1.10 Conference Form and Conference Summary

**Title of Assessments:** Conference Form and Conference Summary (Formative Assessments)

**Program:** All Initial Teacher Education Programs

**TAG:** CAEP 1.2, 2.3, 3.4

**Purpose and Administration of the Assessments:** The Conference Form and Conference Summary are aligned to The Teachers College Conceptual Framework. The Conference Form and Conference Summary are formative assessments used to assist in dialog between the mentor/cooperating teacher and the candidate. The mentor/cooperating teacher is encouraged to keep notes of the candidate’s performance on the Conference Form throughout the week. At some point during the week, the mentor/cooperating teacher meets and discusses items related to the clinical experience. By the end of the meeting, the candidate knows areas of strength and goals for growth. These forms provide a method for tracking candidate progress and performance throughout the student teaching semester.

The Conference Form is completed weekly during Blocks 2 and 3 (elementary) and Phase II (secondary) with the exception of the weeks the Conference Summary is completed. During Block 3 and Phase II, the Conference Summary is completed approximately four weeks into student teaching (February/September) and four weeks following the midterm point of student teaching (April/November). The Conference Summary is designed to be a formative assessment, which takes place in between formal assessments (STAR Assessment) of the candidate at the midterm and final points of the student teaching semester. The Conference Summary Form is also used during Block 2 (elementary). Mentor/cooperating teachers are encouraged to use the Conference Form and the 1.9-Lesson Evaluation Tool to complete the Conference Summary. For more information on timing of these assessments, see the 1.1-Decisions Points and Timing of Formal Assessments document.

Upon completion of these forms during the student teaching semester, candidates upload a copy to the Canvas site for student teaching. This makes the forms available to PDS/education and academic supervisors. Supervisors are able to review these forms. If there are concerns, the supervisors are able to reach out to the candidate and mentor/cooperating teacher to address any issues.

**Reliability/Validity:** Formative Assessments

**Evidence-Driven Decision:** While these forms have been used by the elementary education program for some time, they were recently just implemented by the secondary education program beginning fall 2016. The idea actually originated as part of a conversation between the PK-12 partners who were planning the Cooperating Teacher Training and the EPP. A few situations during the 2015-2016 year led the Associate Dean and the Office of Field Placement and Licensure to realize conversations that needed to take place between the cooperating teacher and the secondary education candidate were not always taking place. Some candidates receiving a poor evaluation at midterm and/or at a point of being placed on a performance contract were reporting they were completely unaware that they were not performing up to expectations. They indicated their cooperating teacher had never indicated there were any concerns with their performance. For these few candidates, no discussions or formative assessments were taking place; only the midterm and final Assessment of the Student Teacher were being completed.

Thus, a decision was made to implement the Conference Form and Lesson Evaluation Tool, each completed weekly during student teaching, and the Conference Summary into the secondary education student teaching experience. By making sure these forms were also made available to the PDS/education and academic supervisors, all stakeholders, including the candidate, were aware of strengths and potential areas for growth for the candidate, opening up the door for improved conversations and feedback for the candidate. While there have been some “growing pains” associated with the increased paperwork, response from many cooperating teachers and supervisors has been positive. Since the implementation of these forms, no candidates have reported being uninformed in regards to their classroom performance. Additionally, candidates who need remediation in some areas while student teaching are getting needed assistance sooner and the EPP is finding fewer candidates are being placed on contract once they have started student teaching. Another benefit of these forms has been increased consistency in assessments used by the elementary and secondary education programs.
Teacher Candidate: _________________________ Teacher: ________________________________

Week #: __________ Date: ______________ Absences: ________ Times Tardy: __________

CONFERENCE AGENDA:

TARGET ACTIVITIES:

Note: Please tie strengths/goals back to at least one of the six Conceptual Framework proficiencies as identified in "The Professional" image on the right-hand side of the page.

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<th>Strengths</th>
<th>Goals for Growth</th>
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Teacher Candidate Signature

Teacher Signature

Date

Original to: Supervisor

Copies to: Principal, teacher & Teacher Candidate
(Circle one)

Fall    September evaluation    November evaluation

Spring  February evaluation    April Evaluation

Name of Teacher Candidate _______________________________________________________

School ___________________________  Grade Level _____________________________

Teacher ___________________________

Note: Please tie strengths/goals back to the at least one of the six Conceptual Framework proficiencies as identified in “The Professional” image on the bottom of the second page of this form.

**Strengths**

**Areas to Work On**

Teachers-Please do not omit this section!