Exit Conference

Candidate Teacher’s Evaluation

Of

Program and Process

In preparation for your Exit Conference scheduled with the Director of Field Experiences and Clinical Practice, please make summary comments regarding each item below. You may use the format to generate your own form on which you may type your answers. You will bring the completed form to your scheduled Exit Interview. You will refer to your electronic portfolio to document the information you share in the Exit Interview. In addition, please have your copies of all of your evaluations so that we can discuss them in the context of the conference. Your comments will be used to improve the program. Your input is valuable to the continued success of the Clinical Practice Phase of the Educator Preparation Program.

Name: ___________________________ Date: Spring 2012

COOPERATING TEACHER COMPONENT

Was the clinical practice process adequate?

Was the placement(s) learner-centered? Why? /Why not?

Was the environment supportive? Why? /Why not?

What was outstanding regarding your placements experience(s)?

If you were the director of this program, what would you maintain in the school-based component of this program?
What would you change about this phase of the program?

Would you recommend placement one? Why? /Why Not?

Would you recommend placement two? Why? /Why Not?

UNIVERSITY SUPERVISORY COMPONENT

Was the university supervisory process adequate?

Was the supervision adequate (i.e. number of visits)? Why? /Why not?

Was the process supportive? Why? /Why not?

Would you prefer announced or unannounced observations? Why? /Why not?

What was outstanding regarding your university supervision experience(s)?

If you were the director of this program, what would you maintain in the university supervision component of this program?

What would you change about this phase of the program?
EFFECTIVE EVALUATION OF INSTRUCTIONAL DESIGN

Were the observation dates planned between the candidate teacher, the cooperating teacher, and university supervisors in advance?

After each observation, was your conference beneficial? Why? Why not?

Did your planned observation begin on time? Why? Why not?

Were all lesson designs reviewed before instructional designs were presented?

Did the cooperating teacher and university supervisor sign off on the appropriateness of the lesson design?

Did the collaboration between the cooperating teacher and university supervisor enhance your learning/teaching experiences? Why/How? /Why not?
Check List:

Do you have signatures from the cooperating teacher, university supervisor, and yours confirming the time of the evaluation from beginning to end?

Do you have signatures from the cooperating teacher, university supervisor, and yours confirming the time of the evaluation conference from beginning to end?

Did you complete your self-evaluations for each observation?

Did you have your cooperating teacher(s) or did you complete the Cooperating Teacher’s Information Sheet?

Do you have signed Sign-In Sheets?

Do you have golden rod copies of at least four observation forms for four observed lessons?
OVERALL CLINICAL PRACTICE EXPERIENCE

What are the strengths of the program?

What would you change about the program? Why?

Were the conferences attended beneficial? Why? /Why not?

If you were the director of the program, would you assign candidate teachers to schools based upon learner-centeredness or by candidate preference?

Were the professional development topics helpful? Why? /Why not?

What topics/activities would you add to the program? Why? /Why not?

What activities would you modify? Discard? Why? /Why not?

SUGGESTIONS: Use this opportunity to give input/make comments on anything you wish to share regarding your clinical practice experience.

Thank you so much for your time, patience, professionalism, and participation. I have enjoyed working with you during this semester. Best wishes in your pursuit of your goals.

Roscette Lewis Holmes, Ed.D.
Director of Field Experiences and Clinical Practice
Texas Southern University
### Exit Conference Schedule*

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Time</th>
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<td>Williams, Melony</td>
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<td>Whitmore, Clarence</td>
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<td>White, Doris</td>
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<td>Robertson, Lionell</td>
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<td>Thompson, Adrianne</td>
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<td>Sanders, Chiquita</td>
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<td>Richardson, Nicole</td>
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<td>Ingram, Danielle</td>
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<td>Keener, Eric</td>
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<td>Jones, Marvis</td>
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<td>Johnson, Kyree</td>
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<td>Hillard, Britannie</td>
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<td>Hatcher, James</td>
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<td>Grooms, Caressia</td>
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<tr>
<td>Garba, Hamsatu</td>
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<td>Fuller, James</td>
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<td>Douglas-Smith, DeLicia</td>
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<td>Carroll, Jeanitra</td>
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<td>Bevel-Randal, Brandon</td>
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<tr>
<td>Bailey, Tiffani</td>
<td>May 9, 2012</td>
<td>3:00 p.m.</td>
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</table>

