

Research-Compliment-Teach Conferencing

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Background

Conferencing is an individualized pedagogical strategy used to provide students with purposeful feedback in order to help them reach their reading goals. Structured and focused conferencing is vital to ensuring all students are given appropriate literacy support. (Serravallo, 2019). Conferencing allows students to work toward and reset goals, practice explicit reading strategies, and become more confident readers.

Focal Topic

This presentation displays information about effective teacher-student conferencing to improve elementary students' independent reading comprehension. This presentation highlights Jennifer Serravallo's Research-Compliment-Teach (RCT) model. One of the most critical components of any conferencing strategy is goal setting. Goal setting helps to provide individualized, meaningful motivation and feedback to students as they develop as readers (Cabral-Marquez, 2015).







Project Details

This pedagogical practice study evaluates Serravallo's RCT model and provides an original example script to portray a potential conference between a teacher and a student.

Conferencing Steps

RESEARCH-COMPLIMENT-TEACH CONFERENCE

Adapted from Jennifer Serravallo

-  **1 RESEARCH**
Focus on the student's previous reading goal and their current strengths
-  **2 DECIDE**
1. Something to compliment
2. Something to teach
-  **3 COMPLIMENT**
Give a brief compliment (1-2 sentences) about a strategy the student is using well
-  **4 TEACH**
Provide a step-by-step researched reading strategy
-  **5 COACH**
Offer the student an opportunity to practice the strategy & provide support where needed
-  **6 LINK**
Practice the strategy together & provide the student with a visual reminder as a resource for their independent work

Conference Example

CONFERENCE EXAMPLE

Based off of Research-Compliment-Teach

- 1 RESEARCH**
The student's previous goal: determining the beginning, middle, and end of the plot.
Teacher: "Can you tell me about the beginning, middle, and end of this text?"
- 2 DECIDE**
Student effectively states beg., mid., & end.
Teacher decides to teach how to find the main idea using the "Adding Up the Facts to Determine Main Idea" strategy.
- 3 COMPLIMENT**
"I really like how you clearly stated the beginning, middle, and end of the text. I could visualize the plot from what you said!"
- 4 TEACH**
Set a new goal: finding the main idea
Teach strategy: adding up facts to determine the main idea (Serravallo, 2015).
- 5 COACH**
Student practices adding up fact to get the main idea as the teacher facilitates
- 6 LINK**
"Now you know how to add up facts to determine the main idea, which makes you an even stronger reader! Way to go!"

*A live conference would include expanded language and authentic literature references.

Advantages

- Results in above average positive growth in: engaged time reading per day, book volume, and book level (Clawson, 2018)
- Can be used to enrich Accelerated Reading (Clawson, 2018)
- Optimal for differentiation and individualized instruction
- Structure of conferences ensures effective use of time and allows the teacher opportunity to meet with all students
- Practice goal setting (Cabral-Márquez 2015)

Limitations

- If used inefficiently, teachers may not be able to meet with all students. (Serravallo, 2015)
- Teacher knowledge of reading strategies may be limited
- Speculating about students' abilities limits the effectiveness of individualized instruction given to students during conferencing time. (Porath, 2014)

References

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