**DISCUSSION TOPICS for ENED 365**

Many of these discussion topics will be addressed in large-group Seminar or in small groups with your University Supervisors as time allows. Teacher Candidates are also invited to add topics from their experiences to this list as the semester progresses.

Opener/Hook/Induction Set: What occurs/should occur in the first five minutes of class time and why is this time significant?

Classroom Management: How are collaborative groups formed? How is discipline handled? How does a Teacher Candidate quickly learn the processes of the Main Office as a support system? How are students transformed into active, responsible learners? How are students engaged in interactive projects/learning?

Communication: When/How is communication opened with parents? With counselors? With administration? With students?

Vocabulary: How are all students immersed in meaningful vocabulary study?

Assessment: What conscious and subconscious methods of Formative Assessment are integrated into the curriculum? How are all students prepared for Summative Assessment? How/when are Rubrics used to assist students in self-assessment?

Variety/Creativity: How are group-learning processes differentiated from collaborative learning experiences? What resources are used to add creativity to the lesson and enhance the learning experiences for students? How does variety of teaching methodology enhance learning? How does a Teacher Candidate individualize a provided Unit Plan?

Engaging with Mentor: Which techniques facilitate a professional relationship and promote communication between Mentors and Teacher Candidates?

Grading System: How is the grading system communicated to students: ongoing communication, in the August syllabus…? What methods work well in assisting students in self-assessment? What requirements does the school make for record keeping? How is Participation/Homework valued? Do you complete homework/projects assigned to students to anticipate the difficulties, determine the time frame for completion, and etc.?

Writing: Does your school have a system for sequencing the study of writing? Do they have expectations for each grade level that progress in learning and difficulty? How varied are the writing genres? What sources do students use to stimulate the content of their writing? How are rubrics used throughout the course and among the grade levels to assist students in assessing their work?

Reading: How is reading assigned to students? How proficient are you in modeling reading aloud to enhance tone, theme, meaning and other literary devices? How do you prepare students for reading aloud in class? How/when are students selected as readers? How do you progress in assessing learning after students have read aloud? What genres of literature are primary source materials in your course? How do you integrate a variety of literary genres to promote students’ learning?

Oral Language: What opportunities are provided for students to express their ideas/ to address the class/ to volunteer responses during class? How do you know all students have equal opportunities/responsibilities? What strategies do you use to encourage students/modify curriculum so all are successful? How do you assess oral language?

Homework: How does your school/Mentor Teacher view the value of homework? If homework is assigned, how is it purposefully used to enhance learning in the classroom?

Closure: How is closure used as a transition for the next session, as a means of formative assessment, as a vital component of the lesson, etc.?