Weekly Discussion Prompts/Topics for Teacher Candidates (TC) and Cooperating Teachers (CT)

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| Week 1 | * Review with the university supervisor procedures, timeline, forms, deadlines, questions
* Classroom schedule, management (discipline procedures, special programs such as art, music, PE, other)
* Lesson Planning (format district required/Malone requirements) – Be sure to discuss pacing guides, learning standards, planning for individual differences, motivational and engagement techniques, formative and summative assessment strategies/expectations –note: if your district does not require lesson plans – please have the teacher candidate complete for you as they need to develop the habit of mind which includes: lesson objective(s), materials, instruction, assessment
* Thoroughly discuss students – those who have an IEP and what is expected, those on a 504 plan and the expectations, but also discuss identified gifted students, English Language Learners, the demographics of your classes/school in terms of socio-economics, gender balance and how this is reflective or not reflective of the district. (This prompt is linked to Task 1 of the edTPA (Teacher Performance Assessment – similar to year 3 resident educator)
* Parent communication – TC writes a letter to parents introducing them self, gets approval for distribution and distributes hard copy and/or electronically as typical of CT, school/district
* Confidentiality
* Personal time management
* Planning for a substitute teacher
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| Week 2 | * Begin planning for the TPA – creating a timeline and schedule
* Discuss formative and summative assessment – CT’s- model and discuss how used to modify instruction; what screening and diagnostic assessments does the school/district use? How often? Where/how is individual student results recorded? How are these used to guide instruction? (this is essential to teaching but will also help to prepare for task 3 of the edTPA)
* If school/district used Universal Design for Learning – be sure to discuss
* Review the candidate dispositions – part of the CPAST Formal Evaluation of the student teacher (letters A-H) and discuss how the candidate can/will demonstrate these dispositions
* Grading, documentation, policies, procedures
* School/district policies on video-taping (preparing for TPA task 2)
* Importance of vocabulary instruction and knowing what academic language is necessary to engage students in learning tasks
* Research based instruction; engaging learners in critical thinking
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| Week 3 | * TC quiz time … ask “You’ve learned about the students individually and as a group over the past 2 weeks. How will this knowledge inform your teaching? What do you need to keep in mind as you plan your lessons, instruct, and manage the classroom? (Linked to TPA Tasks 1 & 2)
* TC reflection question … ask “As you plan for your TPA lesson “learning segments” – what would you identify as key facets of your decision making process? The following questions are designed to help the TC identify key facets … A. What did you take into consideration in determining the focus and purpose of your lesson/learning segment? B. How are you incorporating standards, integrating curriculum goals, or setting learning objectives? C. How are you applying your knowledge of the students and/or community? D. How is professional collaboration influencing your choices (i.e. CT, grade level/dept. team members)? E. How are you addressing time constraints? (TPA task 1)
* On-going parent/teacher communication (Conferences, notes, telephone, email, IEP)
* Planning for the video taping of the TPA planned lesson (task 2)
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| Week 4 | * Parent/Teacher conferences –formal district wide type – planning and preparing for; what to expect
* Grading revisited
* TPA lesson delivery
* Review of the CPAST evaluation tool in preparation for the mid-term conference; concept that a 3 is reserved for exemplary performance (= to accomplished on the OTES) – a 2 as a student teacher is solid performance
* The importance of teacher reflection
* Professional development – formal such as offered by the school/district and through teacher based teams/professional learning communities but also the kind of self-professional development – through self-reflection the TC sees an area and seeks ways of growing them self (reading, webinars, on-line tutorials such as google classroom certified)
* Middle School and Secondary TC – discuss specialized professional organization standards (SPA) such as those of Natl Council of Teachers of Mathematics, Social Studies, Science, Society of Health and Physical Educators
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| Week 5 | * Revisit any topics from week 4 or previous weeks as needed
* This is the target week for the video taping of TPA lessons – (some TC may have chosen week 4)
* Since this is the target week for the TPA lessons – great time to discuss the cycle of instruction (planning, instruction, assessment, reflection and repeat) and also a great time to revisit planning and preparation – what organizational tips and tools does the CT recommend?
* TC quiz time? Ask… What factors are you taking into account as you design/select your pre and post assessments for your work sample? Explain how the assessment design allows all students, but particularly those with specific needs, to demonstrate their learning? (not only is this good teaching – it also helps the TC complete task 3 of the TPA)
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| Week 6 | * Initiating student intervention – procedures, policy, intervention assistance teams, referral process for speech, hearing, physical and academic supports
* Behavioral documentation, behavior plans – revisit IEP, 504, gifted, ELL, and other specific learner needs
* Preparing for the mid-term evaluation
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| Week 7 | * Providing feedback to learners (timely, specific) (see letter K on the CPAST)
* Talk about classroom culture, environment, transitions, routines
* Revisit any previous topics as needed
* Prepare for the 3-Way midterm conference TC prepares for their self-evaluation
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| Week 8 | * Midterm conference (3 way as TC, CT and University Supervisor evaluate and discuss)
* Goal setting and professional growth (workshops, seminars, webinars, reading, websites and more …)
* The TPA is submitted for National Scoring
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| Week 9 | * Dual placements may wish to revisit previous topics as they apply to new placement
* Networking within the profession, preparing for job seeking (the TC should be setting up a mock interview with the principal and/or his/her designee)
* Evidence/artifacts that demonstrate the TC is meeting the 7 standards for the Ohio Teaching Profession
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| Week 10 | * Revisiting grading, retention policies; IS TC’s should be discussing IEP writing, procedures and policies, working with paraprofessionals; high school candidates discuss credit recovery, graduation
* State-wide testing requirements; accommodations for testing, alternative testing
* Expectations beyond teaching (duties, committees, assemblies, class/club advisory, coaching)
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| Week 11 | * Classroom management revisit as needed
* Combating burn out
* Budgetary concerns (supplies, equipment, room improvements) what to do when insufficient funds, supplies?
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| Week 12 | * What evidence/artifacts has the TC collected to demonstrate their abilities in each of the 7 standards of the Ohio Teaching Profession?
* Revisit the goals set at mid-term and discuss progress toward
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| Week 13 | * Traits of highly effective teachers
* TC quiz time Ask … As your experience draws to a close, what would you identify as your most important accomplishments? In what areas did you learn the most … your “ahah’s about teaching and learning? What goals are you setting for yourself? Questions, concerns, hopes?
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| Week 14 | * Prepare and plan for the final evaluation conference
* The phase out process for returning subjects/classes to the CT
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| Week 15 | * The final evaluation conference
* Opportunities to observe other teachers
* End of school year procedures, process
* Start of school year process (yikes! I know you haven’t had summer break yet, but helpful to the TC to know what to anticipate in terms of how much work is involved in start-up and how you prepare now to make it smoother)
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