Recommendations for

One-to-One Conferencing with Your Students

2013-2014

Developed by the Classroom Diagnostic Tools Core Team 2012

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Directions

Directions for Preparing for Effective Conferencing: (Page 4)

Place each of the 11 questions on its own large sheet of poster paper. Use "Around the World/Carousel/Fishbowl" and have participants write their suggestions to the questions on large post-it papers. Report out. (This activity is to build background knowledge on conferencing.)

Directions for Teacher implementation of One-to-One Conferences to utilize the results provided by the Classroom Diagnostic Tools…and other data: (Pages 5 and 6)

Talk to the Text and report out resonating ideas from *Teacher implementation of One-to-One Conferences to utilize the results provided by Classroom Diagnostic Tools…and other data.*

Directions for Preparing Students for Classroom Diagnostic Tools "A Conversation/Activity – Students and Their Teacher(s)" (Page 8)

Discuss suggested outline for the teacher(s).

Directions for Tips for a Successful One-to-One Conference: (Page 9)

Use Random Reporter and have participants read the *Tips for a Successful One-to-One Conference.* Solicit discussion.

Directions for Math, Reading, and Science Content Areas: (Pages 11, 14, 17)

1. Model with another trainer one of the individual student profiles that shows a variety of scripts from teachers as they meet with students during One-to-One Conferences. One trainer plays the role of the teacher. The other trainer plays the role of the student. Emphasize to the participants the goal is **not** to use a set of "cookie cutter" questions, but to create unique questions that support the discussion between the teacher and the student.
2. Audience Participation – Pair participants and have one play the role of the teacher and the other play the role of the students. Then, reverse roles.

Preparing for Effective Conferencing

 # 1 When should one-to-one conferencing take place?

 # 2 When should small group conferencing take place?

 # 3 How will you schedule the conference into your teaching period? How often?

 # 4 Who gets to participate in the conference?

 # 5 What will you discuss?

 # 6 What will you do with the remainder of the students while you are conferencing?

 # 7 How long should a one-to-one conference take?

 # 8 How will you schedule opportunities for targeted instruction as a result of setting goals from the conference?

 # 9 How will you and your students know they are progressing?

 # 10 Establish questions, such as the following, to ask the student(s) during conferencing:

- When you finished taking the CDT, do you recall an area of need?
- Are there tools, like graphic organizers or manipulatives, you could suggest to me that would help you learn?
- Is there vocabulary you do not understand?

 # 11 Can you suggest other questions?

Teacher implementation of one-to-one conferences to utilize the results provided by the classroom diagnostic tools . . . and other data

What is the purpose of one-to-one conferences?

One-to-one conferences enhance the relationship between teacher and student, giving the teacher a better understanding of what each student is capable of doing, and what each student needs to do to move toward independence. One-to-one conferences can improve self-esteem and aid in the development of a literate community (Calkins 1986). One-to-one conferences encourage daily interaction and create specific time for a student and teacher to talk.

Information about students is crucial to a teacher's ability to calibrate tasks and lessons to students' current understandings and skills (*Adding It UP, National Research Council, Kilpatrick, Swafford,* 2001, 349). In a one-to-one conference, the learner and teacher identify individual strengths and areas of growth and then make plans to address them. The one-to-one conference provides a brief time to talk about formal assessments and to learn where students are socially and intellectually, and it also informs students where they stand academically. The one-to-one conference is a time for the teacher to check student progress, encourage student efficacy, discover the specific needs of a student, and coach a student to do better by setting individual learning goals.

Graves (1983) puts it best: "When the teacher talks we learn . . . when the child talks, the child learns . . . and when the child talks, the teacher can help" (137-138). The consistent use of one-to-one conferences to check on the general well-being of each student on a daily basis is highly encouraged. Teachers are also encouraged to take notes regarding any special concerns and bring them to the attention of the grade level/universal team and/or the department/core team. Together the team can develop a plan to address these concerns.

"One of the most important roles in assessment is the provision of timely and informative feedback to students during instruction and learning…" (NRC, 2001 p. 87) "Feedback to students should be about the particular qualities of their work, with advice on what they can do to improve, and should avoid comparisons with other students." (Black & Wiliam, 1998, p. 143) Effect size .72 (Hattie, 2010) "As teachers derive feedback information from assessments that they give their students, there can, then, be important adjustments to how they teach, how they consider what success looks like, how they recognize students' strengths and gaps and how they regard their own effects on students. The essence of such formative interpretations is providing teachers with feedback from assessments about how they need to modify their teaching, and providing students with feedback so they can learn how to self-regulate and be motivated to engage in further learning." (*Visible Learning for Teachers, Routledge*, Hattie, 2012, 125-126).

When should one-to-one conferences be formally scheduled?