*If adjustments must be made in the time of the conference, please do so without involving the Office. Exchange and give the name of the candidate when you come to the conference.
Preparing for the Exit Conference

You will refer to your electronic portfolio to document the responses you make to the questions in the Exit Conference. Be sure your e-portfolio has slides (examples) that illustrate/document the responses as questions are portfolio. Do not title your slides using the questions. Answer, then click on the slide in your portfolio that is the BEST depiction to support your response. You may begin with a slide by saying “let me show you an example of a problem I had or might have had and how I ....”

Introduction:

In a few words, tell us something about yourself. (refer to your resume, philosophy of education, testing status).

Work experience.
Experience working with children.

Persistence: What kind of problems might you have with students? (be specific) What would you do with a student you described? What if that doesn’t work, what would you do next? (be specific and elaborate; give several alternatives/show an example)

How often would you project that teachers have to think about what to do next...rarely, never, once a week, etc.? (name/show several instances and frequency)

Response to Authority: What do you do in your spare time? What if you used your hobby in teaching and the students loved it, enjoyed it and were learning but the principal says do not use your hobby as a means of teaching, use the prepared curriculum. What would you do? (stress that you’d find a way to continue to use your hobby and work through the curriculum, show an example of an alternative strategy that you might use)

What would you tell the children/students? (state exact words: stick with hobby as a strategy, tell students that other exciting activities will be used thereby not extinguishing excitement and learning)

Application of Generalizations: Describe a generalization/principle/rule about education that you believe. (be specific, clear, confident, passionate; show a slide that augments/illustrates your principle)

How would you demonstrate your belief if you were being observed teaching? (be able to articulate the principle and cite several different ways/strategies you use that illustrates your belief, show a slide)

Given a scenario describing my teaching behaviors, what would you generalize I believe about education? (quickly describe several accurate statements about good teaching, theoretical implications of practice, show a slide that illustrates these teaching behaviors)

Approach to At-Risk Youth: In your own words, describe what “at risk” means to you. What are the “causes” a student to be at risk. (refer to schools and teachers as being responsible for the
lack of achievement by students, explain using clear examples of the responsibilities of teachers and schools in student achievement, refer to slide

You have given some specific causes, now what do you perceive as solutions? (refer specifically to what you as a teacher will do to ensure that your at risk students do not drop out, emphasize your role in the accountability for your students’ learning, show slide)

Personal vs. Professional Orientation Toward Teaching: Do you believe that it is possible for children/students to learn from a teacher they don’t really love? (address the quality of the teaching/teacher, not whether the student loves the teacher, stress the quality of instruction; mention the need for a relationship to increase/enhance the quality of instruction, but not necessary for students to love the teacher, show a slide)

If you don’t really love students, can you teach them? (respond that love isn’t a prerequisite, however, mutual respect is necessary to build a relationship with the students; cite examples of how you’ve learned from teachers that you didn’t necessarily love)

Burnout: Do you believe that burnout is inevitable for everyone? What are some causes? (address bureaucracy and its impact on caring teachers; identify specific behaviors that illustrate lack of support from administrators, cite rules and regulations that might impact creative teaching)

You identified some causes, what solutions do you perceive would prevent/lessen burnout of teachers? (refer to networking with other teachers and staff members, working with like-minded teachers and staff to generate positive changes that could decrease the likelihood of burnout)

Fallibility: Can you think of some mistakes you might make as a teacher? Made as a candidate teacher? (give at least two examples, i.e. caused a child not to trust you, embarrassed a child in front of peers, something you did that caused parent to not trust you)

Give two corrective behaviors that you might use to restore trust in either instance? (describe what you did/would do to correct these mistakes-apologize in public, use mistake to teach concept, show a slide)
Exhibit 3.3.f.12

The ideas interviewers are “listening for” are responses that illustrate: understanding advice, consideration of alternatives, ability to conceptualize about teaching, learning, development, and curriculum. A rating such as the ones described below can be used as an overall guide to responses in an interview.

**Desired:**
- is able to implement advice; and/or act on plans developed

**Good:**
- able to conceptualize about teaching and demonstrates sensitivity to the purposes of activities, but isn’t able to consistently implement ideas

**Average:**
- has difficulty understanding advice or explaining ideas and plans, however, engages in a variety of procedures with apparent confidence, but not able to articulate ideas

**Confused:**
- unable to think about what to do or what to think about in order to do better, begins to describe one thing, doesn’t finish and moves to another response without connecting to previous response

**Unacceptable:**
- unable to respond to most of the questions coherently, organized or confidently, skewed answers that indicate extreme on either end of a continuum

**RELAX!!!**
Rubric for Assessment of Electronic Portfolios

E=Exemplary:  Has electronic portfolio arranged to augment the conference and can access slides consistently in response to questions
Is very familiar with the portfolio and the relationship to interview questions
Leads the conference
Needs little, if any, prompting
Has most of the items required in the portfolio

O=Outstanding:  Has electronic portfolio arranged to augment the conference and can access slides most of the time in response to interview questions
Is somewhat familiar with the portfolio but searches for content in relationship to the interview questions
Does not lead the conference
Needs prompting during most of the conference
Does not have all of the required items in the portfolio

S=Satisfactory:  Has electronic portfolio but not arranged to augment the conference and unable to access slides most of the time in response to interview questions
Is somewhat familiar with the portfolio, searches for content in relationship to the interview questions, and sometimes unable to locate
Does not lead the conference
Needs prompting during most of the conference
Does not have all of the required items in the portfolio
Exit Conference

Candidate Teacher’s Evaluation

Of

Program and Process

In preparation for your Exit Conference scheduled with the Director of Field Experiences and Clinical Practice, please make summary comments regarding each item below. You may use the format to generate your own form on which you may type your answers. You will bring the completed form to your scheduled Exit Conference. You will refer to your electronic portfolio to document the information you share in the Exit Conference. In addition, please have your copies of all of your evaluations so that we can discuss them in the context of the conference. Your comments will be used to improve the program. Your input is valuable to the continued success of the Clinical Practice Phase of the Educator Preparation Program.

Name: ___________________________ Date: Spring 2013

COOPERATING TEACHER COMPONENT

Was the clinical practice process adequate?

Was the placement(s) learner-centered? Why? /Why not?

Was the environment supportive? Why? /Why not?

What was outstanding regarding your placements experience(s)?

If you were the director of this program, what would you maintain in the school-based component of this program?
What would you change about this phase of the program?

Would you recommend placement one? Why? /Why Not?

Would you recommend placement two? Why? /Why Not?

UNIVERSITY SUPERVISORY COMPONENT

Was the university supervisory process adequate?

Was the supervision adequate (i.e. number of visits)? Why? /Why not?

Was the process supportive? Why? /Why not?

Would you prefer announced or unannounced observations? Why? /Why not?

What was outstanding regarding your university supervision experience(s)?

If you were the director of this program, what would you maintain in the university supervision component of this program?

What would you change about this phase of the program?
EVALUATION OF EFFECTIVE INSTRUCTIONAL DESIGN

Were the observation dates planned between the candidate teacher, the cooperating teacher, and university supervisors in advance?

After each observation, was your conference beneficial? Why? Why not?

Did your planned observation begin on time? Why? Why not?

Were instructional designs reviewed before all lessons were presented?

Did the cooperating teacher and university supervisor sign off on the appropriateness of the instructional design?

Did the collaboration between the cooperating teacher and university supervisor enhance your learning/teaching experiences? Why/How? /Why not?
Check List:

Do you have signatures from the cooperating teacher, university supervisor, and yours confirming the time of the evaluation from beginning to end?

Do you have signatures from the cooperating teacher, university supervisor, and yours confirming the time of the evaluation conference from beginning to end?

Did you complete your self-evaluations for each observation?

Did you have your cooperating teacher(s) or did you complete the Cooperating Teacher's Information Sheet?

Do you have signed Sign-In Sheets?

Do you have golden rod copies of at least four observation forms for four observed lessons?

Have you completed the evaluation?

Did you verify that the canary copy of each observation was given to the principal(s)?

The above documents will be checked at the conference, be sure to bring them with you!!!!
OVERALL CLINICAL PRACTICE EXPERIENCE

What are the strengths of the program?

What would you change about the program? Why?

Were the conferences attended beneficial? Why? /Why not?

If you were the director of the program, would you assign candidate teachers to schools based upon learner-centeredness or by candidate preference?

Were the professional development topics helpful? Why? /Why not?

What topics/activities would you add to the program? Why? /Why not?

What activities would you modify? Discard? Why? /Why not?

SUGGESTIONS: Use this opportunity to give input/make comments on anything you wish to share regarding your clinical practice experience.

Thank you so much for your time, patience, professionalism, and participation. I have enjoyed working with you during this semester. Best wishes in your pursuit of your goals.

Roscette Lewis Holmes, Ed.D.
Director of Field Experiences and Clinical Practice
Texas Southern University
## Exit Conference Schedule*

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<td>Lourdes Aguilar</td>
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<td>Marsanell Butler</td>
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<td>May 6, 2013</td>
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<td>La'Shandrea Johnson</td>
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<td>May 8, 2013</td>
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<td>Aaron Young</td>
<td>May 8, 2013</td>
<td>4:30 p.m.</td>
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*If adjustments must be made in the time of the conference, please do so without involving the Office. Exchange and give the name of the candidate when you come to the conference.*
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<tr>
<th>Name</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Janelle Washington</td>
<td>May 9, 2013</td>
<td>9:30 a.m.</td>
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The Exit Conference the Electronic Portfolio and
The Teacher Work Sample

You will refer to your electronic portfolio to document the responses you make to the questions in the Exit Conference. Be sure your e-portfolio has slides (examples) that illustrate/document the responses as questions are asked. Do not title your slides using the questions. Answer, then click on the slide in your portfolio that is the BEST depiction to support your response. The Teacher Work Sample you’ve prepared, will provide the documentation needed. The Exit Conference is designed to simulate an interview process. Take the time to rehearse your responses based on the information provided, and identify the slides that will be used to document your responses so that your presentation flows. You may begin with a slide by saying “let me show you an example of a problem I had or might have had

Introduction:

In a few words, tell us something about yourself. (refer to your resume, philosophy of education, testing status).

Work experience.
Experience working with children.

Persistence: What kind of problems might you have with students? (be specific) What would you do with a student you described? What if that doesn’t work, what would you do next? (be specific and elaborate; give several alternatives/show an example)

How often would you project that teachers have to think about what to do next..rarely, never, once a week, etc.? (name/show several instances and frequency)

Response to Authority: What do you do in your spare time? What if you used your hobby in teaching and the students loved it, enjoyed it and were learning but the principal says do not use your hobby as a means of teaching, use the prepared curriculum. What would you do? (stress that you’d find a way to continue to use your hobby and work through the curriculum, show an example of an alternative strategy that you might use)

What would you tell the children/students?( state exact words: stick with hobby as a strategy, tell students that other exciting activities will be used thereby not extinguishing excitement and learning)

Application of Generalizations: Describe a generalization/principle/rule about education that you believe. (be specific, clear, confident, passionate; show a slide that augments/illustrates your principle)
How would you demonstrate your belief if you were being observed teaching? (be able to articulate the principle and cite several different ways/strategies you use that illustrates your belief, show a slide)

