Weekly Professional Dialog

The following pages are designed to help facilitate discussion regarding a variety of teaching topics. The Student Teacher and Cooperating Teacher should dedicate planning time each week to discuss at least one topic from the following list or a topic that is relevant to their practice. The Student Teacher will record and reflect on the dialog that takes place, with the purpose of deeper self-reflection and evaluation of the teaching “self”.

The Weekly Professional Dialog sheet will be kept in the Student Teaching Notebook for reference and discussion throughout the term with both the Cooperating Teacher and University Supervisor and for reference in the Student Teaching Seminar.
Weekly Professional Dialog Topic List

I. Planning for Instruction

a. Curricular and instructional materials
b. Knowledge of subject
c. Prior knowledge and future learning
d. Appropriateness of student objectives
e. Agreement between objectives and instructional activities
f. Logical and sequential organization of lesson plans

II. Establishing a Classroom Climate Conducive to Learning

a. Classroom community
b. Expectations, routines and procedures
c. Clear directions
d. Rapport with students

III. Engaging Students in Planned Learning Activities

a. Readiness for instruction (reviews lesson plans with teacher, prepares materials, etc.)
b. Lesson introduction
c. Poise and confidence
d. Motivational strategies
e. Use of instructional aids
f. Variation of teaching strategies based on learner needs (identify learner)
g. Student participation
h. Questioning techniques
i. Wait time
j. Modification based on student responses
k. Challenges student thinking
l. Lesson pacing
m. Lesson closure
n. Invites student generated questions (reflection and metacognition)
o. Differentiates for learning styles
p. Voice: tone, volume, expressions, articulation, clarity
q. Organization of ideas and fluency
r. Mechanics of language
Engaging Students in Planned Learning Activities continued...

s. Response to students: listening and feedback
t. Non-verbals

IV. Evaluating, Acting Upon and Reporting Student Progress

a. Collects anecdotal data
b. Assessment tools to refine objectives for future planning

V. Exhibiting Professional Behaviors, Ethics and Values

a. Clothing and appearance
b. Initiative
c. Punctuality
d. Enthusiasm
e. Self-confidence
f. Reliability
g. Maturity and judgment
h. Staff relations
i. Acceptance of advice in a professional manner
j. Implementation of advice
k. Self-evaluation and reflection

VI. Your Topics

a. ____________________________________________
b. ____________________________________________
c. ____________________________________________
Weekly Professional Dialog

Student Teacher: ____________________________ Date: ______________

**Topic:** (refer to Professional Dialogue Topic List in Student Teaching Notebook)

**Ideas:**

**Action:**

**Student Reflection:**
Weekly Professional Dialog Goal Sheet

Student Teacher: ________________________________ Date: __________

Using the Professional Dialog as your guide, set goals for Winter term. These can be academic, dispositional and/or instructional in nature. The focus should be on the specific ways to strengthen your teaching.

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Signatures:

Student Teacher ________________________________ Date: __________

Cooperating Teacher ______________________________ Date: __________

University Supervisor ______________________________ Date: __________
Work Sample Overview

Please refer to the information you are provided by your Work Sample Advisor in your Work Sample Development Courses on how to prepare your Work Samples.

Key components to note in Work Sample Planning discussions between Student Teacher and Cooperating Teacher(s):

- Each Work Sample begins with a Student Teacher prepared Pre-test and concludes with an identical Post-test.
- Each Work Sample is 10 lessons in length, with 2 lesson segments added for the administrations of the above Pre/Post-tests.
- The Winter Work Sample is focused around Language Arts, utilizing Houghton-Mifflin Curriculum.
- The Spring Work Sample can be focused around any one content area with an integrated literacy emphasis.
- In scheduling the teaching of the Work Sample(s), consideration must be given to both the Cooperating Teacher and University Supervisor Observation schedules, as each observer must observe at least ONE Work Sample lesson.
- The two required forms that accompany the Work Sample are to be filled out for EACH of the Work Samples, and examples can be found on the following pages.