

Group Conference 1 (11/12/13)

This form contains the basic protocol for carrying out a conversation with a group of students. The group should not exceed six students, and a typical conversation should last, but not be limited to, 15-20 minutes. The following questions serve as guides and do not need to be strictly adhered to.

1. Spend a few moments to acclimate students to the more personal setting of a small group.
2. Ask of each student: What do you like about this class? What do you dislike about it? How could this class be improved?
3. Then, on to more general questions open to whole group discussion:
 - a. What do you notice about my reactions to students who talk over others or are not on task? Do you feel like this should be changed?
 - b. What can we do as a class to reduce this behavior? (Maybe explain the negative side-effects of said behavior)
 - c. If necessary (if time), provide specific examples of problem behavior, but do not call out and potentially humiliate specific students.

Student Name	Observed behavior prior to conference	Notes during conference
Student 1	Subject to random outbursts during instruction; often comments with simplistic or unrealistic responses prompting other students to laugh and push him more; will get up and move around classroom randomly	Even before the conversation starts, rampant side conversation; like that you dress professionally; did not like movies, found it boring, liked the short little films better; tactile – touching chairs; “a lot of people goof off and I don’t think people should be goofing off” “Every time someone acts up, you should slap their hands with a ruler.” Don’t be using bad words “Busted”
Student 2	Known to carry on side conversations with people in immediate vicinity, never out loud	Likes that we can use phones for stuff in class; liked the movie and thought it was interesting, liked the content; You could threaten detentions; maybe detentions; “I think that I should stop talking”
Student 3	Carries on side conversation quietly with Student 5 often resulting in misunderstandings of assignments	Like the class because it’s interesting, in the assignments we get (Student 5 chimes in that even though she doesn’t know how to do it); calls out Student 1 and the girls are laughing, there is clear communication between these people; can eat in class; very creative “Timeout chairs”
Student 4	Does not display consistent distractions in class	Cool that we can use phones in class; liked the zombie apocalypse; nothing that I dislike I think the waiting works
	Carries on side	Starts conversations at random; likes the class

Student 5	conversation quietly with Student 3 often resulting in misunderstanding of assignments	because she has “a lot of friends” in this class; don’t really dislike anything Don’t yell, it makes students, even if it makes you irritated; just at the mention of Student 7’s name, Student 5 exclaims, “Oh geez!”
Student 6	Will interact with Student 1 and Student 8 quietly, pulling their attention away from the lesson	Likes that we can use phones in class, thought the movie was interesting; like that we use computer lab; nothing that she doesn’t like; like group work and pair Reflecting on her parents history in physical discipline

General Notes: It was interesting listening to this group of students. Clearly, they all are familiar with each other to an extent and within this group setting it was difficult to maintain the pace of the conversation because of errant side conversation. Student 5 seemed to be the ringleader of sorts as her short, comical input to other student commentary got a rise out of the other students. It seemed that Student 1 was aware of his disruptive behavior and acknowledged that it had to stop in order for everyone in the class to successfully approach learning, however, it felt as though he was not being sincere.