And it clicked with me at one moment,

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00:02:08,730 --> 00:02:17,200

all the tutoring and just working with other people and all my career options were kind of centered around wanting people to understand what was going on and and to to make sense of things.

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00:02:17,200 --> 00:02:22,000

And so teaching became the obvious choice after I finally figured all that out.

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00:02:22,010 --> 00:02:22,420

So Brian,

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00:02:22,420 --> 00:02:23,340

let's continue with that.

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00:02:23,340 --> 00:02:28,610

When did you start working for Bend-La Pine Schools and specifically when did you start here at Cascade Middle School?

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00:02:28,620 --> 00:02:28,860

Yeah.

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00:02:28,870 --> 00:02:30,480

So the answer is the same for both.

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00:02:30,480 --> 00:02:31,760

This is my seventh year here.

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00:02:31,760 --> 00:02:39,920

So I started in the fall of 2015 and before that I had been teaching here and bend as well for seven years prior at a different school .

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00:02:39,920 --> 00:02:40,460

McKenna, how about you?

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00:02:40,470 --> 00:02:45,550

So this is my first year with Bend-La Pine Schools and my first year at Cascade,

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00:02:45,560 --> 00:02:53,960

I was able to move to bend during the pandemic when I was teaching in an online program and just fell in love with bent in the community.

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00:02:53,960 --> 00:02:55,890

And so I decided to stay.

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00:02:55,900 --> 00:02:57,010

So why middle school?

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00:02:57,010 --> 00:02:57,640

McKenna,

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00:02:57,640 --> 00:03:00,450

let's go what middle school gets such a bad rap.

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00:03:00,460 --> 00:03:07,200

And kids are often times some of them may be acting like much younger and some students act much older.

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00:03:07,210 --> 00:03:07,920

Middle school,

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00:03:07,920 --> 00:03:09,830

just people see it as a unique challenge.

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00:03:09,830 --> 00:03:11,270

What drew you to middle school?

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00:03:11,280 --> 00:03:14,050

I absolutely love middle school.

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00:03:14,060 --> 00:03:20,460

I think it's that transition period when you're moving from being a young child to a teenager.

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00:03:20,540 --> 00:03:25,360

And so during those years you're just learning about the world around you.

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00:03:25,440 --> 00:03:26,540

And because of that,

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00:03:26,540 --> 00:03:28,440

students are very curious,

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00:03:28,450 --> 00:03:31,830

they're very blunt and it's because they're observant,

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00:03:31,830 --> 00:03:35,700

they're paying attention to everything and they're just hilarious.

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00:03:35,700 --> 00:03:41,300

There's so much fun and I've loved having the opportunity to work in a middle school this year.

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00:03:41,310 --> 00:03:43,010

My background is first grade,

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00:03:43,010 --> 00:03:46,230

So to go from that to middle school has been a big jump,

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00:03:46,240 --> 00:03:52,010

but I love middle school so far and I think the students are very Moldable.

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00:03:52,010 --> 00:03:57,090

And so it's just kind of this great balance and I love working with middle schoolers.

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00:03:57,100 --> 00:03:58,170

So I'm just wondering,

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00:03:58,170 --> 00:04:01,280

this is your first year teaching middle school.

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00:04:01,280 --> 00:04:06,370

I bet there's some pretty interesting stories you can share about middle school students in your classrooms.

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00:04:06,380 --> 00:04:07,550

Oh definitely.

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00:04:07,560 --> 00:04:10,490

I think the students are so much fun.

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00:04:10,500 --> 00:04:22,270

I start every morning with this morning circle where students have the opportunity to share something that happened over the weekend or what's your favorite superhero?

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00:04:22,270 --> 00:04:29,150

It's always just a general question and the answers that I get from that are always really fun and really creative.

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00:04:29,160 --> 00:04:29,910

So overall,

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00:04:29,910 --> 00:04:39,140

I just really enjoy having the chance to work in small groups and asked them questions like that and just the fun answers that come from it on my white board right now.

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00:04:39,150 --> 00:04:48,390

I have a list of all of these phrases that middle schoolers say frequently and the reason I have that is because at the start of the year,

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00:04:48,400 --> 00:04:49,850

students kept saying things,

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00:04:49,850 --> 00:04:52,990

they kept using words like suss and I would say,

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00:04:52,990 --> 00:04:54,280

what does that even mean?

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00:04:54,280 --> 00:04:56,010

Is that school appropriate?

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00:04:56,020 --> 00:04:56,690

And they would say,

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00:04:56,690 --> 00:04:56,850

yeah,

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00:04:56,850 --> 00:05:12,560

we know it from Tiktok and so we started this whole list of all these different words and it just makes the classroom really fun because kids come in and they try to use the words in a sentence and then I try and use the words in a sentence and of course they always tell me I do it wrong,

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00:05:12,570 --> 00:05:18,950

but it just kind of builds that classroom community and that culture and it just makes middle school a lot of fun brian,

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00:05:18,950 --> 00:05:19,510

How about you?

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00:05:19,510 --> 00:05:20,190

What,

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00:05:20,200 --> 00:05:22,960

what could you tell us about how you,

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00:05:23,040 --> 00:05:24,180

how you work with kids,

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00:05:24,180 --> 00:05:26,400

this age group and why you find it engaging?

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00:05:26,640 --> 00:05:27,550

It's interesting.

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00:05:27,550 --> 00:05:31,940

I would not have uh would have guessed that I would end up in middle school.

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00:05:31,950 --> 00:05:32,280

Um,

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00:05:32,290 --> 00:05:40,280

my sights were always set on high school and once I did my student teaching and actually started working with middle school students,

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00:05:40,280 --> 00:05:43,660

I discovered that they were really fun and I could be myself,

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00:05:43,660 --> 00:05:52,880

which is a little more of kind of a goofy person sometimes and not worry so much about being judged by older teenagers and so having them having the younger students.

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00:05:52,880 --> 00:05:54,260

It's keeping me young as well,

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00:05:54,270 --> 00:05:54,990

I feel like,

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00:05:55,000 --> 00:05:59,710

uh and it's just been very natural and so there's kind of some selfish reasons behind it.

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00:05:59,720 --> 00:06:06,580

I like that they keep me on my toes and that they're not worried so much about next steps into college.

