Team Conference
Purpose, Process and Deliverables

Purpose
The midpoint of a student teaching placement is a decisive time when the **Teacher Candidate (TC)** meets with the **College Supervisor (CS)** and the **Cooperating Teacher (CT)** to discuss areas of strength and identify areas for growth. This assignment will lead to specific actions that address mutually agreed upon priority areas for growth. The process includes:

- Teacher Candidate (TC) analyzing the current student-teaching experience;
- TC sharing his/her Growth Goals Action Plan with the team;
- The team discussing the experience up to the current day: the conference discussion will include the TC's narrative, the TC's Professional Growth Goal, and reflections on the joint/second observation of TC teaching a lesson.

The process and its timeline

Who	Description of the Process
TC	● One week before the second observation, the TC considers all aspects of the student-teaching experience. The TC will write a narrative (less than two pages) that identifies *one* strength and *one* growth area in each of Domains 1, 2 and 3 in the RI-ICEE. A specific reference should be made to the corresponding Standard/Domain and component for each strength and growth area identified. ● The TC will also describe a Professional Growth Goal (PGG) Action Plan as it relates to SMART criteria (summarized below). The action plan may be a narrative or a chart; it is considered to be a working document shared with the team. ● The week before second observation, the TC will create a workspace* and add the CS and CT to the workspace as members. Then the TC will upload the paper and PGG in that workspace. The TC can combine these into one document or upload both documents.
The Team	● The CT and the CS review the following documents in C&W workspace (set up by the TC above): • the narrative identifying strengths and areas for growth, and • the action plan. ● The CS and CT conduct second (joint) observation.
The Team	● After second observation the team will meet in conference. The CT and CS provide feedback on the PGG, the TC's reflection and the lesson they observed. ● After the conference, the CT and CS submit the RI-ICEE scoring in C&W.

SMART Criteria

S – Specific	**M** – Measurable	**A** – Attainable	**R** – Relevant	**T** – Time Bound

http://www.ric.edu/studenttoolbox/chalk_wire/guides/how_to_setup_a_collaboration_workspace_in_chalk_and_wire.pdf

In the Fall 2019 semester, Elementary Education/Special Education will pilot a version that includes video and will receive additional instructions in the student teaching seminar.