Conferencing Protocol
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This handout is to be used as a suggested guideline for conferencing. Clinical educators should use their professional judgment and design one-on-one conferences to best support their candidate's specific professional needs. UDTPA reflection prompts are also included at the end.

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1.) What did you want the pupils to learn (essential questions and objectives)?
- **Probe**: Sometimes we realize that we haven't actually articulated what we want the pupils to learn in our lesson plans. Perhaps our objectives were mismatched with our intentions, or perhaps we realized that the objectives were not appropriate. How did you decide on these objectives? What decisions did you make about the curriculum materials? Where did you get your ideas from?

2.) What did the pupils already know about these objectives and how do you know?
- **Probe**: Stating that the pupils were introduced to this content before doesn't explain what the pupils actually know or understand about the topic. What evidence or data did you collect/observe/record that gives you confirmation that the pupils already knew something about the topic?

3.) How did learning about the pupils' prior knowledge impact your instructional decisions for this lesson?
- **Probe**: There are at least three things you want to do with the data you collect based on the pupils' prior knowledge. 1) Figure out what to skim and what to focus on. You're not going to spend a lot of time on something that all the pupils already understand 2) Figure out ways to relate the new information to pupils' prior knowledge 3) Gauge pupils' excitement about the topic and figure out how to support this excitement or promote excitement if none exists.

4.) What strategies did you use to engage pupils in the learning task?
- **Probe**: How did your strategies relate to pupils' language development, social/emotional development, and/or cultural and lived experiences and prior knowledge? Did you change your strategies or approaches to your instruction during the lesson? Why and in what way? Compare and contrast your planned decision-making with your actual decision-making. In what ways would your planned/ideal (or actual) be better than your actual (or planned/ideal)? What influenced your decision-making?

5.) Did the pupils meet the objective or learn anything new? Who got it and who didn't? How do you know? *
- **Probe**: The focus is on pupil work as data (pupil work can be oral, written, observed performance, and so on). Share how the pupils' work that you collected, recorded, or observed tells you whether or not the pupils developed some new understanding. (Explore and sort pupil work together. Ask student to think aloud during sorting to expose their internal decision-making.)

6.) How did you encourage pupil thinking? * In what ways did your actions foster pupil learning?
- **Probe**: Share some examples of your questioning strategies or learning tasks that encouraged pupils to think beyond fact-recall. (For instance, did students connect ideas within and between texts, use previous knowledge to support ideas and opinions, formulate hypotheses and suggest ways to investigate them, provide reasons for their claims and conclusions, etc.?) Where did you get these instructional ideas? What else influenced you during planning and teaching? [Refer back to transcript of the lesson and have teacher-candidate label and evaluate question types (surface versus higher ordered).]

7.) How will you use the data you collected today to inform your future instructional decisions*?
- **Probe**: We collect pupil work (data) with several purposes; figuring out what we need to re-teach, deciding if our instructional methodology was effective, discerning whether or not the assessment was an accurate measurement of understanding, making sure we addressed all pupils' diverse needs, and so on. Based on this data, what type of feedback will you give to pupils? How are you going to use this data to design/adjust your next lesson?

8.) How did the pupils feel throughout the lesson? How do you know? Is that what you had hoped for? In what ways do your pupils' feelings and reactions impact your decision-making before, during, and after lesson delivery?

9.) What events from the lesson would you like to talk about?
- **Probe**: What did you notice about the event? What decisions did you make during the event? What additional information would be helpful? What are other possible perspectives about the event? What prior experiences influenced your decision-making during this event? How did you feel during this event? How did the pupils feel during this event?

10.) If you taught the lesson again, what might you have done to take advantage of missed opportunities to improve pupil learning? * What limiting factors prohibited you from implementing an "ideal" lesson? Are there pupils or groups of pupils with diverse needs that were not addressed? Predict how your alternative decisions (revisions) might impact pupil learning or your own understanding of your pupils? [If candidate struggles, refer back to sorting pupil work and ask if the candidate could have predicted that some work would have ended in the resulting piles. Probe the influence of their predictions.]

11.) Let's look back at my transcript of your lesson; I have a few additional questions and comments. (*Share comments/questions related to but not limited to: Lesson Planning, Classroom Management, Professional Relationships, Collaborative Practice, Caring, Addressing Diverse Learners, Grouping Strategies, Physical Layout for Specific Tasks, Research-based Practices, Interdisciplinary Connections, Prior and Future Content Connections, Valuing Pupils' Unanticipated Responses, Using Pupil Cues to Make Changes in Action or for Future Action*)

12.) What evidence do you look for as an indicator that you are a member of the classroom community and school? (How do you know that you are fitting in?) What can you do to strengthen your membership? What support do you need to become better integrated into the school community?

13.) What personal teaching and rapport building strengths and characteristics do you have? How can you use these to support pupil learning and well-being?

14.) How does your current teaching identity contrast with the teacher you hope to become? How will you know you are closing the gap? What activities will you engage in to close the gap when you are a full-time practitioner? What can I do to best support you?

15.) How did your prior reflections on your lessons impact your teaching today? What did you learn from this conference? What questions do you still have? What will you reflect on tomorrow? What is the most important question you want to ask yourself? What is your hope for your next lesson (connected or not connected to this lesson)? How does our collaborative conferencing practice compare and contrast with your imagined reflective self-assessment process as a full-time practitioner?

UDTPA Reflection Questions
Teacher candidates will work through these questions on their own and submit in writing, but they can also be used as probes to help them throughout the placements.

Task 1 Reflection Questions
1. What are the unique strengths and assets of your students that contribute to their learning experiences? How can you leverage these strengths to engage them in learning?
2. How might you tap into a rich tapestry of school, family, and community resources to further enhance the learning journey for your students, creating connections that extend beyond the classroom walls? What missed opportunities have you seen to utilize school and community resources?

Task 2 Reflection Questions
1. What considerations of students' identities, cultures, and language skills guided your development of learning objectives and learning experiences?
2. Explain how your planning and implementation provided multiple opportunities for students to demonstrate the knowledge, skills, and/or dispositions they are expected to master in the learning segment.
3. You will make one claim for each performance area listed below. Provide specific video or observational evidence of your claim, analyze your evidence, and support your decision-making with evidence-based research.

      a. Performance Area 1: Learning Environment: To what extent does your classroom environment support all students to learn?

      b. Performance Area 2: Engagement in Learning: To what extent does your instruction   support and engage all students?

      c. Performance Area 3: Maximizing Learning: To what extent do all students retain and   apply their learning in your classroom?

Task 3 Reflection Questions
1. Describe your assessments and state how they correlate with the standards outlined for your learning segment.
2. What do your assessment(s) results tell you about your students' learning? Based on your analysis, what did the students learn, and what didn't they learn?
3. In what ways did you provide feedback to your students? What did the students do with the feedback they received?
4. What were your missed opportunities now that you have evaluated your assessments against the learning outcomes for your class?
5. What changes would you make to your instruction and assessments based on your assessment analysis—for the whole class and/or for students who need greater support or challenge—to better support student learning of the standard