Over the past few weeks, we’ve explored a variety of strategies to support and analyze student writing. Conferences or ‘conversations’ are an important opportunity for teachers to explore what students are thinking about in their writing and help them to move forward. They also serve students to engage in reflection and look at their writing in more strategic ways.

For this workshop, you will be looking for opportunities to talk with student writers at your practicum site. These can be formal conferences that take place during a writer’s workshop format, or they might be more informal in nature. This will depend on ‘the happenings’ in your classroom in the coming week.

You will need to confer with **three different writers** and complete the follow-up reflection after doing so. It is also okay to talk with a group of student writers if they are working collaboratively. You should *aim* to talk to students during different writing activities (though it is not required). Examples of writing activities might be:

* Any stage (brainstorming, drafting, revising, editing) of a formal writing project (narrative, informational, expository, argumentative, etc)
* Writing journal/notebook entries
* Writing in response to reading
* Writing across the content areas (writing a science report, summarizing information from a social studies lesson, taking notes from online research, etc.)

Additional Tips

* If it helps, you can talk with your CT about the upcoming lessons to determine what opportunities you most want to take advantage of.
* Please note that this is an informal workshop that should be easily integrated during regular daily activities (and should become a normal part of your teaching strategies). There is no expectation that you will be pulling students outside of the classroom to talk with them at length. Crouching or sitting beside them where they are working, while they are writing is the idea!
* When approaching students, you want to strive for that conversational tone. Ask them if you can read what they’re writing and talk with them about it. This may be a normal part of your classroom culture, or it may be more foreign to students. Use your knowledge of classroom norms to help students feel comfortable sharing with you.
* Keep in mind the strategies and question prompts we’ve discussed in class. Some may be more or less appropriate depending on what students are writing.

**You should read through the reflection prompts BEFORE conferring with students so that you know what to pay attention to and how you will be asked to respond.** Please use pseudonyms to discuss students in your reflection.

**Student Writer #1:**

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| **Describe the writing activity: standards/goals, purpose of writing, stage in the process, length of task, etc.** |
| **What did you notice when you looked at this student’s writing?** |
| **What questions did you ask the writer?** |
| **What did you learn about the student’s writing through talking with them? What did you learn about the student?** |
| **What was the writer able to take away from your conversation? For this activity? For future writing activities?** |
| **Overall reflections on the experience:** |

**Student Writer #2:**

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| **Describe the writing activity: standards/goals, purpose of writing, stage in the process, length of task, etc.** |
| **What did you notice when you looked at this student’s writing?** |
| **What questions did you ask the writer?** |
| **What did you learn about the student’s writing through talking with them? What did you learn about the student?** |
| **What was the writer able to take away from your conversation? For this activity? For future writing activities?** |
| **Overall reflections on the experience:** |

**Student Writer #3:**

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| **Describe the writing activity: standards/goals, purpose of writing, stage in the process, length of task, etc.** |
| **What did you notice when you looked at this student’s writing?** |
| **What questions did you ask the writer?** |
| **What did you learn about the student’s writing through talking with them? What did you learn about the student?** |
| **What was the writer able to take away from your conversation? For this activity? For future writing activities?** |
| **Overall reflections on the experience:** |