

Conferring

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A conference....



What are your core beliefs about conferring with students?

Finish the statements:

A conference allows me to....

A conference allows a student to...

After a conference a student....

Conference with Bella

from Patrick Allen: What Are You Thinking? Conferring in Reader's Workshop

<https://www.youtube.com/watch?v=ITgk89dhX1g>

Why confer?



Conferences help readers and writers get to know themselves so we can get to know them.

Literate activity



For the Love of Books

*“The more **independent literate activity** that goes on in the classroom the easier it is to observe it and the more consistent evaluation will be...The notion of independence is critical. Teachers obtain the most useful information in one to one conferences with students and from stepping back and watching how students make choices and manage their literate activity when they are self directed.”*

- *Peter Johnston*

Gradual release

<https://www.youtube.com/watch?v=gDaMz-2pJH0&list=PLZyHCXBJU30WwEnk9pmxPCYia8Sq0b-gQ>

Roadblocks

Conferring handout



www.Life-With-Confidence.com

CHANGING CORE BELIEFS

**It doesn't require strength to let go of old beliefs and thoughts.
All it requires is awareness and understanding.**

Effective conferences

Foundational principles

Authenticity

Knowledge

Respect

Trust



Knowledge



Expert teaching

Knowing what effective readers do

Listening for how students are using cueing systems

Hearing which cueing systems they use efficiently or not

Knowing how to prompt

Respect

Strength based approach

Seeing each child as capable

Commit to the idea that all children can think at higher levels

Cognitive ability is learnable and expressed in different ways

Trust

Building rapport and relationship

Conferences leave students feeling capable....believing that they can do it!

Increases stamina and grit

Leave students feeling smarter



Effective conferences

Keep the end in mind

- Enduring understandings, big ideas
- Refer to ELA scope and sequence

Build on students' strengths

- Use F & P continuum
- Inspire students to persevere
- Leave them feeling capable and smart

Focus on metacognition

- Think and talk about thinking
- Are a conversation (not an interview)

Balance when to listen, elicit or teach

Learning Environment

Classroom structure...simple predictable and open-ended

Flexibility

Gradual release

Focus on thinking - Both students and teacher's thinking is visible

Choice

Joy / passion for learning

“Literate conversation”



What can you find out about each student as a reader?

What are they thinking / feeling about reading?

Their level of engagement and attitude toward literacy

Skills, aptitudes, interests....Patterns that are emerging

Their reading level (solving words, comprehension and fluency)

Skills they have mastered or find challenging...where they are on literacy continuum

Are they selecting good fit books?

Noticing

Strengths

Strategies for staying focused and engaged

Strategies that were previously taught

Strategies that students invent

Strategies that students are just beginning to approximate and use

Metacognition

Practice exercise using a short passage



Read and mark up the text extensively with your thoughts.

Think about your thinking...go back and analyze your thoughts.

List a strategy for each idea you had.

How does this apply to teaching students?

Naming the skills...Did you?

Connect by imagining or visualizing or flashing back to past events?

Draw on your background knowledge?

Reread for clarification?

Connect emotionally?

Read on with questions in mind?



Digging deeper



*“Sitting beside them shoulder to shoulder
we’re digging deeper, working hard to
individualize our instruction and support
children as they apply what we’ve taught them
in large and small group settings.”*

(Conferring, Debbie Miller)

Goal setting

After conferring with students:

- Identify patterns that are emerging for whole group, small group and individual instruction
- Narrow focus to select targets for mini lessons and plan for instruction
- Can use literacy continuum to select goals

Structure

RIP model Patrick Allen

<https://www.youtube.com/watch?v=ITgk89dhX1g>

Research decide teach Serravallo

<https://www.youtube.com/watch?v=3g9vk07JkFs>

Compliment conference Serravallo

<https://www.youtube.com/watch?v=7GKTU2PsKEc>

Reading conference with Penny kittle

<https://www.youtube.com/watch?v=veZlz8W2wYY>

A compliment conference

- ✓ Research the reader through observation and conversation looking for strengths
- ✓ Choose a strategy you want to reinforce
- ✓ Give a specific example of when the reader used the strategy
- ✓ Tell the reader why this strategy is helpful, restating the steps of the strategy in a way that transfers to all books and explain

Record Keeping

centered
student
learning



It's called **reading**.
It's how people install new
software into their brains.