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00:06:06,580 --> 00:06:08,960

I think there's some excellent teachers in our district that can,

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00:06:09,040 --> 00:06:11,340

that can walk through that with high school students.

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00:06:11,350 --> 00:06:15,900

The middle schoolers are just learning how to function in a classroom and I like being a part of that.

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00:06:15,910 --> 00:06:17,130

For example,

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00:06:17,140 --> 00:06:22,200

when I was teaching early on with both middle school and high school students at the same time,

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00:06:22,210 --> 00:06:24,630

there was a time between classes when a few students,

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00:06:24,640 --> 00:06:26,480

this was early on in my teaching,

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00:06:26,480 --> 00:06:27,250

they came in,

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00:06:27,340 --> 00:06:30,980

it was a few months into school and they just came in to visit and hang out and they were middle school students.

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00:06:31,240 --> 00:06:38,050

And it was the first real time that I had interacted with these students outside of the classroom setting.

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00:06:38,060 --> 00:06:41,690

It was a little more social and I realized that they and I were not too different.

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00:06:41,700 --> 00:06:45,320

And so that was just one of the moments that sticks out to me of,

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00:06:45,330 --> 00:06:49,900

of where I discovered how I could relate so well to that middle school group,

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00:06:49,910 --> 00:06:51,760

even though I'm a grown adult.

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00:06:51,840 --> 00:06:52,170

Again,

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00:06:52,170 --> 00:06:59,570

it's just that the keeping me young and keeping me thinking about what it means to be growing up and have that perspective,

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00:06:59,580 --> 00:07:01,270

just still fresh in my brain every year.

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00:07:01,280 --> 00:07:01,640

All right,

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00:07:01,640 --> 00:07:06,840

So I think most of our listeners would say they don't have very fond memories of middle school.

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00:07:06,840 --> 00:07:12,260

It does tend to be kind of a challenging time and kids can be all over the place emotionally socially,

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00:07:12,640 --> 00:07:14,630

even just mentally.

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00:07:14,640 --> 00:07:22,740

And I think part of what I want to talk about now is how do we we walk into cascades and you can feel positive energy and positive culture in this school.

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00:07:22,750 --> 00:07:24,930

What do you think are the prerequisites?

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00:07:24,930 --> 00:07:26,010

Why is that,

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00:07:26,010 --> 00:07:30,510

what creates that positive energy in this middle school that we want to replicate.

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00:07:30,510 --> 00:07:32,860

We want every kid to experience not only in our district,

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00:07:32,860 --> 00:07:33,600

but quite frankly,

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00:07:33,610 --> 00:07:40,680

all over kid that has a positive experience in middle school is gonna be so much more productive in their future education.

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00:07:40,690 --> 00:07:43,260

What do you think's going on that creates that environment?

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00:07:43,270 --> 00:07:43,750

Right.

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00:07:43,760 --> 00:07:44,030

Um,

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00:07:44,040 --> 00:07:46,160

I think that it's intentional at this school,

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00:07:46,160 --> 00:07:53,360

it's been a part of the culture since I came on and I know it had been going for a while before that administration really takes that seriously.

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00:07:53,440 --> 00:07:59,100

And just every teacher who joins the team is really absorbed into that the culture of,

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00:07:59,110 --> 00:08:00,860

we want students to have a good experience,

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00:08:00,860 --> 00:08:04,750

we want them to be comfortable and safe and to enjoy learning,

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00:08:04,750 --> 00:08:07,890

which is ultimately why they're here and preparing for the next steps.

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00:08:07,900 --> 00:08:11,620

And so we have some specific things that we orchestrated like advisory,

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00:08:11,630 --> 00:08:34,580

where the counseling department a lot of times will take the lead and create some activities and sometimes teachers are just free to make up our own activities and really just the eye of all of those things that are not specifically the content we're teaching in the classroom is really geared towards creating the community so that every student feels that they belong,

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00:08:34,600 --> 00:08:38,230

every student feels welcome and that they're safe,

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00:08:38,240 --> 00:08:43,750

learning how to be a student and how to succeed and how to fail and what to do next.

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00:08:43,800 --> 00:08:45,370

Can I just think of your example,

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00:08:45,370 --> 00:08:49,580

you just shared earlier about the phrases on the board,

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00:08:49,580 --> 00:08:52,540

like that's not even a part of the curriculum,

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00:08:52,550 --> 00:09:00,880

but it's still something that is giving you an opportunity to connect with kids that maybe you can work into lessons and creating that culture in your classroom.

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00:09:00,880 --> 00:09:02,160

Can you expand on that a little bit?

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00:09:02,240 --> 00:09:02,650

Yeah,

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00:09:02,660 --> 00:09:03,310

definitely.

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00:09:03,310 --> 00:09:11,640

I think all of the teachers at Cascade Middle School do such a good job at creating this positive culture where lessons are just fun.

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00:09:11,650 --> 00:09:18,500

I know even today we had students that had the chance to stand up and they were moving around the classroom and they were answering questions.

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00:09:18,500 --> 00:09:20,510

So it's all very interactive.

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00:09:20,510 --> 00:09:24,610

So they're not just sitting in one spot during their entire class.

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00:09:24,620 --> 00:09:31,020

And in addition to that we have things like school assemblies and spirit weeks where the staff get really involved,

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00:09:31,020 --> 00:09:35,110

the students get involved and it's really fun for everyone.

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00:09:35,120 --> 00:09:36,300

So I've just,

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00:09:36,310 --> 00:09:37,830

I've loved that about Cascade.

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00:09:37,840 --> 00:09:42,930

I like that you mentioned that because it reminds me that it isn't just outside of our content that we're teaching.

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00:09:42,930 --> 00:09:45,620

It is during the classroom as well during the class time.

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00:09:45,630 --> 00:09:48,110

Every teacher naturally here,

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00:09:48,120 --> 00:09:50,870

I think interjects those things into their teaching.

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00:09:50,880 --> 00:09:52,390

Just some way to get the students up,

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00:09:52,390 --> 00:09:53,120

get them talking,

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00:09:53,120 --> 00:09:54,260

get them collaborating,

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00:09:54,340 --> 00:09:56,280

get them not isolated.

