



ILA CHAPTER AFFILIATE

## March 2018 - Literacy Strategy Spotlight

This month's Literacy Strategy Spotlight is brought to you by Rachael Collins and Ileana Jennings from Region 16. Rachael Collins is the Head of the English Department at Hereford High School, and Ileana Jennings is a teacher in Amarillo ISD.

### Confident Conferring

Conferring means to have a conversation: a simple conversation. Sometimes your conversation will have a purpose and sometimes you can use that time to check in on the student's progress. Other times you might have specific goals for teaching, reteaching or extending the learning. Your purpose for conferring may vary from student to student, but the importance of this interaction is undeniable.

Conferring is a vital component of Balanced Literacy. Carving out the time to talk with each student can be challenging. The conversations with some students may require more time while others can be brief. Budgeting and planning the time is a struggle that can make lesson planning even more exhausting. One of the ways in which we can all confer without losing our minds and throwing out our best laid lesson plans is to make video or audio recordings of our conference.

Five reasons to confer:

1. **Differentiation**- Students receive a video/recording detailing what that student is doing well, what they are struggling with, and what they can do to improve.
2. **Enrichment**- Students get a video/recording empowering them to learn more through genuine inquiry.
3. **Remediation**- Students receive a video reteaching content in a manner which will increase student understanding.
4. **Flipping**- Students receive a video/recording of the lesson/lecture to be watched before class.
5. **Independence**- Students receive a video/recording of the assignment or lesson.

You can use, among others, [iMovie](#), [Screencastify](#), [Vocaroo](#), and/or recording via phone to create the digital conferences.

- These videos/recordings lower the affective filter of the student.
- Students can access the information more than once.
- You have documentation of your teaching.
- Students may not read the marks you've made on their work, but they will watch a video of you discussing their work.
- The videos/recordings allow you to reteach or extend learning during face to face interactions and help keep the conferences shorter.

- The link to the video can be sent through the Remind system, email, and/or Google, Schoology, Blackboard Classroom.

[Screencastify](#) is a Google extension. With this program you can have the student work pulled up on your computer screen and talk to the student while you talk them through your understanding of what is done well and what needs work. Creating a video as you go over student work and digitally highlight, while discussing with the student the success and struggles with the work can make a positive impact in student learning.

For more information, contact Rachael Collins at [Rachaelcollins@gmail.com](mailto:Rachaelcollins@gmail.com) or Ileana Jennings at [ileanajennings@gmail.com](mailto:ileanajennings@gmail.com)

If you would like to share a literacy strategy or highlight something your school is doing, please email Matthew Panozzo, the Community Involvement Committee Director, at [talecommunityinvolvement@gmail.com](mailto:talecommunityinvolvement@gmail.com)

If your school is interested in applying for the International Literacy Association's Exemplary Reading Program Award, please visit their online [application](#) for more information.

For more information on conferring with students, check out:

Allen, P. A. (2009) *Conferring: The keystone of reader's workshop*. Portland, ME: Stenhouse

Rief, L. (2014) *Read write teach: Choice and challenge in reading-writing workshop*. Portsmouth, NH: Heinemann

Kittle, P. (2013) *Book love: Developing depth, stamina, and passion in adolescent readers*. Portsmouth, NH: Heinemann

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