STUDENT CONFERENCING PROTOCOL
STEPS & DIALOGUE STARTERS

reDesign

This protocol presents a set of steps to be used in 5-minute conferences with students during Do Now/Independent reading time or other student work times. A bank of relevant questions and dialogue starters are included as a resource for crafting personalized conferences that are responsive to individual student needs.

CONFERENCING PROTOCOL

STEP	TIPS
0. PRE-CONFERENCE PREP	● **Evaluate the student's work** to identify specific areas of strength and weakness, noting **concrete examples** of each. (Make a copy to keep on file!) ● Plan out a **conferencing focus** and collect **relevant skills rubrics**.
1. FRAME	● **Explain the purpose** of the conference.
2. FACILITATE REFLECTION	● Ask the student to **explain the task in their own words** in order to gauge their understanding of what they were supposed to do. ● Ask the student to **reflect on his/her work**, possibly asking him or her to self-assess against a portion of the skills rubric.
3. EXPLAIN EVALUATION	● **Discuss the student's performance**, referring back to **rubric criteria** and grounding it in examples from their work. **Use a growth mindset phrase**.
4. IDENTIFY STRATEGIES	● Brainstorm **strategies** for addressing one or two areas for growth.
5. CLOSE	● Choose a **focus area for a goal**, **next steps**, and have the student **verbally summarize** the key takeaway. ● Ask the student to **document their reflection and next steps**.

CONFERENCING DIALOGUE STARTERS

FACILITATING STUDENT REFLECTION
• What is something you feel you did really well on in this assignment?
• How do you feel this assignment went for you?
• If you could do this assignment over, what would you do differently?
• What do you think could be improved?
• What steps did you take with this assignment?

IDENTIFYING STRATEGIES
• What class activities or assignments help you learn most? Which do not?
• Is there anything confusing or difficult that comes up repeatedly for you?
• Let's think of a different approach to try next time.
• What is one thing you feel you could easily fix in future assignments?
• What do you need from me to help you do this?

CLOSURE
• Then we have decided...
• Tell me how you'll do that...
• What will you do on the next assignment to show that you are understanding/improving?
• Do you remember what you're going to do?
• Explain (or tell me) what you'll be doing.