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00:09:56,500 --> 00:09:57,110

And I think,

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00:09:57,120 --> 00:09:59,250

tell me if I'm thinking about this incorrectly,

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00:09:59,250 --> 00:10:00,050

but it's not,

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00:10:00,060 --> 00:10:03,860

we're doing this instead of teaching content,

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00:10:03,870 --> 00:10:09,650

but we're doing this with the content so that it's making it more accessible for more students.

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00:10:09,660 --> 00:10:10,160

Exactly.

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00:10:10,160 --> 00:10:15,350

We could have a online program that every student goes through step by step on their own every day.

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00:10:15,350 --> 00:10:17,370

And we could check the box that says,

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00:10:17,370 --> 00:10:20,110

we've presented the material and we could even test them on it,

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00:10:20,110 --> 00:10:22,400

but there's no life to that.

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00:10:22,410 --> 00:10:24,000

And so having a real,

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00:10:24,010 --> 00:10:25,880

a real interaction with another person,

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00:10:25,890 --> 00:10:28,100

even working on math problems in my math class room,

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00:10:28,110 --> 00:10:29,030

it just makes it,

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00:10:29,040 --> 00:10:32,570

it's something they're going to prepare for and be prepared for going forward.

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00:10:32,570 --> 00:10:35,370

Just working with real people in real situations.

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00:10:35,380 --> 00:10:35,800

Yeah.

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00:10:35,810 --> 00:10:37,860

And to go off what brian was saying,

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00:10:37,940 --> 00:10:39,490

I know for me,

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00:10:39,490 --> 00:10:45,020

I teach some lab classes which are small groups and so we have the chance to go outside.

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00:10:45,020 --> 00:10:49,890

Sometimes we'll use sidewalk chalk to do math problems or we'll go out to the track.

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00:10:49,900 --> 00:10:53,300

And so there's ways to kind of take the curriculum,

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00:10:53,310 --> 00:10:57,860

make it fun basically so that students can enjoy their experience.

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00:10:58,040 --> 00:10:58,640

So McKenna,

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00:10:58,640 --> 00:11:01,500

you just shifted into my next line of thought.

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00:11:01,510 --> 00:11:04,700

I wanna you two are collaborating in a pretty unique way.

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00:11:04,700 --> 00:11:07,270

I understand and I'd love to learn a little more about that.

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00:11:07,280 --> 00:11:07,530

Um,

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00:11:07,530 --> 00:11:08,240
for our listeners.

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00:11:08,240 --> 00:11:13,450

I think we talked about it quite a bit as an inclusion model um in which are,

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00:11:13,460 --> 00:11:20,360

we don't pull students out of class and separate them out for uh special needs instruction in math,

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00:11:20,440 --> 00:11:26,740

but actually pushing you into the classroom and you two are teaching that in a collaborative fashion.

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00:11:26,740 --> 00:11:31,090

Can you both tell me about the benefits of that and how that's working so far?

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00:11:31,100 --> 00:11:32,070

Yes,

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00:11:32,080 --> 00:11:49,210

on my end I had the full quote unquote general classroom with the students in a lot of different positions on their walk in learning math and some of them came in pretty well on track as sixth graders.

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00:11:49,220 --> 00:11:57,130

Um some of them came in for various reasons with some large gaps and that happens every year and we try to address that with having some specialized classes,

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00:11:57,140 --> 00:12:09,500

but this year it's been really amazing that we had that opportunity to shift about part way through the year and say instead of having this group isolated a little bit and working on their own addressing their needs,

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00:12:09,500 --> 00:12:11,310

but still not part of the group,

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00:12:11,320 --> 00:12:16,570

can we bring them in and then instead of instead of taking them out the pullout model,

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00:12:16,580 --> 00:12:30,220

having you come in McKenna and work with them within my classes were going or within our class because we've really tried to make it a co teaching set up to where she'll lead one day and I'll just be back supporting walking around and then vice versa the next day.

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00:12:30,230 --> 00:12:31,330

And McKenna,

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00:12:31,330 --> 00:12:38,690

you can talk about what you've seen with those students through that transition and what what's different now versus the beginning of the year.

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00:12:38,700 --> 00:12:39,300

Yeah,

213

00:12:39,310 --> 00:12:44,170

I will say that since we've switched to this co teaching model,

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00:12:44,240 --> 00:12:48,320

the confidence level in students has just been incredible.

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00:12:48,320 --> 00:12:51,780

I feel like it's skyrocketed in a sense because in the past,

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00:12:51,780 --> 00:13:00,160

I've had a small group and although they are learning the math and they're getting some extra support now that we're kind of in this co teaching model,

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00:13:00,240 --> 00:13:05,580

I've seen students raising their hands more when they didn't used to participate as much.

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00:13:05,590 --> 00:13:08,540

I see them collaborating with their peers,

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00:13:08,540 --> 00:13:12,970

they're doing partner work and I just love seeing those interactions.

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00:13:12,970 --> 00:13:15,520

So that part has been amazing.

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00:13:15,520 --> 00:13:17,410

In addition to just overall,

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00:13:17,410 --> 00:13:20,900

higher test scores with some of our students on https.

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00:13:20,910 --> 00:13:23,720

So I've really loved the model so far.

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00:13:23,730 --> 00:13:31,590

We have one student that just pops into my mind every time we have this conversation of the early part of the universe is after we've changed and brought everyone together.

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00:13:31,600 --> 00:13:33,780

And she was in my class,

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00:13:33,790 --> 00:13:40,180

in my I think one of the period classes and then she was also in your class for a small group setting.

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00:13:40,190 --> 00:13:43,460

And when we merged those together earlier in the year,

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00:13:43,540 --> 00:13:47,170

this girl could slouch all the way down to the floor in her chair.

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00:13:47,180 --> 00:13:47,860

It was amazing.

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00:13:47,860 --> 00:13:54,440

She could melt all the way out of her chair If you didn't catch her and her go to response to
Almost every question was,

231

00:13:54,450 --> 00:13:56,710

I don't know almost everything you asked her,

232

00:13:56,720 --> 00:13:57,970

You could almost test her,

233

00:13:57,980 --> 00:13:59,310

but you have for breakfast this morning,

234

00:13:59,310 --> 00:14:00,140

I don't know.