Schedule a time for one-to-one conferences with students soon after you assess the targeted students in your classroom using the Pennsylvania Department of Education Classroom Diagnostic Tools and/or other assessments.

How should a teacher prepare for the one-to-one conference?

Analyze the detailed diagnostic reports and/or other assessments to understand the strengths and needs of each student. Look for trends and contradictory trends. Interpret results and group students by their diagnostic profiles or other data to target specific instruction. (This is a flexible group, not an established group.)

How should a one-to-one conference be conducted?

Share the student's individual learning progression map report and set goals. These goals may support the student's struggle with foundational content and/or with more advanced content. Take time to examine the student's work with the student present. This is an active event in which both the learner and the teacher identify strengths and areas of growth and make plans to address these areas using the materials and resources on the Pennsylvania Standards Aligned System (SAS) or other teacher recommended resources. Talk with the student regarding his or her personal understanding of individual areas of strength or areas to build upon. Write down the established goals and accomplishments. Let the student know you will meet again formally in a few weeks to check for understanding, and that you will also check in on a daily basis.

What should you do with the remainder of the students while you are conferencing?

Establish procedures and expectations for effective classroom work during independent time. Set specific expectations and require students to use skills that are defined, taught, and modeled for them. Consider designating a lead student in the classroom to answer questions while you are conferencing.

How long should a one-to-one conference take?

As long as you are prepared, each conference should take from 3 to 5 minutes. Be sure to allow time for every student to be included in these sessions. Times may vary slightly based on student need, but keep to your schedule.

How do you schedule targeted instruction?

The schedule for targeted instruction should be based on the RtII (Response to Instruction and Intervention) Tier 1, 2, or 3 levels. All students need Tier 1 and, depending on the results of the CDT and other data, scheduling targeted instruction will depend on the pre-determined organization time created by the team at your school.

What is a flexible group?

A flexible group is a small group of students scheduled to work on specific skills at the students' instructional level. Flexible grouping is used to help students better understand strategy components using grade-level eligible content appropriately linked to Materials and Resources on SAS or other teacher resources. Flexible groups never stay the same. Depending on the skills and the results from the performance diagnostic categories from the CDT and other data, this grouping changes regularly.

Classroom Diagnostic Tools

pennsylvania
DEPARTMENT OF EDUCATION

Building Background Knowledge for Students			
Question	My Ideas	My Team's Ideas	The Group's Ideas
What does “Diagnostic” mean?			
What is Classroom Diagnostic Tools?			
Why are we using Classroom Diagnostic Tools?			
As your teacher, how will I use Classroom Diagnostic Tools?			
As a student, how will you use Classroom Diagnostic Tools?			
What will data look like after I take Classroom Diagnostic Tools?			
How will you share maps with students?			
As a student, how long do you think it will take to complete the CDT?			
Are the questions/problems difficult or easy? How will you as a student know?			
If you need to see the nurse, or use the restroom, what will you, as the student, do?			
As your teacher, when will I get to see your results?			
As a student, when will you get to see your results?			

Tips for a Successful One-to-One Conference

Tip 1: Establish a visible schedule that includes date(s) and lists student names for One-to-One Conferences and post it in your classroom. Include all students. Times will vary, but every student should be included. One-to-One Conferences should be scheduled shortly after the administration of the Classroom Diagnostic Tools. Work to effectively complete each One-to-One Conference session within one class period.

Tip 2: Review with your students the norms for the class period and the importance of the class period set aside for conferencing. Responsibility for student expectations during this time period should be visibly posted and meaningful.

Tip 3: Preview reports and prepare for the One-to-One Conference Period.

Tip 4: Share the report and explain each diagnostic category and the meaning of the map (color bands, dots, graphs, and learning progressions).

Tip 5: Describe student strengths to build on and areas of instructional need, as well as trends across multiple administrations, if available.

