

Student: L.
Parent: P.

Conference Notes

Strengths
One thing she likes is different choices because she hasn't gotten as much of that in the past Another thing she likes is real-world work because she hasn't gotten as much of that in the past An opportunity she likes is spending some time (but not too much) with second graders because she wants a balance Writing non-fiction paragraphs because she thinks she has improved Writing fiction stories because she looks forward to it
Areas for Growth
Cursive because she doesn't think she has enough time to practice Working with a group because she sometimes doesn't get a job that she prefers because she doesn't speak up and she is being diplomatic about it thinking about how to finish the team's task at hand. Writing because she sometimes has trouble getting ideas for opinion paragraphs Grammar because she sometimes mixes up words when she writes
Goal
To be able to be assertive in a polite way
Next Steps
Next time L. notices the second graders getting new lessons, while the third graders are working on the same thing, she will tell Trevor that day Trevor will provide L. with the public speaking success criteria Trevor will set aside 10 minutes every other week for L. to share a story with the class L. will spend at least 30 minutes a planning a story to share with the class L. will share a story in front of the class once every two weeks P. will spend at least 10 minutes a week listening to L. tell a story and give her critique based on the success criteria P., Trevor, and L. will discuss L.'s progress in January

4/27/15

- I like how she picked something that was cool and interesting because I've never thought about the gender pay gap before. Maybe you can look back at the audience every few minutes. (C.)
- You looked at the audience. You didn't look all the time at the screen. Have you considered speaking a little bit louder? (L.)
- I liked how you got us involved in your presentation. Have you considered calling on students to answer more of your questions? Giving more students a chance to talk might help them listen. (J.)
- I could hear you pretty well. I really liked how you spoke a little bit with Trevor. Having Trevor pass out some of the donut stickers made that go faster. That got my attention. (M.)