



MENTORSHIP TIDINGS

November 15, 2009

Issue #4

Religious Education Support

Remember to give yourself time to pray and reflect.

This rejuvenates your soul and is then reflected in your teaching, and in your relationships.



"Take a Peek" Websites to Visit

www.new.learnalberta.ca

www.aac.ab.ca

User ID:
holyfamilycatholic

Password:
hfcrd

Tips for Parent/Teacher Interviews

- ⇒ Invite both parents. Misunderstandings are less common if both parents hear what you have to say, and you will be able to gauge the kind of support both parents give the child. (Remember that both parents may not be available.)
- ⇒ Be ready for questions. Parents are likely to ask:
 - * What is by child's ability level?
 - * Is my child working up to his/her ability level?
 - * How is my child doing is specific subjects?
 - * Does my child cause any trouble?
 - * Does my child have any specific skills or abilities in schoolwork?
- ⇒ Check your records ahead of time to make sure you've got the parents' names right. Don't assume Jennifer Peabody's mother is Mrs. Peabody. She may have remarried. Done assume the older gentleman coming in is the grandfather, it could be the father. Don't talk to the parent's about their son "Stan" when his name is "Steve".
- ⇒ Be specific in your comments, parents may flounder when you deal only in generalities.
- ⇒ Offer suggested courses of action. Parents appreciate being given some specific direction.
- ⇒ Ask for parents' opinions.
- ⇒ Focus on strengths. It is easy for parents to feel defensive since many of them see themselves in their children.
- ⇒ Listen to what parents say.
- ⇒ Focus on solutions. Things will go smoother if you focus on solutions rather than on the child's problem.
- ⇒ Meet again if you need to.

Report cards are coming up—here are a few assessment tips. (taken from Ken O'Connor—Assessment FOR Learning)

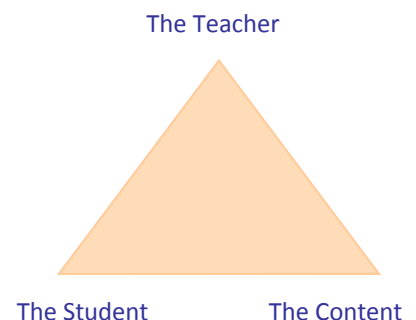
Use criterion-referenced standards as reference points to determine grades.

Clear standards for each performance level must be developed. No student grade should ever depend on what other students do. (avoid bell curves)

Grades should be based on achievement. This is demonstration of knowledge and skill from strands in curriculum. Behaviours should be reported separately and can be incorporated into comments.

You don't have to evaluate everything! Many assessments are designed to provide feedback so performance is improved and teachers can adjust instruction. Practice is to help students learn, not to produce marks for final grades.

Give second chances. We must provide many opportunities for students to perform their best (this does not mean endless opportunities...). If work is late, do not give zeros. Follow-up on lates, parent contact, comments on report cards & small deductions. Keep emotions under control, kids learn best when not under stress.



Artful Teaching is a Triangle