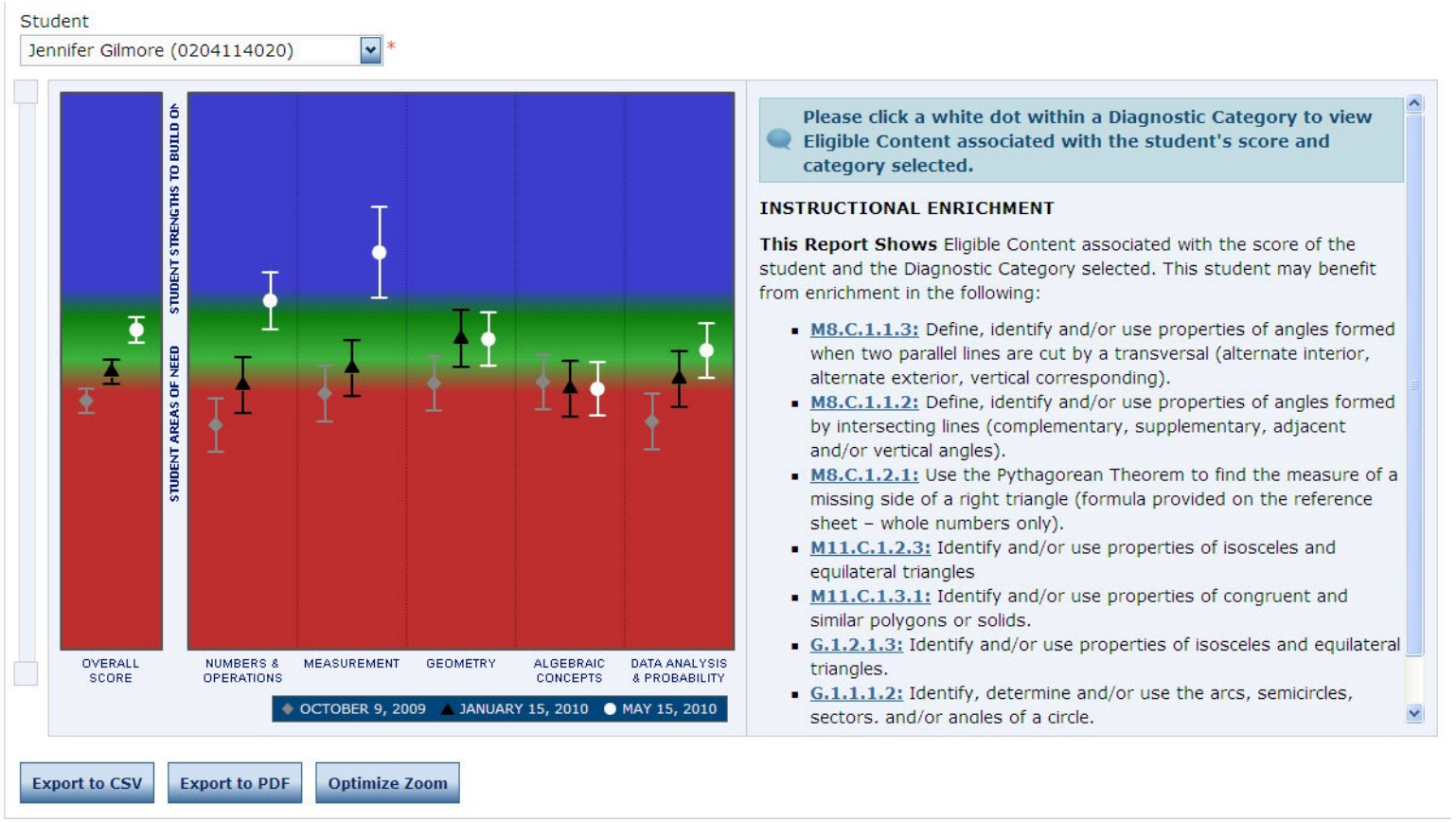
Tip 6: Invite students to provide their interpretation of the profile

Tip 7: Integrate CDT results with other student work.

Tip 8: Identify or request student thoughts about what the student should be focusing on as the course scope and sequence unfolds, given the student's strengths and areas of need.