235

00:14:00,150 --> 00:14:04,870

And just the other day she came in and this is not an immediate change,

236

00:14:04,870 --> 00:14:05,660

there's been growth,

237

00:14:05,670 --> 00:14:06,520

but just the other day,

238

00:14:06,520 --> 00:14:07,100

she walked in,

239

00:14:07,100 --> 00:14:07,430

she said,

240

00:14:07,430 --> 00:14:08,050

mr Kent,

241

00:14:08,140 --> 00:14:09,710

I am going to be working today,

242

00:14:09,710 --> 00:14:11,190

she said in front of everybody,

243

00:14:11,200 --> 00:14:11,670

she said,

244

00:14:11,670 --> 00:14:12,260

I have a pencil,

245

00:14:12,270 --> 00:14:16,280

I'm gonna be working today and I laughed not because I didn't believe her,

246

00:14:16,280 --> 00:14:20,190

but because it was just such a dramatic difference of how I knew her at the beginning of the year,

247

00:14:20,200 --> 00:14:27,850

just the growth that sometimes you see it kind of all come together at once maybe and we've seen it in a few of those students but in particular,

248

00:14:27,860 --> 00:14:30,300

that girl surprised me and she's kept it up,

249

00:14:30,300 --> 00:14:30,820
so,

250

00:14:30,830 --> 00:14:37,260
and I owe that to her just having that new experience and getting the confidence of being able to be in the classroom,

251

00:14:37,270 --> 00:14:38,470
have the support,

252

00:14:38,480 --> 00:14:43,340
not feel isolated and separated because middle schoolers just want to feel part of the,

253

00:14:43,350 --> 00:14:44,400
of the whole crew.

254

00:14:44,410 --> 00:14:44,640
Yeah,

255

00:14:44,640 --> 00:15:00,560
I think that's 11 of the things that are really unique and special about middle school is it's such a difficult time to be spot lit to be um separated or thought of differently than the rest of the group that students most times just don't want that attention,

256

00:15:00,570 --> 00:15:04,250
whether it's positive or negative and to hear a success story like that.

257

00:15:04,260 --> 00:15:06,170
What do you attribute that to McKenna?

258

00:15:06,170 --> 00:15:06,480
Why do you,

259

00:15:06,480 --> 00:15:09,730

why do you think she found success in that environment?

260

00:15:09,740 --> 00:15:15,570

I think it's kind of what Brian was saying that students really do want to fit in with their peers,

261

00:15:15,570 --> 00:15:17,410

especially at the middle school level.

262

00:15:17,420 --> 00:15:21,150

And so this student was no exception to that.

263

00:15:21,150 --> 00:15:23,800

She wanted to be with her friends,

264

00:15:23,800 --> 00:15:25,600

she wanted to be with her peers.

265

00:15:25,610 --> 00:15:28,620

And so now that we have this model,

266

00:15:28,630 --> 00:15:31,220

she's still getting tons of extra support.

267

00:15:31,220 --> 00:15:42,910

There's two teachers in the room when she's here and I'm checking on her constantly and so is brian and because of that she's doing so well because she's still getting the support,

268

00:15:42,910 --> 00:15:51,630

but she feels like she gets to be among her peers and with her friends and she's still having fun while learning the material.

269

00:15:51,640 --> 00:15:56,840

So I've heard you now both say the term co teaching our listeners would want to know,

270

00:15:56,840 --> 00:15:59,240

what do we mean when we say co teaching?

271

00:15:59,240 --> 00:16:09,100

And is does it just mean that in every classroom there's two teachers which that can seem kind of financially wasteful or is it something other than two teachers in the classroom?

272

00:16:09,110 --> 00:16:11,360

It's not intentionally defined.

273

00:16:11,360 --> 00:16:12,380

I don't think for us,

274

00:16:12,380 --> 00:16:13,070

what it was,

275

00:16:13,070 --> 00:16:17,450

it was really more of a decision of how can we serve this group of students this year?

276

00:16:17,460 --> 00:16:22,710

Can we bring them together into the classroom and and instead of them being in a separate room with McKenna,

277

00:16:22,720 --> 00:16:23,230

can they,

278

00:16:23,240 --> 00:16:25,350

can we all be together and share the load?

279

00:16:25,640 --> 00:16:27,940

And it's it's not every period,

280

00:16:27,950 --> 00:16:30,090

it's not every class that they go to,

281

00:16:30,100 --> 00:16:34,090

but with that specific group with some schedule changing,

282

00:16:34,090 --> 00:16:34,930

we were able to really,

283

00:16:34,930 --> 00:16:37,580

I think just maximize the impact of their time.

284

00:16:37,590 --> 00:16:40,000

And so I have not done it before.

285

00:16:40,010 --> 00:16:42,260

This is my first year doing a co teaching model.

286

00:16:42,260 --> 00:16:48,860

And to be honest it was a little bit of a how could I say a shock of giving up the power of my classroom in some ways.

287

00:16:48,870 --> 00:16:56,830

Mostly because I didn't want to come in and feel like she had to take on 50% of the job when she was working with a small group of students.

288

00:16:56,830 --> 00:16:59,200

And so what was your perspective coming in again?

289

00:16:59,210 --> 00:17:18,970

Yeah I think I was really excited about it but also nervous because basically what happened was I took all of my students that were in kind of a pullout lab situation and we clustered them into the general education setting so that students who did need more support,

290

00:17:18,970 --> 00:17:24,150

we're able to being an environment where they had to teachers and had that extra support.

291

00:17:24,160 --> 00:17:28,890

And so I think that that really made a difference for those students.

292

00:17:28,900 --> 00:17:33,920

You mentioned confidence like so much of this is just about as a learner.

293

00:17:33,920 --> 00:17:41,440

Me believing in my ability to be successful and being okay with failing and not quitting when when things get hard.

294

00:17:41,450 --> 00:17:43,730

How does this model helps support that?

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00:17:43,740 --> 00:17:43,970

Well,

296

00:17:43,970 --> 00:17:49,970

one example that comes to mind is I have one student who their i.

297

00:17:49,970 --> 00:17:50,150

E.

298

00:17:50,150 --> 00:17:56,820

P goals might be similar to a third grade level math or they're not quite at grade level.

299

00:17:56,820 --> 00:18:02,870

And so when you put them in a class like this their goals are really to participate in the lesson.

300

00:18:02,880 --> 00:18:13,240

And so this student they might be sitting there drawing in the past during math class because they just didn't really feel like they were able to participate with the group.

