

### **Master Teacher Conference Topics:**

Conference topics will depend upon the needs of the student teacher and the classroom situation. The following are typical conference topics and may be discussed with the student teacher during the assignment:

- The purpose and effectiveness of the supervising teacher's methods
- Individual pupil characteristics, backgrounds, abilities, and/or problems
- Daily schedule and time allotments
- Classroom organization and procedures, including record keeping and seating arrangements
- Use of audio-visual materials and computers
- Overview of classroom work underway
- Classroom management techniques, alternatives
- Consideration of techniques to be used with individual pupils, groups of pupils or whole classroom
- Motivating pupils to learn
- Questioning techniques and activities to enhance higher level thinking on the part of the students
- Dealing with emergencies
- Bulletin boards and displays
- Arranging for field trips using available resources
- Evaluation and growth and development of pupils
- Action plan for At-Risk students
- Personal adjustment to the teaching role
- Professional ethics
- Prioritizing the Student Teacher's areas for professional growth

### **Suggestions for Effective Conferences with Student Teachers:**

The supervising teacher and the student teacher should have regularly scheduled, frequent conferences. This might include lesson planning, discussion about particular students, or ideas for teacher led activities, but always hold a conference after observing the Student Teacher deliver a formal lesson. Listed below are suggestions for conducting effective conferences to support the student teacher's instructional improvement.

- Be prepared for conferences by planning the key points to be discussed, bringing notes, observation materials, sample of students' work, records and other applications. Be prepared to provide specific suggestions/coaching for improvement with tangible ideas.
- Create a supportive atmosphere and conduct the conference where you have a full degree of privacy and a minimum of interruptions.
- Review the student teacher's performance objectively, looking for strengths as well as needs for improvement.
- Focus on a collaborative approach to analyzing the student teacher's performance and determining changes to be made. Attempt to draw analyses from the student teacher's

reflective, self-analytical skills. If the student teacher does not have the skill to be self-analytical in some areas, provide her/him with more directive information, but continually move back to collaboration to continue the self analytical development.

- Limit the conference to a discussion of one or two important items. Do not overwhelm the student teacher.
- Conclude each conference with plans for a desired change.
- Focus attention on the objective teaching-learning situation rather than on the student teacher.