



Advanced Program Professional Workshop/ Meeting (Non-Credit) Reporting Form

Professional development and growth involves combining academic theory with educational performance. Teacher candidates at Molloy College are reflective practitioners who learn to continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally (INTASC principle #9). As an NCATE accredited institution, Molloy College has compiled learning outcomes, including dispositions, as part of its vision for the exemplary teacher. The teacher candidates who complete Molloy College's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their teaching. These dispositions, which will have an impact on student learners, will be demonstrated as the candidate:

1. Believes all children can learn.
2. Embraces responsibilities and duties associated with the role of teacher.
3. Approaches intellectual pursuits with integrity and open-mindedness with respect to one's own teaching practices.
4. Values and nurtures students' intellectual, aesthetic and social growth.
5. Possesses enthusiasm and passion about teaching and learning with a commitment to students and their learning.
6. Values and models respect for self, family, educative institutions, and community.
7. Addresses differences in learning styles and diversity.
8. Evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning and academic honesty.
9. Fosters an appreciation of multiculturalism, creating a climate of social justice and respect.
10. Evaluates and reflects on professional research and proven best practice to make informed decisions.
11. Reflects on, uses, and implements a variety of assessments to improve effective practice.
12. Values inquiry and higher order thinking.

Students must attend 1 workshop per Fall and Spring semesters

Please submit your professional workshop reflection to your Advisor.

Suggested workshops include: Nassau Reading Council Workshops, Kappa Delta Pi Workshops, Phi Delta Kappa Workshops, Institute for Christian/Jewish Dialogue, Museum Workshops, School Board Meetings Long Island ESOL, BOCES, (Math): NCTM, AMTNYS, NCMTA, (Social Studies): NYSCSS, (English): ELA Advisory Board Workshops, NCTE, LIESOL, Long Island Writing Project, LI Language Arts Council, BOCES Workshop

Advanced Professional Workshop/Meeting Report (Non-Credit) Form

NAME:

TITLE OF THE WORKSHOP OR MEETING:

DATE:

Describe the workshop including the objective of the program, format and materials presented. What were the strengths and weaknesses of the presentation?

Consider specific ways that you would, or would not, be able to incorporate what you learned into your own teaching practices. Respond to the following:

1. Critically explain why and how you might incorporate what you learned into your own teaching practices (for instance, issues of diversity, equity, character, critical thinking, ethics, the learning environment, and assessment).
2. Which dispositions best relate to what you have learned? How do they connect to your own professional philosophy of teaching?

Please elaborate in 200 words.

Professional Reflection: