

## Group Conference 2 (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 7	Will carry on side conversation with Student 9, resulting in misunderstanding of assignments; parents identify ADD	Already starting conversations, but with purpose; like how we get to use our phones and mobile devices; stands apart from the other classes; watch a lot of videos and tech stuff; nothing wrong with the class  A lot of comments; distracting laughing; calling out Student 13 and Student 15; negative use of technology; annoyed when I have to stop the class
Student 8	Interacts with Student 6 and is annoyed by comments made by Student 10	Likes group conversations and how we go over stuff together before a test; we all get our own information; doesn't think anything should be changed  Calling out call; giving time limits
Student 9	Will carry on side conversation with Student 7, resulting in misunderstanding of assignments	Like the creativity of the class and team-building exercises; can't think of anything to improve; commenting my personal interpretation of the classroom environment  How can people be so disrespectful? Opportunity for more commotion
Student 10	Consistently attempts communication with Student 11 and Student 8 and continues to pursue even when asked to stop	Taking this pseudo-lead position; like how we watch videos and we get to take notes and "tests are easy"; eat food in the class; doesn't feel like we are doing geography  Make sure students have appropriate materials in front of them; called out Student 8; move seats; negative interactions with Student 8
	Will carry on side	

Student 11 (ABSENT)	conversation with Student 12 and Student 10 resulting in misunderstanding of assignments	
Student 12	Will carry on side conversation with Student 11 and make distracting exclamations in class that deter class attention	Like how there is not much work to do, more in class stuff; creative projects; not much wrong with the class  Pretty quiet for most of the interview; when prompted, did not have any contribution

General Notes: This group was a bit calmer than the last; there was more focus on the conversation and more time for me to express my concerns. Student 10 acted in the same way that Student 5 did: making small comments here and there to get a rise out of the other participants. Again, the theme of this discussion was that nothing was inherently wrong with the class and that the approaches I have been using in the class have helped reduce behaviors to an extent. I will be expanding more upon these ideas in my reflection.