301

00:18:13,250 --> 00:18:23,130

Whereas now in a situation like this they're better able to raise their hand or whenever the teacher writes something on the whiteboard there writing something down as well.

302

00:18:23,140 --> 00:18:28,510

And so I think it's situations like that that have been great for students in math.

303

00:18:28,510 --> 00:18:40,200

We have we talk a lot about entry points on any lesson or any problem and it's basically just where is a foothold that any particular student can get into this problem and work on whatever they can do.

304

00:18:40,210 --> 00:18:44,100

And it's hard sometimes to create those entry points for every student at every level.

305

00:18:44,110 --> 00:18:49,880

And so having someone like McKenna in there who knows where this group of students will find their entry point.

306

00:18:49,890 --> 00:19:02,690

She can go around and and work with them specifically and and encourage them while I'm managing the larger group with my more expected entry points at certain levels.

307

00:19:02,690 --> 00:19:15,170

And so it just creates a lot more opportunity for every student to to start a problem to get engaged and to feel more comfortable with saying instead of I don't know or I have no idea what this problem is talking about.

308

00:19:15,440 --> 00:19:18,760

Just giving them something to grab onto something to start with.

309

00:19:18,770 --> 00:19:25,020

And that's all we can do every day is just let's build from that we really are able to differentiate,

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00:19:25,030 --> 00:19:28,370

which I think is what every teacher wants to be able to do.

311

00:19:28,370 --> 00:19:34,960

But this just allows us to do it on a larger scale and just reach all different groups of students.

312

00:19:35,040 --> 00:19:38,360

So you both mentioned this in the last answer.

313

00:19:38,370 --> 00:19:39,350

This is,

314

00:19:39,360 --> 00:19:43,160

can be challenging because of the scaffolding that's required in math.

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00:19:43,170 --> 00:19:50,390

And so much of it is skills that build upon skills that build upon more skills that if you're still missing requisite skills,

316

00:19:50,390 --> 00:19:52,170

it's hard to comprehend that.

317

00:19:52,180 --> 00:19:53,590

So how does this work brian?

318

00:19:53,590 --> 00:19:54,630

Let's start with you.

319

00:19:54,640 --> 00:19:59,770

Math gets a bad rap And it is challenging at times to have students that,

320

00:19:59,780 --> 00:20:00,040

you know,

321

00:20:00,040 --> 00:20:05,870

you might have somebody that's capable of doing Sophomore level or 11th grade level math in the class,

322

00:20:05,870 --> 00:20:08,860

sitting next to somebody that's still learning basic skills.

323

00:20:09,040 --> 00:20:09,950

How do we,

324

00:20:09,960 --> 00:20:11,280

how do you function with that?

325

00:20:11,280 --> 00:20:11,450

And,

326

00:20:11,460 --> 00:20:11,650

and,

327

00:20:11,650 --> 00:20:14,480

and especially when so many adults in our,

328

00:20:14,490 --> 00:20:18,930

in our world say things like I'm just not good at math and they see our,

329

00:20:18,940 --> 00:20:23,690

our students see those people being successful in whatever life they're living that they're like,

330

00:20:23,700 --> 00:20:23,830

well,

331

00:20:23,830 --> 00:20:25,220

maybe math isn't that important.

332

00:20:25,220 --> 00:20:25,540

Yeah,

333

00:20:25,550 --> 00:20:26,320

absolutely.

334

00:20:26,320 --> 00:20:33,980

I battled that battle for ever since I started teaching and I recognized it early on and it's something that's not really hidden,

335

00:20:33,980 --> 00:20:35,340

especially in math,

336

00:20:35,350 --> 00:20:46,340

that there's kind of a subconscious assumption that a student's abilities in math or somehow genetic or set and there's a large movement,

337

00:20:46,350 --> 00:20:58,620

anyone would recognize the term growth mindset that we're really implementing and more so just trying to keep in our own heads and in part of these students that everybody can learn to some extent,

338

00:20:58,630 --> 00:21:00,150

part of that goes back to an entry point.

339

00:21:00,150 --> 00:21:01,200

If you have an entry point,

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00:21:01,210 --> 00:21:02,350

you can build on that.

341

00:21:02,360 --> 00:21:03,080

But again,

342

00:21:03,080 --> 00:21:04,260

I really,

343

00:21:04,270 --> 00:21:10,090

whenever I have a chance to talk to parents in conferences or open house or even just individually,

344

00:21:10,100 --> 00:21:12,920

I fight hard against those those phrases,

345

00:21:12,930 --> 00:21:20,200

I was never good at math either and I'll immediately jump in and say that doesn't mean that the student can be good at math.

346

00:21:20,210 --> 00:21:22,580

And I know that's not what they're trying to say there,

347

00:21:22,590 --> 00:21:24,290

especially when they say I hate math,

348

00:21:24,300 --> 00:21:25,610

people will say they hate math.

349

00:21:25,610 --> 00:21:26,790

I don't know if they really hate math,

350

00:21:26,790 --> 00:21:30,290

they might just hate doing math without a real reason.

351

00:21:30,300 --> 00:21:38,660

And so a lot of that comes back to then how we design our lessons and our and our problems instead of writing out an equation and saying solve it,

352

00:21:38,740 --> 00:21:39,700

put a story to it,

353

00:21:39,710 --> 00:21:44,800

have the student make up a story a situation so that they can not only interpret what's going on,

354

00:21:44,800 --> 00:21:49,200

but also just have a better understanding of why they're doing the things they're doing.

355

00:21:49,210 --> 00:21:50,090

So what you just said,

356

00:21:50,090 --> 00:21:56,050

brian makes me think I heard from a student quote one time that that was my teacher thought I was smart,

357

00:21:56,060 --> 00:22:02,740

so I was and it's so much about that self efficacy and what students believe about their own ability and when,

358

00:22:03,140 --> 00:22:06,980

well when they do start to think about themselves in a different light.

359

00:22:07,030 --> 00:22:07,460

Um,

360

00:22:07,470 --> 00:22:09,560

so many more doors open up for them.

361

00:22:09,570 --> 00:22:10,140

I agree.

362

00:22:10,140 --> 00:22:10,850

Absolutely.