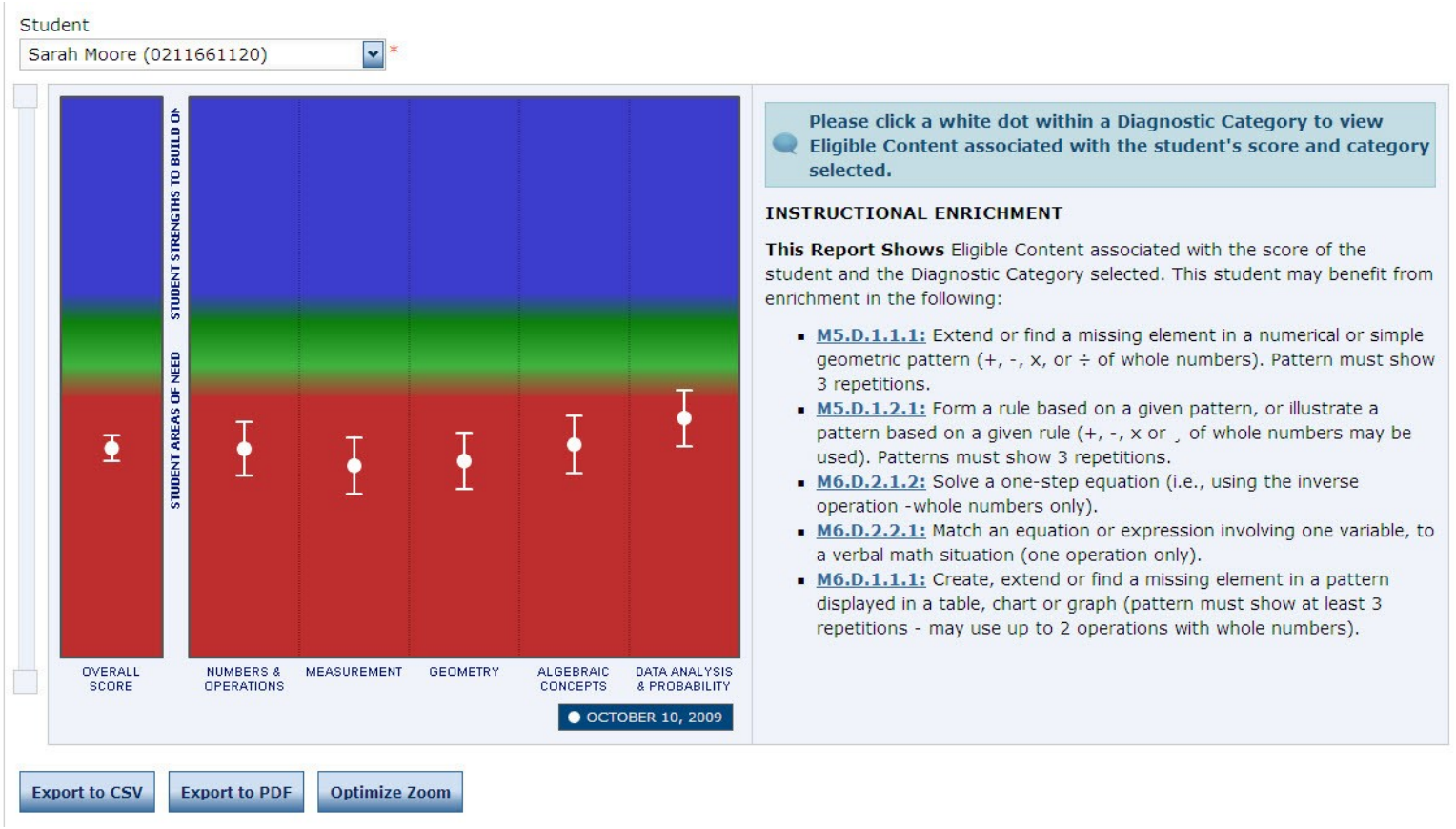
Tip 9: Write down the goals established for the student and the teacher. The Individual Student Profiles show a variety of scripts from teachers as they meet with their students during One-to-One Conferences.

Math



One-to-One Conference Questions

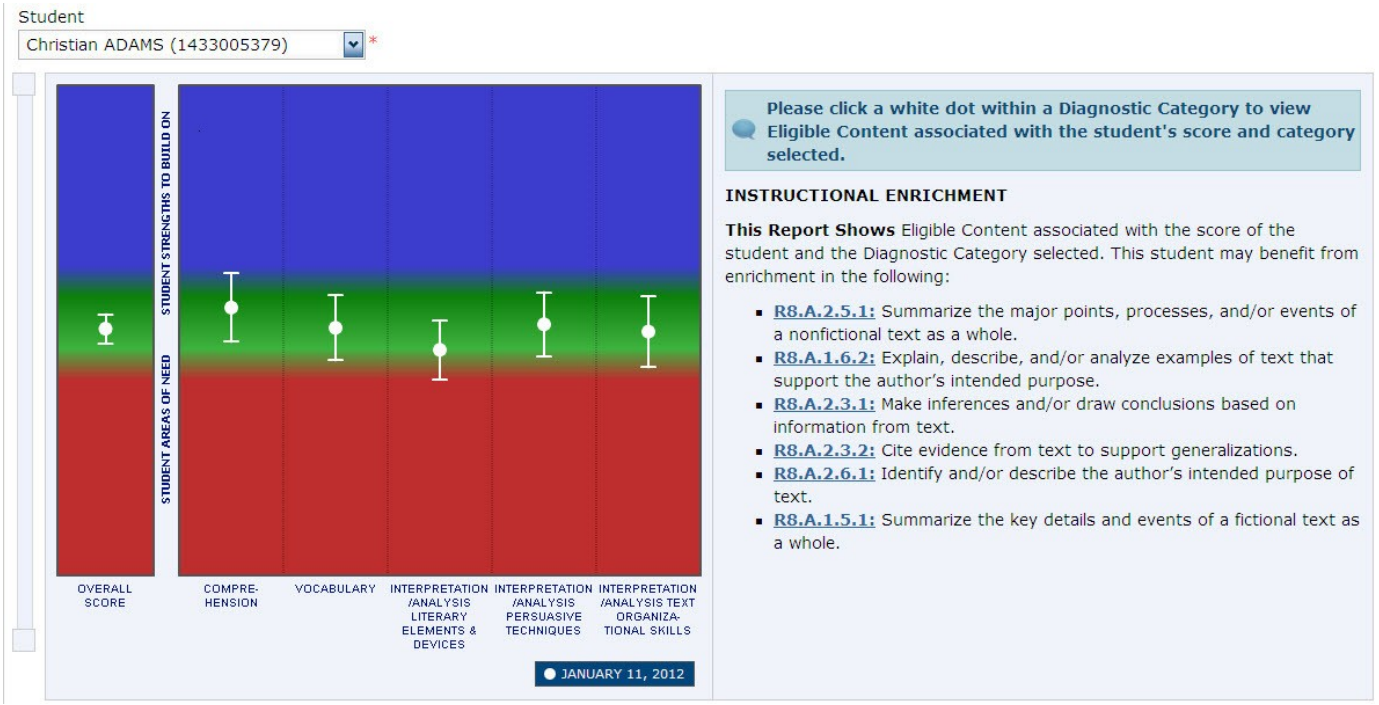
1) What do you notice about your overall score? *(possible reply: scores have increased, shows improvement, last score is in green!)*
2) Can you identify two or three factors that might have contributed to what you noticed? *(possible reply: quality practice, instruction, opportunity to think and work together)*
3) Which reporting categories show evidence of strengths to build on? *(possible reply: Numbers & Operations, Measurement)*
4) Can you identify two or three reasons why these are categories of strengths to build on for you? *(possible reply: I see how info is used in real world, we review this a lot, just makes sense)*
5) What appears to be your greatest area of need? Why? *(possible reply: Algebraic Concepts; scores are about the same and are all in the area between red and green)*
6) Can you identify two or three reasons why this is an area of need for you? *(possible reply: struggling to understand the concepts, too much to remember, need some individual time with the teacher, just doesn't make sense, lack confidence in my ability)*
7) What can we do to ensure growth in the area of Algebraic Concepts? (*possible reply: work harder-follow up with more specific detail, stay after school to get extra help, work with another student, use an intervention, find out why connections are not being made)*



