

Conferring Essentials

Essential for Effective Conferring	Helpful for Effective Conferring
Knowledge base - Understanding content in lesson - Understanding of how children develop specific content (big ideas, strategies, models underlying specific content) - Picking a developmentally appropriate place to begin conferring - Understanding common misconceptions - Understanding the local (specific to task) versus the big picture (how does this task fit into mathematics)	Behavior & Attitudes - Using humor - Being playful
Emotional intelligence & Self-awareness - Being aware of social cues - Body language (engaging, inviting, supportive) - Facial expressions (neutral) <u>Belief system</u> (what you believe about <i>how children learn will impact how you confer with them</i>)	Redirecting - Use of clear and direct language for questions - Using the context/story if there is one
Having a learning stance - Being flexible - Adjusting plan if needed	
Offer verbal and non-verbal cues to support thinking - Using gestures - Using language is clear and specific	
Trust in children's intelligence - Come from a place of inquiry - Collaborating to understand: child to understand teacher; teacher to understand child - Both of us are learners in the conference - Not making assumptions about what a child knows	
Self control - Having patience - Being willing to let go of one's agenda - Being able to end a conference without having the student reach a specific outcome - Being able to end a conference with a question or suggestions and letting student have ownership of the process of revising or rethinking their work	
Balance open & guided teaching moves - Knowing when to be specific - Knowing when to use an open question and wait	

for a response	
Have a wide repertoire of questions ○ Opening questions ○ Looping back questions	
Give specific feedback	
Reflective	
Use talk moves as needed ○ Paraphrasing ○ Restating/revoicing ○ Wait time ○ Tone of voice	
Give student thinking space ○ Use wait time ○ Pace questions	
Set norms for student behavior ○ Speaking up ○ Speaking clearly using sentences in responses ○ Expecting student to do the <i>work</i>	
Documenting Conference to map out next steps ○ Written notes ○ Audio of conference ○ Video of conference ○ Transcript of conference	
Anticipating & being prepared with appropriate tools ○ Notebook ○ Pen ○ Manipulatives ○ Extra copies of the task	
Using student work as a tool • Narrowing the frame • Building from strength	