What are your shared realizations on 1st half of the *Possible Lives* chapter that focused on the preservice teachers? – ALSO SEE TYLER’S BOARD NOTES.

* Having a relationship with students and knowing what they need from you is important if they are to be successful in the classroom.
* A lot of our beliefs stem from the communal aspect of school and whether or not you feel like you belong as a student.
* Teachers aren’t just responsible for content, they’re also “educating their hearts and developing their consciences.” It’s not a bad life, it’s just a bad day.
* Never be afraid to fail, whether it means connecting with your students and remember you can keep trying. Take risks.
* Our upbringing and our experiences shape our teaching and our teaching philosophy. Where we’ve been matters.
* It’s important to bring the school into the community regardless of what’s going on in that community at a time because it can make school relevant for kids right now.
* Because we aren’t in the classroom yet, we have lots of questions, but no real answers. We probably won’t discover these until we get into the classroom and are working with our own students.
* Sometimes we can focus on what we’re afraid of going into to teaching and what we aren’t going to be do that, but it’s important that we focus on what we’re confident about as we move into the classroom.
* As future teachers, it can be important to reflect on someone who is a “bad teacher” so that we can think about what we *don’t* want to do in our own classrooms. Turn that into something positive so that we can do it better.

What were your shared realizations about the 2nd half of *Possible Lives?* -See picture of Margot’s board notes.

*What* does it mean to engage in “successful struggle” as a teacher? What does that look like? Why would an experienced teacher intentionally take on new challenges, even without knowing the outcomes? How do they deal with these moments when they occur?

* Antero’s classes = love/hate relationship 🡪 learning something new (tech. stuff) doesn’t always feel comfortable, but you may need it later; it’s relevant, even if it doesn’t feel like that in the moment [KATIE]
* *PL* chapter: A “successful struggle” doesn’t mean that you’ll always get it right. It involves challenging yourself. If you don’t work through a challenge, you’re stepping away from a student. Struggling is something we will have to do, and taking on new challenges is something we will have to do as a new teacher (as an experienced teachers, too) [MITCH]
* “Idle hands are the devil’s work.” – If you become complacent with your work, you aren’t learning or doing anything really. You’re promoting the status quo by doing the same things in your classroom that you’ve already done. Sometimes, the only chance kids have is to move beyond where they are (their own community) if that will help them do something better with their lives (self-actualization). [CLINT]
* Observe where career teachers are stepping out. [CINDY]
* If someone relies on you for your empowerment, they are twice disempowered. (David Kirkland). [JENNA]
* Our job is to help kids realize that they have empowerment already – providing them support to recognize that they have empowerment and the tools to help them actualize their power. [JENNA, CINDY – still puzzled, ALL]