### Typical Helping vs. Intentional Conferring

<table>
<thead>
<tr>
<th>Focus</th>
<th>Typical Helping</th>
<th>Intentional Conferring</th>
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<tbody>
<tr>
<td>Focus</td>
<td>Ensure student gets correct answer.</td>
<td>Inquire about students’ thinking and comprehension.</td>
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<tr>
<td>Students’ role</td>
<td>Listen. Ask Questions.</td>
<td>Explain Thinking.</td>
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<tr>
<td>Outcome</td>
<td>Student gets correct answer.</td>
<td>Student hones problem solving strategies. Teacher understands student as thinker</td>
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<td>Inferred beliefs</td>
<td>Teacher is repository of knowledge, dispensing answer to students.</td>
<td>Students are capable problem solvers with interesting ideas to share.</td>
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### When and Where: Tinker Time—5-10 minutes during independent or partner task, problem-solving or written practice.

### What to Talk About:

- **Research**—Find out what the learner knows and is thinking.
- **Coach**—Nudge the learner forward with one specific point of instruction. Discuss which tool or model might scaffold independence and perseverance.
- **Reflect/Record**—Ask the learner what she now understands as a result of interaction; document conversation.

### Some Conferring Questions

**Research:**
- Tell me about what you are doing.
- How’s it going?
- Show me a problem you liked solving.
- How does this work?
- Wow! How did you do that?
- What’s up?

**Coach:**
- Show me what you understand in a picture.
- Explain to me what parts you do understand
- What questions do you have?
- Can you remember any similar problems and how you solved them?
- How does what we did in our lesson connect to what you are doing now?
- What would help look like?
- What tools, models, or visuals might help you?

**Reflect/Record:**
- What was important to remember about solving this problem?
- What do you need to remember?
- How did this conversation help you?
- How has your thinking changed?