One-to-One Conference Questions

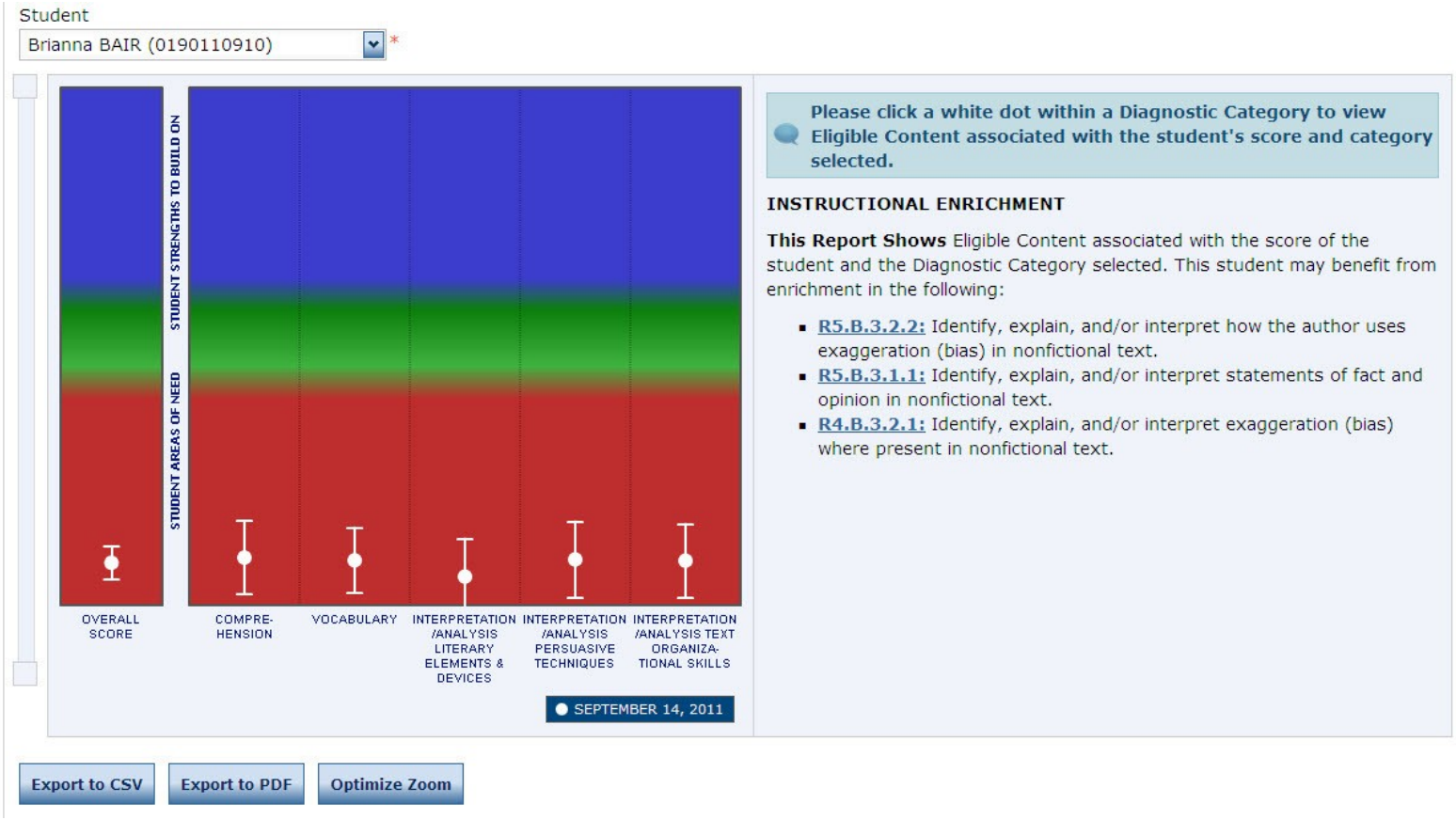
1) Let's look at the categories listed on this printout. They are Numbers & Operations, Measurement, Geometry, Algebraic Concepts, and Data Analysis & Probability. What do you notice when you look at this printout of your scores? (*possible reply: the error bands for most categories overlap)*
2) Is there any one reporting category that stands out to you more than the others? Why? (*possible reply: Data Analysis & Probability seems to be the highest score/closest to the green band)*
3) In which category do you see a chance to build on your strengths? How might you do that? (*possible reply: Data Analysis & Probability; I can get help from the teacher after school or work with other students)*
4) In which category do you see a chance to enrich your areas of need? How might you do that? (*possible reply: Measurement; I can ask my parents for help, work with a tutor, ask the teacher for suggested resources to help me improve in that area)*
5) What goal could you set for yourself today that can be realistically reached before the next testing session? (*possible reply: I will increase my score in Data Analysis & Probability so my score is in the green band)*

