

- Read chapters 5 and 6, pages 67-98, in *Working with Student Teachers: Getting and Giving the Best*.
- View the formative conference “[The Problem Student](#)”. (Only the first clip – there is part of a second conference ... ignore that.)
- Complete the assessment.

1. Look back at The Teachers College Conceptual Framework (pages 4-6 in the Professional Development Schools Procedures Book). Based on the intern’s responses during the conference, what is one example of *knowledge* that the intern does not have? How do you know? (4 points)
2. Look back at The Teachers College Conceptual Framework (pages 4-6 in the Professional Development Schools Procedures Book). Based on the intern’s responses during the conference, what is one example of a *skill* that the intern needs to work on in order to be successful in the classroom? How do you know? (4 points)
3. Look back at The Teachers College Conceptual Framework (pages 4-6 in the Professional Development Schools Procedures Book). Based on the intern’s responses during the conference, what is one example of a *disposition* that the intern needs to work on in order to be successful in the classroom? How do you know? (4 points)
4. Look back at the communication strategies for mentor teachers discussed in chapters 2 and 5. What are *two* examples of effective communication you observe the mentor teacher demonstrating during the conference? (4 points)
5. If the intern in the video was your PDS intern, what *two* specific strategies would you suggest to him in order for the intern to be more successful in working with more difficult students? (4 points)