

TRIAD CONFERENCES

Informal and formal conferences occur throughout the student teaching experience. The purpose of these conferences is to provide support, give suggestions, and assist in reflective analysis within the triad. Conferences typically include lesson feedback, reevaluation of contact time and schedule, issues of management, providing didactic help, providing techniques for teacher self-improvement, and developing incentives for self- analysis.

Triad conferences greatly assist in keeping all three members “on board” with concerns, issues and goals that support professional growth. Below are suggested topics to cover at Triad Meetings.

Remember that various technologies are available to do "chats" and "hangouts" rather than being physically present for such meetings.

INITIAL CONFERENCE – Developing Expectations

This is to be accomplished prior to or very early in the student’s placement.

Issues to address:

- Daily and weekly schedules along with a long-term timeline
- Schedule for student teacher to take over classes (see suggested timelines)
- Plans to meet various support staff and administrators
- Conferencing and plans for providing feedback
- Lesson planning—format, frequency, timing. Unit planning format.
- Involvement in parent-teacher conferences, reporting to parents, IEP meetings, etc.
- Strategies related to differentiation for diverse learners
- Professional involvement in faculty meetings, team meetings, conventions, in-service, duties
- Pupil assessment – both formative and summative
- Participation in required university seminars and assignments
- edTPA expectations

FINAL CONFERENCE

Academic and Personal Disclosure (Suggested to do the day of the final observation)

Issues to address:

- Use the college evaluation form as a common tool to verbally assessing the candidate.
 - Suggest ideas for further professional growth.
 - Ensure all final narratives are completed and signed for inclusion in the credential file.
 - Concur on final grade(s).
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