Reading



One-to-One Conference Questions

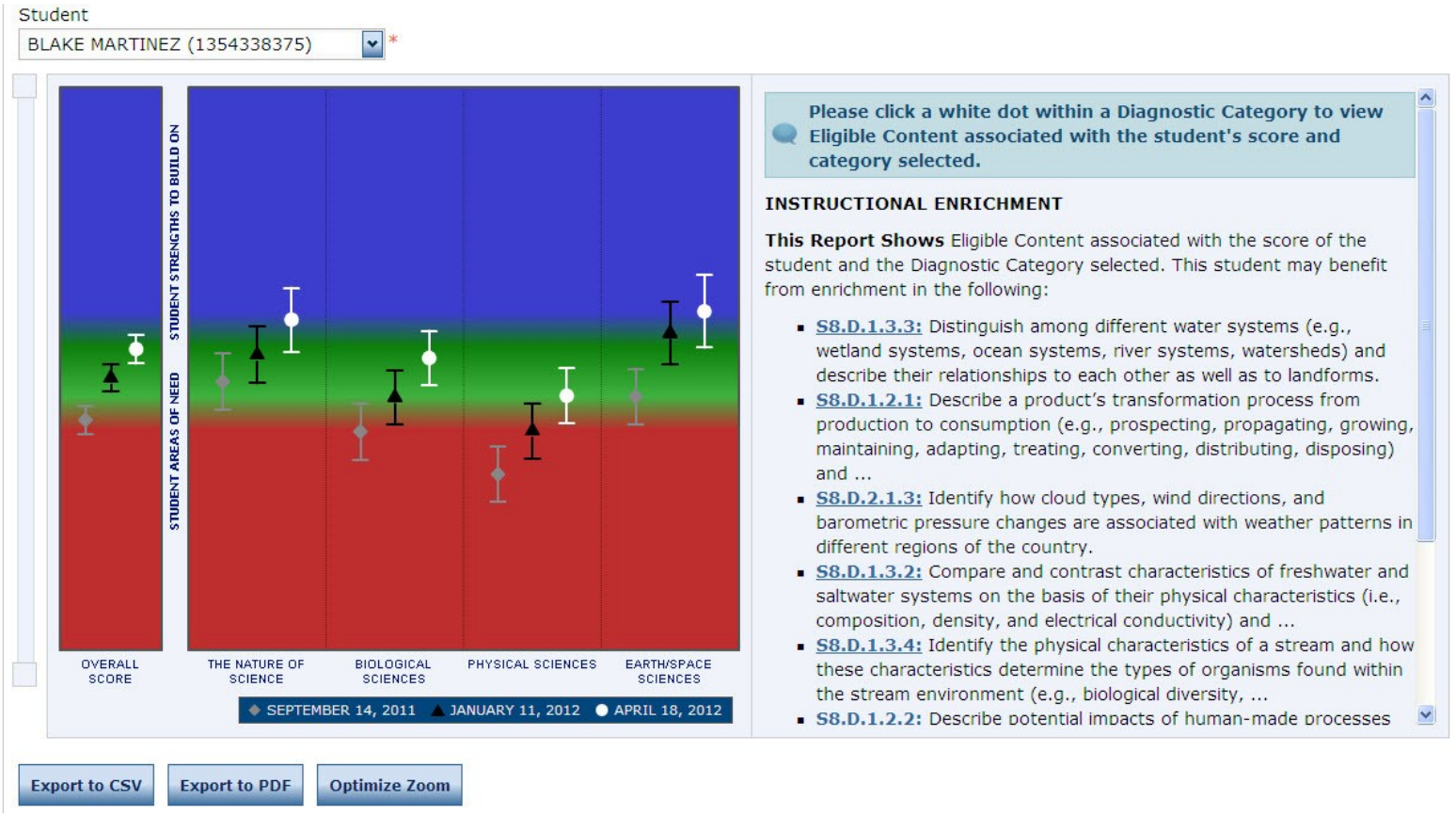
1) Your Reading profile looks very good. Based on your overall score, why do you feel all of your scores show areas of strength? *(possible reply: like to read, my parents read to me, my sixth-grade teacher, always enjoyed reading, my previous teachers taught me ways to understand what I didn't understand)*
2) Which diagnostic categories are your areas of strength? *(possible reply: Comprehension, Vocabulary, Interpretation/Analysis Persuasive Techniques, Interpretation/Analysis Text Organizational Skills)*
3) Can you identify some examples of persuasive techniques? *(possible reply: bandwagon, testimonial, emotional appeal, plain folks, snob appeal, slogan, personal appeal)*
4) There are a number of Eligible Content suggested for Instructional Enrichment that would help you to better understand Literary Elements & Devices. Which Eligible Content listed do you feel would most support your growth in this area? Why? (*possible reply: R8.A.1.6.2; I have difficulty answering questions about the author's purpose in class and on tests, so I should probably work on that one first)*
5) When it comes to the fiction and nonfiction you are expected to read for class work, which type is more difficult for you? Why? Which one of the Eligible Content for Instructional Enrichment do you think would help you the most? (*possible reply: nonfiction; because I don't read it very often except at school; R8.A.2.5.1)*
6) Which type of reading is your favorite, fiction or nonfiction? Why? (*possible reply: I like fiction because it is more interesting, easier to read)*