Given a scenario describing my teaching behaviors, what would you generalize I believe about education? (quickly describe several accurate statements about good teaching, theoretical implications of practice, show a slide that illustrates these teaching behaviors)

**Approach to At-Risk Youth:** In your own words, describe what “at risk” means to you. What are the “causes” a student to be at risk. (refer to schools and teachers as being responsible for the lack of achievement by students, explain using clear examples of the responsibilities of teachers and schools in student achievement, refer to slide)

You have given some specific causes, now what do you perceive as solutions? (refer specifically to what you as a teacher will do to ensure that your at risk students do not drop out, emphasize your role in the accountability for your students’ learning, show slide)

**Personal vs. Professional Orientation Toward Teaching:** Do you believe that it is possible for children/students to learn from a teacher they don’t really love? (address the quality of the teaching/teacher, not whether the student loves the teacher, stress the quality of instruction; mention the need for a relationship to increase/enhance the quality of instruction, but not necessary for students to love the teacher, show a slide)

If you don’t really love students, can you teach them? (respond that love isn’t a prerequisite, however, mutual respect is necessary to build a relationship with the students; cite examples of how you’ve learned from teachers that you didn’t necessarily love)

**Burnout:** Do you believe that burnout is inevitable for everyone? What are some causes? (address bureaucrat and its impact on caring teachers; identify specific behaviors that illustrate lack of support from administrators, cite rules and regulations that might impact creative teaching)

You identified some causes, what solutions do you perceive would prevent/lessen burnout of teachers? (refer to networking with other teachers and staff members, working with like-minded teachers and staff to generate positive changes that could decrease the likelihood of burnout)

**Fallibility:** Can you think of some mistakes you might make as a teacher? Made as a candidate teacher? (give at least two examples, i.e. caused a child not to trust you, embarrassed a child in front of peers, something you did that caused parent to not trust you)

Give two corrective behaviors that you might use to restore trust in either instance? (describe what you did/would do to correct these mistakes-apologize in public, use mistake to teach concept, show a slide)
The ideas interviewers are “listening for” are responses that illustrate: understanding advice, consideration of alternatives, ability to conceptualize about teaching, learning, development, and curriculum. A rating such as the ones described below can be used as an overall guide to responses in an interview.

**Desired:** is able to implement advice; and/or act on plans developed

**Good:** able to conceptualize about teaching and demonstrates sensitivity to the purposes of activities, but isn’t able to consistently implement ideas

**Average:** has difficulty understanding advice or explaining ideas and plans, however, engages in a variety of procedures with apparent confidence, but not able to articulate ideas

**Confused:** unable to think about what to do or what to think about in order to do better, begins to describe one thing, doesn’t finish and moves to another response without connecting to previous response

**Unacceptable:** unable to respond to most of the questions coherently, organized or confidently, skewed answers that indicate extreme on either end of a continuum

RELAX!!!
Rubric for Assessment of Electronic Portfolios

E=Exemplary:  Has electronic portfolio arranged to augment the conference and can access slides **consistently** in response to questions
Is **very familiar** with the portfolio and the relationship to interview questions
Leads the conference
Needs little, if any, prompting
Has most of the items required in the portfolio

O=Outstanding:  Has electronic portfolio arranged to augment the conference and can access slides **most of the time** in response to interview questions
Is **somewhat familiar** with the portfolio but searches for content in relationship to the interview questions
Does not lead the conference
Needs prompting during most of the conference
Does not have all of the required items in the portfolio

S=Satisfactory:  Has electronic portfolio but not arranged to augment the conference and unable to access slides **most of the time** in response to interview questions
Is **somewhat familiar** with the portfolio, searches for content in relationship to the interview questions, and sometimes unable to locate
Does not lead the conference
Needs prompting during most of the conference
Does not have all of the required items in the portfolio