

# Tanner Elementary School

Learner Voice & Choice  
Guide to Conferencing



## Before First Conference:

1. Homeroom Teacher (3-8) Has students add February conference dates to their Learner Profiles. **According to the** Conference Schedule.
2. Staff who are leading the conference should choose the questions beforehand and review the student's learner profile (3-8), for PK-2 the February Conference should be about setting an academic goal, use assessment data to help students set a goal.

## During Conference

1. Conferences will be hosted out of homeroom class.
2. All staff supporting in conferences should report to that classroom at 10 am.
3. Homeroom teacher will use breakout rooms to send staff member and student to a breakout rooms to conference.
4. Staff should take notes on Conference Schedule
5. Students should take notes on their learner profile (3-8). PK-2 Can use this note catcher (or one that works for them)

## February Structure for PK-2:

1. Relationship Building
  - a. Do a check-in with student to see how they are feeling and why
2. Goal setting
  - a. What skill does a student want to work on
  - b. Why is this important
3. Make a plan
  - a. Have student make a plan to reach their goal
  - a. Make sure it is something a student can do and they know how to do it.

## February Questions for 3-8:

4. Relationship Building
5. Learner Profile
  - a. Look at students Learner profile
  - b. Make sure that their Grade slide is updated and have a conversation about what you see and they see
  - c. Review their Goals and Dreams Slide (what they want to be)
6. Set and Monitor Goals
  - a. Have student set Academic goals for themselves and record in conference note tracker
  - b. Include ways to achieve this Goal

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## Conference Best Practices

Step 1: Determine the type of conference you are planning for

- A. Type 1: Advice
  - a. FOCUS: Relationship Building
  - b. PURPOSE: Get to know each learner's self-identified strengths, growth areas, interests, and ambitions both inside and outside of school.
- B. TYPE 2: Assessment
  - a. FOCUS: Designing Instruction
  - b. PURPOSE: Find out more about each learner's strengths, growth areas, interests to design relevant instruction and choice-based opportunities
- C. TYPE: Reflection
  - a. FOCUS: Setting & Monitoring Goals
  - b. PURPOSE: Set "big goals" & help each learner map yearly & quarterly goals (both academic & SEL) that will lead them to achieve their "big goal"?

Step 2: Develop guiding questions based on the type of conference you are going to have

- A. Examples for each type of conference:
  - a. Advice - "What is important for me to know about you as your teacher?"
  - b. Assessment - "I see in your Learner Profile you said you were interested in writing, there is a young author's club at the Library on Thursdays - have you ever thought about joining?"
  - c. Reflection - "You said you want to be a teacher when you grow up. To be a teacher you have to go to college. We know college-bound 5th graders score a 226 at the end of 5th grade in math. What do you think your goal should be? I notice your lowest domain in math is M&D - what standards should you focus on this quarter to improve in M&D to raise your NWEA score?"

STEP 3: Prepare for the conference and enable learners to lead the discussion

- A. Provide learners with data and expectations
- B. Help learners prepare by providing them with academic and nonacademic data and reflection questions.
- C. Review previous conference notes.
- D. Begin with the same data points (e.g., Learner Profiles) and reflection questions each week to provide consistency and help learners build stamina for leading their own conference.
- E. Have student Record Conference and goals in their Learner Profile
- F. Use reflection questions to help learners prepare to discuss their progress and needs.
- G. Consider role-playing student-led conferences that model how you would like students to talk about their data and needs.