



Initial 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.

Undergraduate students must attend 2 workshops per Fall and Spring semesters
Graduate students must attend 1 workshop per Fall and Spring semesters

Please submit your professional workshop reflection to the following:

Apprentice Semester: EDU 329

Pre-professional Semester: Field Supervisors

Professional Semester: Field Supervisors in seminar

All Graduate level courses: Advisors

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



Initial 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.

Respond to the questions:

1. What did you learn?
2. Which of the listed dispositions best relate to what you have learned?
3. How might you incorporate what you learned into your current or future teaching?

Please elaborate in approximately 200 words.

Reflection: