Student Teaching Conferencing Guide
Fall 2017 Clinical Practicum

This resource provides direction for mentors and teacher candidates to work together in meeting the Kentucky Teacher Standards. Documentation is required by dating and initialing by the Cooperating Teacher as each domain is addressed throughout the clinical semester. Teacher Candidates will submit to the University Supervisor upon completion of this document, prior to the final seminar.
Planning & Preparation

Examples that show evidence of Planning & Preparation may include but not be limited to:

✓ Lesson plans
✓ Analysis of student work
✓ Reflections resulting in actions taken based upon discussion between mentor and candidate
✓ Observation evaluations
✓ Conference Log/Time Sheet
✓ Reflection Journal
✓ Unit Plans
✓ IEP, 504 Plan, GSSP (Gifted Student Services Plan) Objectives
Reflection/Documentation Notes - Complete Weeks 1-4

Date  Initials

Discuss observation evaluations with the candidate.

Reflect together on design and delivery of lesson plans; highlight connections to real-life situations, utilization of technology and incorporation of inquiry-based strategies.

Review samples of student work/projects.

Create a list of strategies to help reluctant learner’s master content.

Reflect on content research for lesson plans.

Guide the candidate to connect knowledge of the core content/program of studies to real-life situations.

Discuss with the candidate ways to incorporate a multicultural/global perspective in content presentation.

Create a list of ways to utilize technology to present content knowledge and to facilitate students’ understanding of content.

Guide candidate in the use of correct and appropriate oral and written language.

Mentor conferences weekly with the candidate to design the next week’s lessons using the school/University lesson plan format which include but are not limited to the following:

- Align lessons to current core content/program of studies standards
- Identify essential questions based on learning goals for that lesson
- Align assessment with curriculum standards and lesson instruction
- Include a variety of teaching/learning experiences including modifications, accommodations, and extensions

Mentor Collaborates with the candidate to develop sequential lessons/units which include but are not limited to:

- Real-life application
- Interdisciplinary connections
- Reading strategies
- Technology
- High order thinking
### Reflection/Documentation Notes - Complete Weeks 4-8

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- The Teacher assesses learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- Establish guidelines for effective classroom behavior management and discipline.

- Guide the candidate to create and encouraging environment free from sarcasm and negativity in order for students to feel comfortable taking risks and learning.

- Make a video or audio recording of the candidate's full class period, and spend time discussing appropriate praise and how positive energy impacts learning.

- Identify an enthusiastic and instructionally sound teacher in the building and observe him/her teach. Discuss the observation.

- Discuss and implement strategies that provide opportunities to develop student “self-control” as opposed to “teacher control.”

- Provide examples and demonstrate the use of rubrics.

- Model how student self-assessment and reflection are incorporated into learning activities.

- Guide the candidate in providing quality feedback to improve student learning.

- Guide the candidate in collecting and analyzing assessment data.

- Discuss ways to check for student understanding in a lesson.

- Discuss how student progress in communicated in the department/building/district.

- Guide candidate to development a clear system of checking for understanding, grading student work, and providing feedback.
Instruction Indicators

Indictor Examples:

- Lesson plan and or student work samples showing
  - Cooperative group work
  - Technology use
  - Differential instruction
  - Varied instructional strategies
  - High level, essential, and guiding questions
  - Written examples of student responses to essential or guiding questions
  - Classroom management plan
  - Video recording of teaching
  - Data analysis of student work
  - Use of adaptive technology

- Samples of evaluation instruments, rubrics, observation, performances events, and student self-assessments
  - Examples of feedback given to students
  - Examples of reports to parents about student achievements
  - Sample of pre/formative/summative assessments
  - Documentation of use of a variety of assessments
Reflection/Documentation Notes – Complete Weeks 8-12

Date  Initials

______  ______ Set up scheduled times to communicate the need for inclusion of a variety of strategies that would be appropriate for a given lesson.

______  ______ Practice team or co-teaching.

______  ______ Allow appropriate freedom in “your classroom” for the candidate to succeed or fail. Allow candidate to “experiment” with an alternate group of students (e.g. small groups) using new teaching strategies.

______  ______ Reflect together on lessons taught by each of you – identify strategies used and suggest alternative and additional strategies that will facilitate differentiated learning.

______  ______ Provide examples of various assessments (pre-formative/summative).

______  ______ Guide candidate in the development of student assessments based upon established criteria, core content, program of studies, and the school curriculum document.

______  ______ Provide feedback on assessments developed by the candidate.

______  ______ Guide candidate in making appropriate provisions for assessments that address social, cultural, and physical diversity.

______  ______ Guide candidate through a reflection of test results to better plan future lessons.

______  ______ Provide examples and demonstrate the use of rubrics

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______  ______ Guide the candidate in collecting and analyzing assessment data.

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Guide candidate in the development of student assessments based upon established criteria, core content, program of studies, and the school curriculum document.

Provide feedback on assessments developed by the candidate.

Guide candidate in making appropriate provisions for assessments that address social, cultural, and physical diversity.

Guide candidate through a reflection of test results to better plan future lessons.

Provide examples and demonstrate the use of rubrics.

Model how student self-assessment and reflection are incorporated into learning activities.

Guide the candidate in providing quality feedback to improve student learning.

Guide the candidate in collecting and analyzing assessment data.

Discuss ways to check for student understanding in a lesson.

Discuss how student progress in communicated in the department/Building/district.

Guide candidate to development a clear system of checking for understanding, grading student work, and providing feedback.

Provide examples of various assessments (pre-formative/summative).

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Provide feedback on assessments developed by the candidate.

Guide candidate in making appropriate provisions for assessments that address social, cultural, and physical diversity.

Guide candidate through a reflection of test results to better plan future lessons.
Professional Responsibilities

Samples:

- Conference reflections, including growth plans, assessment reflections and resulting actions
- Revised lesson plans based upon reflections
- Conference logs/ time logs
- Minutes/information of meetings attended (SBDM curriculum meetings, extra-curricular activities, teachers’ meetings, admission and release committee meetings (ARC)
- Copies of correspondence including communications to and from parents and community partners
- Records of parent conferences
- Documentation of involvement in professional development and curriculum development activities
- Progress of growth action plan
- Reflections based upon teacher observations, rules, procedures and expectations Observation records
- Reflections on leadership activities
### Reflection/Documentation Notes - Complete Weeks 12-16

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<th>Date</th>
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<th>Guide the candidate to reflect on specific elements of teaching (e.g. pacing, procedures, discipline, movements, materials, etc.)</th>
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<td>Reflect on instructional successes and authentic problems that exist in the classroom.</td>
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<td>Model/demonstrate reflecting on your own teaching and how that leads to action being taken.</td>
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<td>Guide the candidate to develop lessons based on reflections.</td>
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<td>Give feedback when attendance, punctuality and/or appearance/hygiene is lacking; begin with a praise or empathy statement, describe the behavior, give a rationale, why it is important to…, ask for understanding of what is being said, ask for commitment to change behavior. Follow up and reinforce desired behavior.</td>
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<td>Model conferencing techniques through scheduled parent conferences.</td>
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<td>Collaboratively develop notes-to-home, newsletters, and/or focus notes on a weekly/monthly basis concerning student’s achievement.</td>
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<td>Provide conferencing time for candidate following attendance at SBDM meetings, school board meetings, faculty meetings, and school committee meetings.</td>
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<td>Initiate creative ways to invite colleagues, parents, community representatives, and others to design/facilitate and implement instructional projects. Make real-world connections that promote students achievement.</td>
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<td>Involve candidate in the Admissions and Release Committee, departmental, and other education/school committee meetings.</td>
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<td>Create situations that demonstrate how important collaboration enhances students learning.</td>
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<td>Model and discuss the importance of attending conferences, training sessions, workshops, and other staff development opportunities that support being effective teaching/learning.</td>
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____ __________Demonstrate and discuss the importance of team building and collaboration as they relate to a positive school environment.

____ __________Discuss professional growth activities such as curriculum development, co-curricular, and extra-curricular activities.

____ __________Identify and facilitate involvement in professional development activities/opportunities.

____ __________Reflect on “next steps” after the conclusion of professional development activities.

____ __________Discuss opportunities for teachers to be involved in professional organizations.

____ __________Reflect on candidate’s teaching strengths, areas of growth, and plans for improvement.

____ __________Discuss results of teaching observations.

____ __________Explore “lessons learned” following candidate’s observation of other teachers.

____ __________Guide the candidate in achieving and documenting compliance to the Professional Growth and Effectiveness System.

____ __________Mentor/candidate discussions on the importance of leadership in the school.

____ __________Mentor/candidate discussions about the value of membership in professional organizations.

____ __________Mentor provides opportunities for the candidate to build capacity in school leadership.