The teaching profession is sophisticated and often requires deep conversations by teacher candidates with experienced mentors to better understand becoming an effective teacher. This document intends to provide ideas about what these topics could entail.

Connecting the current practicum with these topics is essential.

*Early Practica*

* TCH\_LRN 401: Bilingual Education/English Language Learners
* TCH\_LRN 402: Literacy & General Orientation
* TCH\_LRN 405: Math and Science
* TCH\_LRN 590: MIT general early practicum
* SPEC\_ED 490: Special Education

*Pre-Internship (*TCH\_LRN 490; MIT 571; TCH\_LRN 469)

* Pre-internships allow the teacher candidate controlled opportunities to integrate all aspects of teaching.

*Student Teaching Internship (*TCH\_LRN 415; MIT 575)

* Student Teaching Internships allow the teacher candidate increasing responsibility to take over large portions of the teaching day.
* Use of the co-teaching model.

# Recommended Topics

Planning

* Lesson Planning
* Professional Learning Communities/Teams
* Using Standards
* Creating learning targets
* Using persona connections within lessons.
* Connecting community and cultural assets to learning
* Vocabulary and symbols related to lesson content
* Curriculum
* Supplementing appropriateness
* Pacing charts

Instruction

* Instructional Rigor
* Questioning techniques
* Lesson pacing
* Lesson introductions
* Checking for understanding
* Using formative assessment
* Content application and adjustment
* Adjusting your lesson
* Using GLAD/AVID strategies
* Cooperative learning groups
* Classroom logistics that help instruction
* Entry Tasks
* Incorporating technology
* Using manipulatives and representations in instruction.
* Connecting students to their learning.
* Wait time.
* Remediation and extension of learning
* Classroom management supporting instruction
* Whole group vs. small group.
* Differentiation

Assessment

* How to use formative assessment.
* Summative assessments
* How to design an assessment
* Using standardized assessments
* Assessment administration
* Exit slips
* Informal vs. formal assessments

Classroom Management

* Setting Expectations
* Reinforcing Expectations
* Organizing the classroom.
* Managing resources
* Monitoring behaviors
* Logistics of the classroom (attendance, lunch count)
* Pacing and time management
* Record keeping and documentation
* Classroom design/setup
* Transitions
* Technology
* Classroom signals and cueing (verbal/nonverbal).
* Proximity
* Use of positive and negative reinforcement

Communication & Engagement

* Parent Communications
* Student communications
* Administration communications
* Conferencing
* Community Engagement

Inclusion & Equity

* Individual Education Plan (IEP) applications to the classroom.
* How to work with the Special Education team
* The IEP process
* 504 application to the classroom.
* Monitoring Students
* How to deal with CPS concerns.
* Since Time Immemorial (STI) application to the classroom
* Viewing student background as an asset
* How to incorporate diversity within the classroom