363

00:22:10,860 --> 00:22:18,360

We have a tremendous amount of influence over how a student views themselves and that's not something to take lightly at all because we can,

364

00:22:18,370 --> 00:22:19,850

we could push that either way,

365

00:22:19,940 --> 00:22:22,140

students can feel discouraged by teachers as well.

366

00:22:22,140 --> 00:22:29,240

And I know I've been guilty of discouraging students whether it's because I thought they had more potential or I knew they had more potential,

367

00:22:29,240 --> 00:22:30,670

but they weren't ready to see that yet.

368

00:22:30,840 --> 00:22:33,090

And just the frustration that goes along with that may be.

369

00:22:33,100 --> 00:22:41,510

But the other side is some students get really encouraged with that and sometimes it takes a lot of work to convince them that they have that potential,

370

00:22:41,520 --> 00:22:43,600

the ability to grow the ability to learn.

371

00:22:43,610 --> 00:22:45,300

And I like,

372

00:22:45,300 --> 00:22:46,150

I like that quote.

373

00:22:46,160 --> 00:22:57,940

My only question would be I wonder what we would mean when we say a student is smart because it's such a broad term and I even have students say this person is so smart or I'm not smart and my comeback is always,

374

00:22:57,950 --> 00:23:06,090

I don't even know what that means because I'm sure that student knows a lot more about certain topics than I do and I'm sure they've learned a lot of that,

375

00:23:06,100 --> 00:23:07,230

that I have not learned yet.

376

00:23:07,230 --> 00:23:08,170

It doesn't mean I couldn't learn,

377

00:23:08,170 --> 00:23:10,020

it doesn't mean that they can't learn math.

378

00:23:10,020 --> 00:23:12,350

And so that's just another one of those,

379

00:23:12,440 --> 00:23:16,200

the cliches that are always floating around in education that we're trying to,

380

00:23:16,210 --> 00:23:22,410

trying to work on and trying to to get students to see education as more of a journey and adventure,

381

00:23:22,470 --> 00:23:23,930

something that they can do,

382

00:23:23,940 --> 00:23:25,160

something they can accomplish.

383

00:23:25,190 --> 00:23:25,530

Ok,

384

00:23:25,530 --> 00:23:25,940

Mckenna,

385

00:23:25,940 --> 00:23:28,260

I want to talk a little bit about special education.

386

00:23:28,270 --> 00:23:31,510

Um it's such a demanding role,

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00:23:31,510 --> 00:23:41,560

it's such a powerful position in our staff and it's so much is required and so much is needed to find success and how to bring students through.

388

00:23:41,560 --> 00:23:42,110

Sometimes.

389

00:23:42,110 --> 00:23:44,670

Maybe some of the biggest challenges they've ever faced.

390

00:23:44,840 --> 00:23:50,210

Tell me about the role of a special educator and how you were drawn to it and why did you choose it?

391

00:23:50,220 --> 00:23:50,650

Yeah,

392

00:23:50,660 --> 00:23:58,280

So the reason that I went into special education is because I come from a general education background,

393

00:23:58,290 --> 00:24:05,760

so I understand what general education teachers are going through and I know that they want to support all students,

394

00:24:05,760 --> 00:24:09,940

but there just are going to be some students that need extra support.

395

00:24:09,950 --> 00:24:18,860

And so that's where a learning specialist comes in or a special education teacher where they're able to work with the general education teachers,

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00:24:18,870 --> 00:24:20,570

they're also working with the students,

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00:24:20,570 --> 00:24:23,300

they're also working with the students families.

398

00:24:23,310 --> 00:24:39,740

So you really have the chance to collaborate with everybody and kind of create this team that's able to support specific students and work with them and help mold them and guide them in the right direction towards feeling confident and feeling successful in school.

399

00:24:39,750 --> 00:24:43,490

And so I love that as a learning specialist,

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00:24:43,490 --> 00:24:51,500

I really do have the power to help with academics but also help with the social emotional aspect or behavioral aspect.

401

00:24:51,500 --> 00:24:54,960

There's just so many elements to special education.

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00:24:54,970 --> 00:25:04,600

And I think sometimes people when they think of special education they automatically think of specific students are the most challenging students or behavior.

403

00:25:04,610 --> 00:25:13,130

But it's not just that there's so many elements to it and we're able to help students with their academics but all of these other aspects as well.

404

00:25:13,140 --> 00:25:14,430

So I've really enjoyed that.

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00:25:14,440 --> 00:25:21,060

So I would guess that if if a visitor came in and saw you both in action at the same time,

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00:25:21,060 --> 00:25:21,760

number one,

407

00:25:21,760 --> 00:25:31,520

they might not know who the general education teacher is or the special education teacher and and more specifically wouldn't necessarily know which students had.

408

00:25:31,520 --> 00:25:31,580

I.

409

00:25:31,580 --> 00:25:31,720

E.

410

00:25:31,720 --> 00:25:32,000

P.

411

00:25:32,000 --> 00:25:32,200

S.

412

00:25:32,210 --> 00:25:33,680

Is that an accurate guess?

413

00:25:33,680 --> 00:25:35,430

I think that's definitely the goal.

414

00:25:35,430 --> 00:25:47,150

And um I don't think it would take anyone long to discover the McKenna has absolutely all of the tools to work with certain students with better support to things that you said earlier were the social emotional learning.

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00:25:47,150 --> 00:25:54,650

Which is not something that I have traditionally been very good at keeping in mind because I like doing math and I like teaching math.

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00:25:54,650 --> 00:26:05,090

And so I focused on the math problems and the and the techniques and the all of those things that go into that and I'm not as good at thinking about the student and what they were just in the last class,

417

00:26:05,100 --> 00:26:07,330

what they were going through earlier this morning,

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00:26:07,330 --> 00:26:14,500

whether or not they forgot their glasses or whether or not they had breakfast this morning or if they were just racing to get to school.

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00:26:14,500 --> 00:26:19,170

And so it's always keeping me keeping me aware of the student as a whole person,

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00:26:19,180 --> 00:26:20,840

especially when someone like McKenna is,

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00:26:20,840 --> 00:26:22,770

they're addressing those needs.

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00:26:22,810 --> 00:26:31,070

And the other thing that I really noticed is that McKenna and the teachers like her are really good at seeing the difference between equality and equity.

