Slider Dyad Example Dialogue

The dyad is completing the new teacher’s Instructional Learning Plan, which sets out the teacher’s perceived strengths and focus areas for improvement. The mentor asks the teacher to assess their own strengths and focus areas on a variety of standards.

Mentor: Content area standard?

Teacher: Actually, this is an area that I’m getting better and better at, but I definitely have room for improvement because the more I teach our reading curriculum the better I’m going to get at it, right?

Mentor: It’s an area that you put so much into. We were talking about content, the fourth standard, and I appreciate how you jumped in with the reading curriculum, especially the trainings. Are you putting that as an area to focus on as you continue?

Teacher: I will because I always think there’s room for improvement in the content area.

Mentor: Good. That’s a good focus area. Assessment?

Teacher: You know, I’m very lucky because I have so many assessments already built into the reading curriculum. I think that’s a strength for me.

Mentor: But I remember—you also wanted to develop your communication about assessment results to students and parents, right?

Teacher: Right. That’s definitely something I could work on.

Mentor: We’re going to put it as a focus area, but we can think about it differently because—how you’re using it with the reading curriculum—it’s a definite strength. You’re able to utilize that for yourself, the students, and the parents. How about engagement?

Teacher: “An engaging learning environment for all students.” Every time I see that, I think, ‘Do I have a good learning environment where they can engage?’ I think I’ve put a lot of time and effort into my classroom to make it an engaging environment. So I would say: I’ve always seen that as one of my strengths. Whenever we talk about it.

Mentor: From the very beginning. You have the different work areas. Students know where to go and what to do. It’s routine for them.