

Conferring Reflection - Writing

1-I do this regularly.

2-I occasionally do this.

3-I rarely do this.

4-This is not something I am familiar with.



_____ I confer one on one with 3 or more students a day.

_____ My conferences last around 5 minutes each.

_____ I move around the room to confer with my students.

_____ I group students together and have strategy conferences (small groups).

_____ I take notes on my conferences.

_____ I reflect on my conference notes to plan for future teaching.

_____ I give a specific compliment in every conference.

_____ I use mentor texts in conferences.

_____ I model strategies in my conferences.

_____ I use a specific structure in my conferences (research, decide, teach)

_____ I get teaching points from my previous and sometimes future mini lessons.

_____ I get teaching points from my assessment data.

_____ I get teaching points from what I know about Common Core Standards, mentor text examples, mini lessons (grades k-5).

_____ I get teaching points from my knowledge of the child's writerly life (i.e. writing habits, writing craft, writing goals).

_____ I encourage students to raise questions about their writing and to dig deeper.

_____ I use conferences to teach the writer, not the writing.

____ I encourage students to set a goal and write it down.

____ I generalize my teaching point at the conclusion of my conferences.

____ I listen more than I talk.