423

00:26:31,080 --> 00:26:35,250

And we've heard that so often that equality would be every student gets the exact same experience.

424

00:26:35,290 --> 00:26:37,900

And a lot of students don't end up getting what they really need,

425

00:26:37,910 --> 00:26:42,400

where equity is this student needs more support and in order to succeed,

426

00:26:42,410 --> 00:26:51,780

they just need a little bit extra there another student might not need as much and having someone else there to keep me honest about that helps as well.

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00:26:51,790 --> 00:26:53,580

And it's nice for someone to just do that work.

428

00:26:53,590 --> 00:26:54,040

Yeah.

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00:26:54,050 --> 00:27:00,060

And what I love about this inclusion model is that Brian and I will both teach math lessons,

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00:27:00,070 --> 00:27:15,790

but we both have our own strengths and so I know he's really good at introducing new material or covering the really challenging concepts with the math students and that is really helpful for most of the students in the class.

431

00:27:15,800 --> 00:28:02,840

And then when I'm leading math lessons sometimes I like to target vocabulary or slow down a little bit because I know that's what my students really need is they need kind of some extra

warm up practice or extra teaching of vocabulary or explicit instruction and so we kind of can play off these two different models and it's really helpful for students because some students learn best just with the traditional math curriculum and the lessons and then some students do need kind of some review or some additional practice and so we can kind of pull the two together and create some great lessons and that's not necessarily even the same students that we would classify as the ones that you're intentionally trying to support.

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00:28:02,850 --> 00:28:10,350

It could be any number of students um that even in that moment are really benefiting from a little bit of vocabulary review.

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00:28:10,360 --> 00:28:20,150

So I'm hearing a lot of conversation about balancing kind of the art and science of instruction and teaching and also that you're both functioning as learners in those moments as well,

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00:28:20,150 --> 00:28:20,770

is that accurate?

435

00:28:20,940 --> 00:28:37,630

It's really true to say that because I'm still learning obviously how to be a teacher and a lot of the learning happens when I'm forced to look at another teacher or to order or to understand that another teacher is looking at me and not so much that I feel on the spot,

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00:28:37,640 --> 00:28:39,480

but some days will,

437

00:28:39,480 --> 00:28:42,370

will come into the week saying a little bit arbitrary,

438

00:28:42,380 --> 00:28:46,050

why don't you teach this lesson on Tuesday or lead this lesson on Tuesday?

439

00:28:46,140 --> 00:28:47,210

And then during that lesson,

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00:28:47,210 --> 00:28:52,670

we may discover it's not going quite the way it would have gone if the other person was teaching,

441

00:28:52,680 --> 00:28:53,490

not necessarily,

442

00:28:53,490 --> 00:28:54,220

we're gonna stop,

443

00:28:54,230 --> 00:28:55,950

kick the other person out and start over.

444

00:28:55,950 --> 00:29:08,740

But it's nice having the freedom and the flexibility to just then jump in or have you jump in and say I have a thought or pretend we're a student for a moment and ask the question that we wish someone else would have asked or something like that.

445

00:29:08,750 --> 00:29:20,720

And so that happens a lot actually that we're just playing in the moment and just kind of letting one person lead when they feel comfortable to lead and then one person sit back and be comfortable with that too definitely.

446

00:29:20,720 --> 00:29:22,240

And this is new to both of us.

447

00:29:22,240 --> 00:29:24,990

And so it's been a little bit of trial and error.

448

00:29:25,000 --> 00:29:27,960

I know math is not my endorsement.

449

00:29:27,960 --> 00:29:28,670

I love it,

450

00:29:28,670 --> 00:29:32,850

but there's sometimes when I'll lead a lesson and then part way through,

451

00:29:32,850 --> 00:29:34,910

I will high five brian and say,

452

00:29:34,910 --> 00:29:35,820

all right,

453

00:29:35,830 --> 00:29:44,170

this is something you're strong in so you can jump in and leave this part and then I'll teach the next section or I'll cover the next topic,

454

00:29:44,170 --> 00:29:47,480

so we can kind of trade off and just play to each other's strength.

455

00:29:47,490 --> 00:29:49,240

So let's turn the tables a little bit.

456

00:29:49,310 --> 00:29:51,430

As I said earlier in the podcast.

457

00:29:51,430 --> 00:29:51,830

This is,

458

00:29:51,830 --> 00:29:54,360

we're recording this during teacher appreciation week.

459

00:29:54,640 --> 00:29:57,470

If you had a chance to think one of your teachers now,

460

00:29:57,470 --> 00:30:03,830

here's your opportunity publicly to give them some props and throw some love out to them for the impact they had on you.

461

00:30:03,860 --> 00:30:08,440

I think that my thank you would go to my fifth grade teacher,

462

00:30:08,440 --> 00:30:12,570

his name was Mr Segi and he lived in the Portland area,

463

00:30:12,580 --> 00:30:20,170

but he was a teacher that just took positivity to a whole other level and he would say things like McKenna,

464

00:30:20,170 --> 00:30:29,260

your writing is so fantastic that it could be published in a magazine or your understanding this math so well that you could teach it to the class instead of me.

465

00:30:29,260 --> 00:30:43,850

And just his positivity was so high that it created so much positivity in myself and really inspired me to go into teaching or challenge myself for at one point I became a published author and it was because he would say things like,

466

00:30:43,860 --> 00:30:44,030

oh,

467

00:30:44,030 --> 00:30:45,570

you're doing such a great job in writing.

468

00:30:45,570 --> 00:30:49,350

So I'm forever thankful for that teacher for me,

469

00:30:49,350 --> 00:31:02,530

this question is hard only because I went through Bend-La Pine Schools from kindergarten through high school and several of my teachers are still out there kicking around teaching in some schools and I would hate to,

470

00:31:02,540 --> 00:31:05,490

for any of them to think they didn't have an impact on me because there's so many,

471

00:31:05,500 --> 00:31:07,620

but if I had to choose one,

472

00:31:07,630 --> 00:31:24,560

I would go back to high school and um my physics teacher Todd Andresen did such an amazing job of modeling a love of knowing stuff and knowing why things work and physics became such a,

473

00:31:24,640 --> 00:31:27,940

I just love physics so much and my endorsement is in physics now,

474

00:31:27,940 --> 00:31:29,470

officially I have a math endorsement as well,

475

00:31:29,470 --> 00:31:30,960

but that was the first one I went to,

476

00:31:30,970 --> 00:31:36,340

I came back and did my student teaching with Todd and he was a mentor in my graduate school program.

