

## Student Conferences Overview

<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>- Student: work journal, work folders</li> <li>- Guide: lesson planner, recordkeeping binder, writing utensils, post-it notes, <a href="#">Elementary Conference Notes</a></li> </ul>
<p><b>Direct Aim</b></p> <ul style="list-style-type: none"> <li>- To connect with each student</li> <li>- To increase shared accountability and responsibility-</li> <li>- To maintain accurate records of progress across the school year</li> </ul>
<p><b>Indirect Aim</b></p> <ul style="list-style-type: none"> <li>- To increase the learner's sense of time, awareness of passage of time.</li> <li>- To support the development of responsible decision making.</li> <li>- To support the development of organizational skills: initiation, planning, and prioritization</li> </ul>
<p><b>Typical Conference</b></p> <ol style="list-style-type: none"> <li>1. Join the student at a table separate from others</li> <li>2. Set the timer for ten minutes</li> <li>3. Use the Conference Notes tool to review what you have both put on the agenda to discuss and to take notes about the meeting</li> <li>4. Open with your observations of their growth and progress over the week (ie: I noticed you have been choosing quiet places to work this week. I even saw yesterday when you got up and left your friends to finish your story at the corner table.) This can be targeted towards the goal the student has set in your previous meeting, or a general observation of how they are maturing.</li> <li>5. Next look together at the pages in their work journal. This allows you the opportunity to give feedback about their use of this important tool (quick lesson on writing times, keeping within margins etc.) or to note accuracy of use (gaps in time, missing elements etc.)</li> <li>6. Pivot between their work journal and their work folders/binders (ie: I see you've been working a lot on your story, let's take a look at it together) allowing 'lessons requested' and 'work to focus on' to arise and be recorded organically.</li> <li>7. End each conference with the student selecting a goal for the coming week (ie: We've talked about how you've been choosing quiet work spaces, how you aren't yet getting the times written down in your work journal regularly, your struggles with completing follow up work, your wish to get to the decimal checkerboard lesson and your need to clear out your unfinished work folder. What would you like to set as your goal for this week?)</li> <li>8. Once the goal is written end with "What else would you like to tell me?"</li> </ol>
<p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>- If you do this weekly then you are more likely to fit it into 10 minutes as you will be more up-to-date.</li> <li>- As the children get older they can share the responsibility of taking the notes.</li> <li>- Place the Conference Notes in a shared location where the student can easily access it throughout the week.</li> <li>- Keep track of goals:             <ul style="list-style-type: none"> <li>- Younger children - you will need to transcribe their chosen goal onto a document you use daily such as lesson plans or a student goal sheet created for this purpose.</li> <li>- Older children - can transcribe their goal for the week into their work journal.</li> </ul> </li> <li>- Try spreading conferences out across the week, fitting them in gaps in the schedule such as arrival, lunch clean up, silent reading time, afternoon clean up. If you can schedule them over five days (25 students= 5 a day) then you don't lose a whole day in order to conference with each student.</li> <li>- To start: try meeting with those children who are self-directed alternating weeks and those who lack direction every week</li> </ul>