



Rating Scale: (✓-) Needs Immediate Improvement (✓) Making Progress (✓+) Proficient (NA) No opportunity to observe

Primary Aim		
To strengthen a growth mindset by providing student an opportunity to dissect a challenge, resolve it, and retell the process in a self-narrative. To develop cognitive control and strategic thinking by allowing students to make goals that can be applied to novel situations. To develop agency and persistence through a process of self-narrative, which over time help to develop a more coherent academic core narrative.		
Procedures		
1. Each day during Work Time two students are scheduled for a Learning Conference with the teacher. 2. Referencing curriculum material, the student identifies a challenge that was unsuccessfully attempted. 3. The student explains what she or he knows or can do to begin to resolve the challenge. 4. The student explains the misconception. Ideas that are under-developed, illogical, wrong or contradictory will begin to surface and find form in words. Typically, students begin to resolve confusions at this point. 5. Student retells the problem-solving experience in the form of a sequential narrative. 6. Student identifies the 'moral' or 'take-away' of the story and explains how new understanding can be applied to other situations in the form of a learning goal.		
1	Student	Rating
1a	Is prepared with curriculum material that presents a conceptual challenge, which has previously been unsuccessfully attempted. Lacking such a sample, student is considered unprepared and the Conference rescheduled.	
1b	Demonstrates initiative to work through the challenge or confusion. The student remains the primary agent in the problem-solving process. The teacher may guide or facilitate, but should not take over by teaching, demonstrating or solving the problem.	
2	Teacher	Rating
2a	Conducts the conference where student is working. Students are not removed from their work context unless they are working on the floor. Conferences should be conducted at a table.	
2b	Skillfully supports the student to engage in a self-regulated problem-solving process. The teacher facilitates to help the student identify and resolve a conceptual challenge by applying new knowledge, skill, or understanding.	
2c	Attempts to engage other students seated at the table into the conference conversation as a source of guidance or competence feedback.	
2d	If the student identifies an overly-general challenge (e.g., lack of preparation or poor work habits), redirects the student to identify a specific challenge in the material where a conceptual understanding breaks down.	
2e	Facilitates a deeper understanding by providing precise terminology when the student lacks appropriate vocabulary to explain the conceptual challenge or understanding.	
2f	Supports the student to demonstrate their understanding through a retelling of the problem-solving process.	
2g	Ensures the conference takes place within a period of approximately 10 minutes.	
3	Records	Rating
3a	Provide evidence that each student's opportunity to receive individualized, one-on-one instruction is sufficient in relation to relevant curriculum goals.	
3b	Convey a progression of growth over time, as needs become strengths and goals are achieved.	
3c	Records are neat, legible, easily interpreted, dated, and chronologically sequence d.	

Comments: (see reverse)