477

00:31:36,350 --> 00:31:36,580

He,

478

00:31:36,590 --> 00:31:40,340

we signed him on for that and I don't know if he knows how much,

479

00:31:40,340 --> 00:31:42,680

because I don't think I've seen him enough to really say that,

480

00:31:42,690 --> 00:31:45,410

but among all of the great teachers I've had,

481

00:31:45,410 --> 00:31:48,020

he sticks out as someone who just not so much,

482

00:31:48,020 --> 00:31:49,450

he didn't have to encourage me a whole lot,

483

00:31:49,450 --> 00:31:51,630

he didn't have to say you're doing so well,

484

00:31:51,630 --> 00:31:52,420

this is so great,

485

00:31:52,430 --> 00:32:01,660

but he made it cool to know stuff and to learn and to have knowledge and he made it fun and that's really impacted my learning.

486

00:32:01,660 --> 00:32:11,110

I know a lot of my teaching style is based off of how he taught and going back and seeing the backstage of all of that as a student teacher teaching the same lessons,

487

00:32:11,110 --> 00:32:16,920

but still refining them after however many years it had been since I was sitting in the classroom.

488

00:32:16,930 --> 00:32:27,670

It just really highlighted how you can have a lot of fun and you can stay engaged with that year of students and what they need and how day today,

489

00:32:27,840 --> 00:32:30,350

you're not just reading a script,

490

00:32:30,360 --> 00:32:31,280
you're really,

491

00:32:31,290 --> 00:32:37,500
you're really teaching that student who's sitting in front of you and trying to show them that it's fun to know stuff.

492

00:32:37,510 --> 00:32:39,080
I just love both of those stories.

493

00:32:39,080 --> 00:32:40,050
Thank you for sharing those.

494

00:32:40,540 --> 00:32:40,830
Alright,

495

00:32:40,830 --> 00:32:44,740
We've been asking this question of all of our guests um what is giving you hope right now?

496

00:32:44,750 --> 00:32:47,940
A little bit tough times coming out of the two years of pandemic.

497

00:32:47,940 --> 00:32:50,280
We've had a lot of ups and downs this year.

498

00:32:50,280 --> 00:32:52,080
Kind of interesting school year.

499

00:32:52,090 --> 00:32:55,540
What would you like to say about creating your own hope?

500

00:32:55,550 --> 00:33:01,750
What's giving me hope is seeing students return to normal in so many different ways.

501

00:33:01,770 --> 00:33:04,490

The transition from online learning,

502

00:33:04,490 --> 00:33:13,780

distance learning to hybrid learning was awkward and there were with all the restrictions that were just being taken and and and dealt with one by one,

503

00:33:13,790 --> 00:33:29,010

it took a long time for students to be social and to be the kind of students that I've worked with for 14 years as I see this year progressing and uh the classroom just seems a little more like it has been in past years and students are acting more like they have been there,

504

00:33:29,010 --> 00:33:32,270

not as timid or quiet or antisocial in the halls,

505

00:33:32,280 --> 00:33:53,050

They are the goofy sixth graders and the eighth graders that are looking forward to being young adults in high school that I've come to know over my whole career and seeing them returning to that it takes away a lot of the anxiety I had about just how much all of the last two years have affected students and so I do have hope that it's gonna be okay,

506

00:33:53,050 --> 00:33:54,240

that students are gonna be,

507

00:33:54,250 --> 00:34:00,790

we're gonna be back to normal and students are able to get past that and get what they need academically and socially,

508

00:34:00,870 --> 00:34:06,170

I agree with Brian and what I've noticed this year is that at the start of the school year,

509

00:34:06,240 --> 00:34:09,660

these sixth graders came in and they were so quiet,

510

00:34:09,660 --> 00:34:10,820
they didn't know each other.

511
00:34:10,820 --> 00:34:14,040
And so at lunchtime they might sit there with an iPad,

512
00:34:14,040 --> 00:34:17,160
watching Youtube or sitting there quiet on their phones,

513
00:34:17,170 --> 00:34:21,300
but now when you go into the hallways it's great.

514
00:34:21,300 --> 00:34:23,520
You hear them socializing with each other,

515
00:34:23,530 --> 00:34:25,930
Some of the students that are in my classes,

516
00:34:25,930 --> 00:34:30,040
I see them interacting or they talk about spending time together outside of school,

517
00:34:30,040 --> 00:34:32,090
they might have track practice together.

518
00:34:32,100 --> 00:34:41,640
And so I just love seeing that and I also love seeing them come into my classroom and they say hi during passing time when they don't have to do that,

519
00:34:41,640 --> 00:34:43,240
they don't have to interact with their teachers.

520
00:34:43,240 --> 00:34:50,630
So it just brings me joy and it brings me hope seeing students being able to interact with everyone on campus.

521

00:34:50,840 --> 00:34:51,710

That's very good,

522

00:34:51,710 --> 00:34:52,310

very good.

523

00:34:52,320 --> 00:34:52,970

Alright folks,

524

00:34:52,970 --> 00:34:54,110

that's all for today.

525

00:34:54,120 --> 00:34:55,280

I want to thank my guests today,

526

00:34:55,280 --> 00:35:02,310

McKenna Johnsen and Brian Kent for the wonderful and amazing hard work that they're doing for students at cascade middle school.

527

00:35:02,320 --> 00:35:04,720

This is our new podcast in Bend-La Pine Schools.

528

00:35:04,720 --> 00:35:06,960

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529

00:35:06,960 --> 00:35:10,590

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530

00:35:10,600 --> 00:35:13,090

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531

00:35:13,100 --> 00:35:13,680

Additionally,

532

00:35:13,680 --> 00:35:15,430

if there are topics you'd like us to tackle,

533

00:35:15,430 --> 00:35:20,110

please send us a note at podcast@bend.k12.or.us.

534

00:35:20,120 --> 00:35:23,280

Also let us know your thoughts were always grateful for the feedback.

535

00:35:23,290 --> 00:35:29,120

Thanks for listening to the Supe's On! and please remember to always support public education.