

DIFFERENTIATED CONFERENCING (DC)

- What does expertise look like in conferencing with teachers?
- If a conference does not result in instructional improvement and/or increased student achievement, was the conference effective?
- What is the relationship among one-on-one conferencing, reflective practice, and a collaborative schoolwide culture of achievement?



The Differentiated Conferencing course instructs supervisors and coaches on how to develop the knowledge and skills to conduct meaningful and actionable conversations with teachers who are at different levels of professional maturity. It helps them build their capacity to have effective conferences with teachers at five different levels of development.

Participants will develop a repertoire of skills to apply in certain situations from non-directive to directive and even to particularly difficult conversations. Supervisors and coaches grow their conferencing skills and match their clients with just-right approaches.

"The goal of all supervision whether from short visits or more lengthy observation is to foster a real openness to feedback, install a supervisory voice in teachers' heads and breed an acute consciousness of student learning results."

Kim Marshall. 2005.

*"It's Time to Rethink Teacher Supervision and Evaluation."
 Phi Delta Kappan, vol. 86, no. 10 (June), p. 734.*

AUDIENCE

- Administrators
- Instructional Coaches
- Teacher Leaders
- District Leaders
- Supervisors and Evaluators

OUTCOMES

As a result of taking this program, participants will be able to:

- Prepare for and conduct the conference respectfully, with honesty, confidence, courage and clarity of purpose
- Develop a personal platform that will increase their confidence and your conviction about what is right for you to do
- Increase their capacity to identify the five conferencing styles and to use the ten skills associated with them
- Apply their knowledge of the five different styles/ levels of professional maturity as related to diagnosing and solving problems.
- Use their knowledge effectively identifying factors that influence teacher learning and pedagogical change
- Reflect upon and assess their own practice in differentiated conferencing

42 HOUR PROGRAM (7-Days)

Participants completing all program requirements are eligible to receive 3 graduate credits for an additional cost through Fitchburg State University

Contact info@RBTeach.com for more information





DIFFERENTIATED CONFERENCING

FORMAT

As this course progresses, you will be conducting, transcribing, sharing, and self-assessing each of the five types of conferences: Non-Directive, Collaborative, Directive Choice, Directive Control and Difficult.

At least one of these conferences should be with a new/inexperienced teacher and one with a veteran teacher.

THE MODEL FOR DIFFERENTIATED CONFERENCING Selecting and Implementing the Appropriate Conference