One-to-One Conference Questions

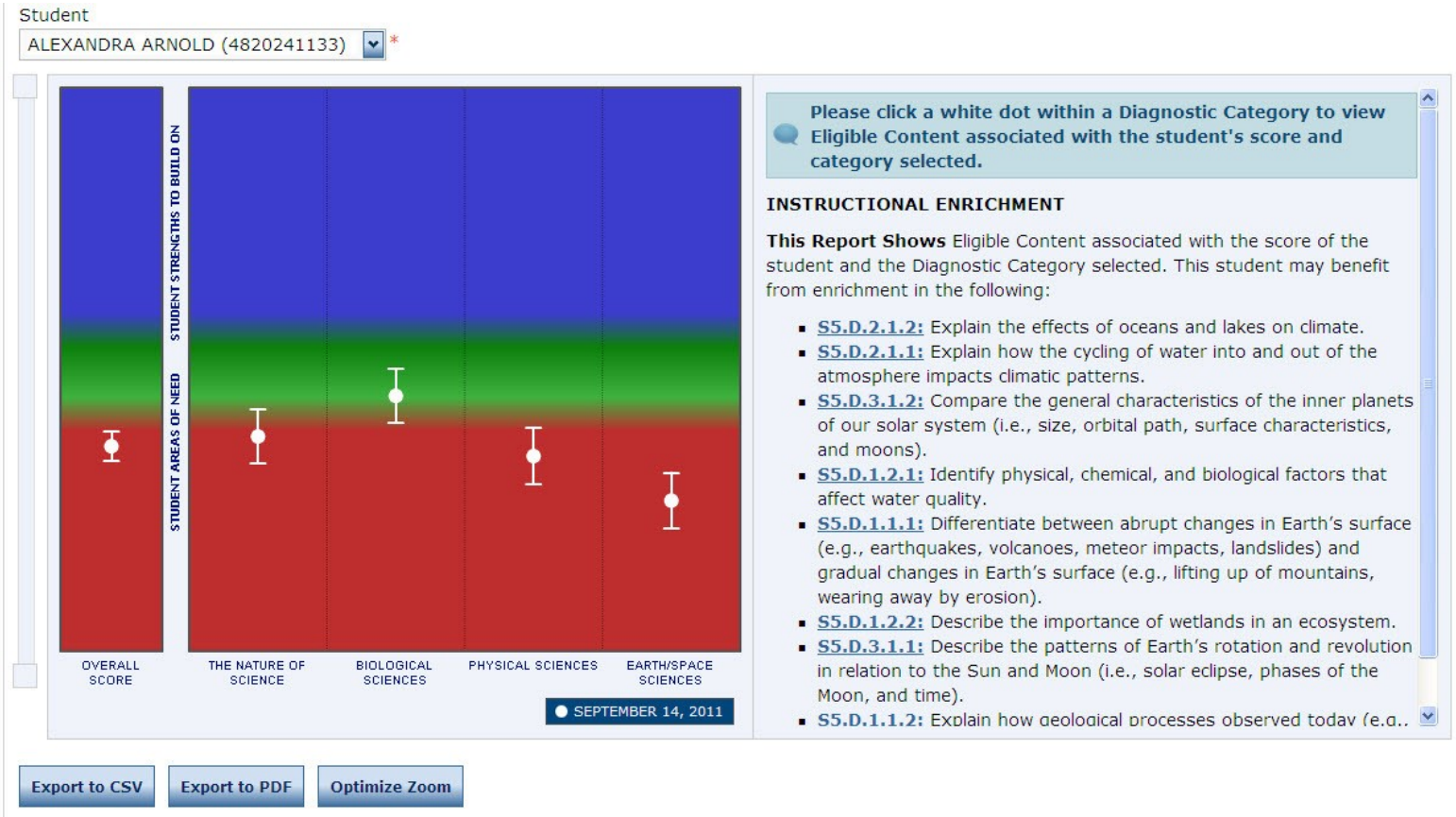
1) What do you notice about your overall score? *(possible reply: scores look low and are in the red band)*
2) What do you attribute these scores to? Can you identify two behaviors that may have contributed to what you noticed? *(possible reply: I didn't really pay attention to what answer I chose on the test, I've been absent a lot, I don't like to read)*
3) Which category do you consider to be an area of strength for you? *(possible reply: looks like I am low in all areas, maybe in Comprehension or Vocabulary)*
4) Which category do you consider to be an area of need? *(possible reply: I have trouble remembering what words mean, which sometimes makes it hard to understand what I read.)*
    a. *(In this scenario, the teacher should facilitate this part of the conversation. A student who is very low in all areas may not know how to define a specific area of need.)*
5) How can you and I work together to help you strengthen this area? (*possible reply: stay after school to get extra help, work with another student, use an intervention, find out why connections are not being made, commit more time to reading during study hall)*
6) What goal in this area can we set for you to reach by _____? *(possible reply: I will increase my score on the diagnostic in Comprehension by _____)*

Science



One- to-One Conference Questions:

1) Let's look at the categories listed on this printout. They are: The Nature of Science, Biological Sciences, Physical Sciences, and Earth/Space Sciences. What do you notice when you look at this printout of your scores on the CDT? (*possibly reply: my scores have improved over time, two of my most recent scores are in the blue band and two are in the green band)*
2) In which category do you see a chance to build on your strengths? How might you do that? (*possible reply: Earth/Space Sciences; I could check out books from the library about these topics, complete a science fair project, shadow a meteorologist for a day)*
3) In which category do you see a chance to enrich your area or areas of need? How might you do that? (*possible reply: Physical Sciences; I could work with other students, stay after school to get extra help, spend more time on my homework)*
4) What goal could you set for yourself today to help you improve your academic achievement? (*possible reply: I can work on increasing my scores in Physical Sciences and Biological Sciences so that my scores move closer to the blue band)*



One-to-One Conference Questions:

1) We notice, Alexandra, that you did best in the Biological Sciences diagnostic category. Do you enjoy topics dealing with genetics and ecology? (*Note: Building background and referencing careers*) (*possible reply: Yes, these topics are interesting to me)*
2) Look at the Eligible Content along the right side. These are recommended areas for you to work on. Do you agree with these? (*possible reply: Those are areas that I am not very interested in, but I guess I should work on them because I don't know very much about them)*
3) Let's look at some of the vocabulary. Do you understand the concepts of biological factors, ecosystems, and geological processes? If yes, can you tell me how you developed your understanding of these words? (*possible reply: I know about biological factors and ecosystems because my teacher last year was really interested in biology, so we spent a lot of time on those topics; I don't know a lot about geological processes)*
4) Let's look at the Eligible Content again. Where would you like to begin enriching your understanding? (*possible reply: The first two [S5.D.2.1.2 and S5.D.2.1.1] are both about water and climate, so I guess we could start there)*