## Appendix C: Post-Conference Guide



**School of Education**

**Post-Conference Guide**

The purpose of this guide is to prepare the Student Teacher for the post-conference with the College Supervisor and get them ready for the discussion.

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| Student Teacher’s Name | Date & Time | College Supervisor’s Name |
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| **Step 1:****Opening** | **College Supervisor asks Student Teacher to:*** share their ‘*overall* impressions’ of their lesson, based on their

a. experience, b. the viewing of their video and c. student assessment outcomes* share student assessment, rubric scores, or artifacts, student work samples, and the analysis thereof
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| **Step 2:****Student Teacher identifies and justifies self-selected strength & growth area(s)**(in reference to the self-reflection on STEF) | **College Supervisor asks Student Teacher to identify:*** a) their **strength(s)** AND b) justify the selection with evidence(s) which are **somewhat aligned** to STEF rubric
* a) their **growth area(s)** AND b) justify the selection with evidence(s) which are **somewhat aligned** to STEF rubric
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| **Step 3:****Instructional Feedback**Strength(s) | * Student Teacher records notes re: Strengths and next steps to sustain their performance level within this indicator
* College Supervisor reveals their identified rubric indicator/area of strength via*:*

a. Direct revelation or, b. Questioning leading Student Teacher to the same* College Supervisor verbally shares documented examples from the lesson to substantiate the selection of the strength area identified
* College Supervisor and Student Teacher identify *explicit*, *actionable* next steps for sustaining performance within this indicator
* **College Supervisor and Student Teacher** identify the manner in which sustaining these practices will positively impact

a. student achievement and b. other STEF indicators |
| **Step 4:****Instructional Feedback**Growth Area | * STUDENT TEACHER records notes re: growth area(s) and next steps to improve their performance level within this indicator
* College Supervisor reveals their identified rubric indicator/area of refinement via

a. Direct revelation or, b. Questioning leading Student Teacher to the same* College Supervisor verbally shares documented examples from the lesson to substantiate the selection of the refinement area identified
* College Supervisor and Student Teacher identify *explicit*, *actionable* next steps for improving/refining performance within this indicator
* College Supervisor and Student Teacher (collaboratively)identify the manner in which improving these practices will positively impact

a. student achievement and b. other STEF indicators |
| **Step 5:****Closing** | * College Supervisor asks Student Teacher to reiterate the identified rubric indicator re: this lesson’s area of:
1. strength and the identified *actionable* next steps for sustaining performance within this indicator
2. growth and the identified *actionable* next- steps for improving performance within this indicator
* College Supervisor and Student Teacher reveal their scoring for all indicators *(Where applicable: Student Teacher shares their recorded evidence regarding any scores discrepant by 2 or more points-)*
* College Supervisor and Student Teacher share ‘Professionalism’ scoring and related next steps.
* Student Teacher is offered the opportunity to pose any final questions or requests for support
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